

## UNIVERSITY INTEGRATED UNDERGRADUATE AND GRADUATE TEACHER STUDY IN THE CROATIAN LANGUAGE IN THE ACADEMIC YEAR 2025/2026

### 1st YEAR

1st semester					
Courses	Teachers	L	S	E	ECTS
<b>257221</b> Pedagogy	Assistant Professor Irena Kiss, PhD	30	15	15	6
<b>257222</b> Philosophy of education	Assistant Professor Alen Tafra, PhD	30	30	0	5
<b>257223</b> General psychology	Assistant Professor Marlena Plavšić, PhD Sanja Tatković, assistant	30	30	0	5
<b>257224</b> Croatian language I	Associate Professor Helena Pavletić, PhD Assistant Professor Ivana Nežić, PhD	30	15	15	4
Foreign language I* <b>257226</b> English language I <b>257227</b> German language I	Full Professor Moira Kostić Bobanović, PhD Ivan Žufić, lecturer Jelena Gugić, assistant  Marieta Djaković, senior lecturer	30	0	30	5
<b>257225</b> Music culture	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	15	0	15	2
<b>42322</b> Kinesiology culture I	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	30	1
<b>174592</b> Professional practice I	Assistant Professor Irena Kiss, PhD	1 week in February (25 hours)			2
<b>Total</b>					<b>30</b>

\* the student attends the foreign language he/she studied in high school

2nd semester					
Courses	Teachers	L	S	E	ECTS
<b>257230</b> Developmental psychology	Assistant Professor Marlena Plavšić, PhD Renata Martinčić Marić, PhD, lecturer	30	30	0	5
Family pedagogy	Associate Professor Marina Diković, PhD Monika Terlević, assistant	30	15	0	4
<b>257232</b> Sociology of education	Associate Professor Mauro Dujmović, PhD Edgar Buršić, PhD, senior lecturer	30	15	0	4
<b>257233</b> Croatian language II	Associate Professor Helena Pavletić, PhD Assistant Professor Ivana Nežić, PhD	30	15	15	5
Foreign language II* <b>257236</b> English language II <b>257237</b> German language II	Full Professor Moira Kostić Bobanović, PhD Ivan Žufić, lecturer  Marieta Djaković, senior lecturer	30	0	30	5
<b>257234</b> Croatian history	Full Professor Slaven Bertoša, PhD	30	15	0	3
<b>257235</b> Musiac theory	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	15	0	15	3
<b>42324</b> Kinesiology culture II	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	30	1
<b>Total</b>					<b>30</b>

\* the student attends the foreign language he/she studied in high school

## 2nd YEAR

3rd semester					
Courses	Teachers	L	S	E	ECTS
<b>227422</b> Didactics	Associate Professor Sandra Kadum, PhD	30	0	30	6
<b>273596</b> Educational psychology	Assistant Professor Marlena Plavšić, PhD Sanja Tatković, assistant	30	15	15	6
<b>78355</b> Children's literature	Full Professor Vjekoslava Jurdana, PhD	30	30	0	5
<b>273598</b> Fundamentals of mathematics	Full Professor Neven Grbac, PhD Branka Antunović, PhD, senior assistant	30	0	30	5
<b>63578</b> Geography	Associate Professor Nikola Vojnović, PhD	30	15	0	3
<b>199983</b> Music practice I	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	0	0	30	2
<b>42327</b> Kinesiology culture III	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	30	1

<b>66268</b> Professional practice II	Assistant Professor Irena Kiss, PhD	2 weeks in February			2
<b>Total</b>					<b>30</b>

4th semester					
Courses	Teachers	L	S	E	ECTS
<b>273617</b> Inclusive pedagogy	Full Professor Mirjana Radetić-Paić, PhD Vanja Marković, PhD, lecturer	30	15	15	6
<b>273618</b> Elementary geometry	Full Professor Neven Grbac, PhD Branka Antunović, PhD, senior assistant	30	0	30	6
<b>273622</b> Computer science	Assistant Professor Elena Krelja Kurelović, PhD Janko Žufić, senior lecturer	30	15	15	6
<b>273625</b> Natural science	Associate Professor Ines Kovačić, PhD Assistant Professor Petra Burić, PhD	30	15	15	5
<b>273627</b> Ethics of the teaching vocation	Assistant Professor Alen Tafra, PhD	30	15	0	4
<b>200004</b> Music practice II	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	0	0	30	2
<b>42329</b> Kinesiology culture IV	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	30	1
<b>Total</b>					<b>30</b>

### 3rd YEAR

5th semester					
Courses	Teachers	L	S	E	ECTS
<b>227433</b> Social pedagogy	Full Professor Mirjana Radetić-Paić, PhD	30	15	0	3
<b>288181</b> The use of ICT in education	Full Professor Maja Ružić, PhD Janko Žufić, senior lecturer	30	15	0	4
<b>288182</b> Kinesiology	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	15	15	15	4
<b>288183</b> Visual arts culture	Associate Professor Aleksandra Rotar	30	0	30	5
<b>288190</b> Croatian language teaching methodology I	Full Professor Vjekoslava Jurdana, PhD Alen Klančar, assistant	30	0	15	4
<b>288191</b> Music teaching methodology I	Assistant Professor Anita Gergorić, PhD MSc. Branko Radić, lecturer	45	0	15	5
<b>292133</b> Professional practice III	Assistant Professor Irena Kiss, PhD	3 weeks in February			2
Elective course I					3
<b>Total</b>					<b>30</b>

Elective courses					
Elective course	Teacher	L	S	E	ECTS
<b>288963</b> Oral homeland heritage	Full Professor Vjekoslava Jurdana, PhD Alen Klančar, assistant	15	15	0	3
<b>288964</b> Academic communication	Full Professor Kristina Riman, PhD	15	0	15	3
<b>288965</b> Creation and Management of Educational Projects	Assistant Professor Marlena Plavšić, PhD	15	0	15	3

6th semester					
Courses	Teachers	L	S	E	ECTS
<b>85800</b> Media culture	Full Professor Kristina Riman, PhD	15	30	0	4
<b>288195</b> Basics of ecology	Full Professor Mauro Štifanić, PhD	30	15	0	3
<b>288196</b> Croatian language teaching methodology II	Full Professor Vjekoslava Jurdana, PhD Alen Klančar, assistant	15	0	30	4
<b>288198</b> Mathematics teaching methodology I	Assistant Professor Siniša Miličić, PhD Branka Antunović, PhD, senior assistant	15	0	30	4
<b>288199</b> Music teaching methodology II	Assistant Professor Anita Gergorić, PhD MSc. Branko Radić, lecturer	30	0	30	5
<b>96518</b> Kinesiology teaching methodology I	Full Professor Iva Blažević, PhD	30	0	15	4
Elective course I					3
Elective course II					3
<b>Total</b>					<b>30</b>

Elective courses					
Elective course	Teacher	L	S	E	ECTS
<b>292059</b> Croatian children's novel	Full Professor Kristina Riman, PhD	15	15	0	3
<b>291742</b> Fundamentals of choir singing	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	15	0	15	3
<b>288966</b> Children's motor development	Full Professor Iva Blažević, PhD	15	0	15	3

#### 4th YEAR

7th semester					
Courses	Teachers	L	S	E	ECTS

<b>96500</b> Croatian language teaching methodology II	Assistant Professor Ivana Nežić, PhD Samanta Paronić, PhD, lecturer	30	0	30	5
<b>156756</b> Mathematics teaching methodology I	Associate Professor Sandra Kadum, PhD	30	0	15	5
<b>96502</b> Music teaching methodology II	Assistant Professor Anita Gergorić, PhD MSc. Branko Radić, lecturer	30	0	15	4
<b>96503</b> Visual arts teaching methodology	Associate Professor Aleksandra Rotar	30	0	15	4
<b>96504</b> Programming classmasters' activities	Associate Professor Sandra Kadum, PhD	15	0	15	2
<b>97830</b> Professional practice IV	Assistant Professor Irena Kiss, PhD	2 weeks during semester and 2 weeks in February			3
Elective module I					7
Elective module II					7
<b>Total</b>					<b>30</b>

<b>Elective modules</b>					
<b>Elective module I: 8217</b>	<b>Teacher</b>	<b>L</b>	<b>S</b>	<b>E</b>	<b>ECTS</b>
<b>169171</b> Contemporary English language IV	Associate Professor Silva Bratož, PhD Ivan Žufić, lecturer	15	0	30	2
<b>96505</b> Children's literature in the English language I	Assistant Professor Ester Vidović, PhD	45	30	0	3
<b>169181</b> Speaking skill practice IV	Full Professor Moira Kostić Bobanović, PhD Ivan Žufić, lecturer	0	0	30	2

<b>Elective module II: 8218</b>	<b>Teacher</b>	<b>L</b>	<b>S</b>	<b>E</b>	<b>ECTS</b>
<b>149206</b> Webpage design	Assistant Professor Elena Krelja Kurelović, PhD Igor Dobrača, senior lecturer	15	0	60	7

<b>8th semester</b>					
<b>Courses</b>	<b>Teachers</b>	<b>L</b>	<b>S</b>	<b>E</b>	<b>ECTS</b>
<b>96509</b> Croatian language teaching methodology III	Assistant Professor Ivana Nežić, PhD Samanta Paronić, PhD, lecturer	15	0	45	5
<b>156757</b> Mathematics teaching methodology II	Assistant Professor Siniša Miličić, PhD Branka Antunović, PhD, senior lecturer	30	0	30	5

<b>156758</b> Science teaching methodology I	Associate Professor Ines Kovačić, PhD **	30	0	15	5
<b>96514</b> Music teaching methodology III	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	15	0	45	3
<b>96515</b> Visual arts teaching methodology II	Associate Professor Aleksandra Rotar	30	0	15	4
<b>96518</b> Kinesiology teaching methodology I	Full Professor Iva Blažević, PhD	30	0	15	4
Elective module I					2+2
Elective module II					2+2
<b>Total</b>					<b>30</b>

Elective modules					
Elective module I: 8221	Teacher	L	S	E	ECTS
<b>96519</b> Children's Literature in the English language II	Assistant Professor Ester Vidović, PhD	15	15	0	2
<b>247985</b> English language teaching methodology I	Assistant Professor Marina Jajić Novogradec, PhD Jelena Gugić, assistant	15	15	0	2

Elective module II: 8222	Teacher	L	S	E	ECTS
<b>96521</b> Computer science teaching methodology	Full Professor Maja Ružić, PhD	15	15	0	2
<b>85806</b> Databases	Assistant Professor Elena Krelja Kurelović, PhD Igor Dobrača, senior lecturer	15	0	15	2

### 5th YEAR

9th semester					
Courses	Teachers	L	S	E	ECTS
<b>118962</b> Mathematics teaching methodology	Assistant Professors Siniša Miličić, PhD Branka Antunović, PhD, senior assistant	15	0	45	4
<b>118950</b> Science teaching methodology II	Associate Professor Marina Diković, PhD	30	0	30	5
<b>118951</b> Visual arts teaching methodology III	Associate Professor Aleksandra Rotar	15	0	45	3
<b>118952</b> Kinesiology teaching methodology II	Full Professor Iva Blažević, PhD	30	0	15	4

<b>118953</b> Professional practice V	Assistant Professor Irena Kiss, PhD	2 weeks in February during the semester and 2 weeks in February			4
Elective course 1					2
Elective module					8
<b>Total</b>					<b>30</b>

Elective modules					
Elective module I: 10912	Teacher	L	S	E	ECTS
<b>118954</b> Children's literature in the English language III	Assistant Professor Ester Vidović, PhD	15	15	0	3
<b>118955</b> English language teaching methodology II	Assistant Professor Marina Jajić Novogradec, PhD Jelena Gugić, assistant	15	0	30	3
<b>118957</b> Reading professional literature in the English language	Associate Professor Silva Bratož, PhD Jelena Gugić, assistant	0	0	30	2
<b>Elective module II: 10915</b>					
<b>118958</b> Computer science teaching methodology II	Full Professor Maja Ružić, PhD Janko Žufić, senior lecturer	15	0	45	4
<b>118959</b> Computer practicum	Assistant Professor Elena Krelja Kurelović, PhD Janko Žufić, senior lecturer	15	0	30	4

10th semester					
Courses	Teachers	L	S	E	ECTS
<b>118961</b> Science teaching methodology III	Associate Professor Ines Kovačić, PhD **	15	0	45	4
<b>118963</b> Kinesiology teaching methodology III	Full Professor Iva Blažević, PhD	15	0	45	3
Elective course 2					2
Elective course 3					2
Elective course 4					2
Graduation thesis					10
Elective module					7
<b>Total</b>					<b>30</b>
Elective modules					
Elective module I: 10916	Teacher	L	S	E	ECTS
<b>118974</b> English language teaching methodology III	Assistant Professor Marina Jajić Novogradec, PhD Jelena Gugić, assistant	15	0	30	4

<b>169173</b> Fundamentals of English linguistics		Associate Professor Silva Bratož, PhD Viktor Vojnić, lecturer	30	15	0	3
<b>Elective module II: 10917</b>		<b>Teacher</b>	<b>L</b>	<b>S</b>	<b>E</b>	<b>ECTS</b>
<b>132980</b> Computer science teaching methodology III		Full Professor Maja Ružić, PhD Janko Žufić, senior lecturer	15	0	45	5
<b>145493</b> Web 2.0 tools		Assistant Professor Elena Krelja Kurelović, PhD Janko Žufić, senior lecturer	15	15	0	2
Free elective courses: winter (10920), summer (10923)						
<b>Sem.</b>	<b>Courses</b>	<b>Teachers</b>	<b>L</b>	<b>S</b>	<b>E</b>	<b>ECTS</b>
Winter	<b>118970</b> Social skills training	Full Professor Mirjana Radetić-Paić, PhD	15	0	15	2
Winter	<b>212639</b> Education for human rights	Associate Professor Marina Diković, PhD Assistant Professor Marlena Plavšić, PhD	15	15	0	3
Winter	<b>208860</b> Oral homeland heritage	Full Professor Vjekoslava Jurdana, PhD	15	15	0	2
Winter	<b>291637</b> Professional terms in classroom teaching	Associate Professor Helena Pavletić, PhD	15	15	0	2
Winter	<b>200035</b> Creative music workshop	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	15	0	15	2
Summer	<b>118964</b> Working with gifted pupils	Associate Professor Andrea Debeljuh, PhD	15	0	15	2
Summer	<b>118965</b> Active learning strategies*	Associate Professor Andrea Debeljuh, PhD	15	0	15	2
Summer	<b>118967</b> Expression with speech	Full Professor Kristina Riman, PhD Irena Mikulaco, PhD, senior lecturer	15	0	15	2
Summer	<b>118968</b> School reading in primary teaching	Full Professor Vjekoslava Jurdana, PhD Alen Klančar, assistant	15	0	15	2

Summer	<b>119168</b> Early bilingualism and multilingualis m*	Associate Professor Nada Poropat Jeletić, PhD	15	15	0	2
Summer	<b>241307</b> Croatian children's novel	Full Professor Kristina Riman, PhD	15	15	0	2
Summer	<b>156777</b> Puppetry and stage culture	Assistant Professor Breza Žižović	15	0	15	2

\* lectures, seminars and exercises are carried out in the Italian language

# 1<sup>st</sup> YEAR

Course Syllabus					
Course Code and Title	257221 Pedagogy				
Name of Lecturer	<a href="#">Assistant professor Irena Kiss, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	I		
Classroom location	Classroom	Teaching language(s)	Croatian (Italian)		
ECTS credits	6	Number of hours per semester	30L – 15S – 15T		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	General psychology, Philosophy of education, Sociology of education, Family pedagogy				
Objective of the course	to acquire competencies for analyzing basic pedagogical concepts in order to implement them in the educational system and integrate them into the context of lifelong learning				
Learning outcomes	1. to analyze the basic concepts of pedagogy as well as the interdisciplinary approach to pedagogical science 2. to interpret teacher competencies in the context of lifelong learning 3. to investigate communication in upbringing and education 4. to analyze the curriculum structure 5. to analyze the normative basis in upbringing and education 6. to discuss alternative schools				
Course content (syllabus)	1. Basic concepts of pedagogy 2. Interdisciplinary approach to pedagogical science 3. Characteristics of educational environments and institutional education 4. Competences and role of teachers and other stakeholders in education 5. Lifelong learning of teachers 6. Theories/models of communication and interaction in the educational process 7. Curriculum 8. Cross-curricular topics 9. Basic documents on education in the Republic of Croatia 10. Alternative schools				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hou rs	ECTS credits	Grade ratio (%)
	Class activities (L, S, T)	1. – 6.	45	1.5	10%
	Group project	1. – 6.	45	1.5	20%
	Research individual task	1. – 6.	30	1	20%
	Field teaching	6.	15	0.5	0%
	Exam (written)	1. – 6.	45	1.5	50%
	Total		180	6	100%

	<p>Additional clarifications (evaluation criteria):</p> <p>Students will have to do a group assignment - write (10%) and present (10%) in front of a group of students.</p> <p>Evaluation elements of the written (10%) group project:</p> <ul style="list-style-type: none"> <li>- Work structure (2%)</li> <li>- Meaningfulness and argumentation of the topic (5%)</li> <li>- Professional expression and critical use of relevant and recent literature (3%)</li> </ul> <p>Evaluation elements of the presented (10%) group project:</p> <ul style="list-style-type: none"> <li>- Creativity in presentation (2%)</li> <li>- Quality of verbal and non-verbal communication (4%)</li> <li>- Quality of interaction with the audience (2%)</li> <li>- Use of digital and/or interactive media (2%)</li> </ul> <p>Students will submit an individual research paper in written form (20%).</p> <p>Elements of evaluation of individual research work (20%):</p> <ul style="list-style-type: none"> <li>- Work structure (3%)</li> <li>- Quality of the designed and argued critical thesis (12%)</li> <li>- Professional expression and critical use of relevant and recent literature (5%)</li> </ul>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> <li>1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.)</li> <li>2. actively participate in a group project (defining, identifying, discussing, presenting and distinguishing theoretical knowledge in a group written (10%) and oral (10%) presentation of certain contents of the course on pedagogical theory)</li> <li>3. create an individual research paper on a chosen topic from the field of pedagogy (individual critical review of a recent source of literature on contemporary issues of pedagogical science)</li> <li>4. participate in field teaching: alternative schools</li> <li>5. pass the written exam.</li> </ol> <p>Note (applies to obligations 1, 2 and 3): A student should actively participate in interactive activities in at least 70% of lectures and seminars. Students should solve their obligations by the given deadline. Deadlines are fully respected in this course.</p>
Mid-term and final exam term	<p>They are given at the beginning of the academic year, they are published on the University's website and in ISVU.</p>
Additional information on the course	<p>Materials for lectures and seminars are published on the official e-learning platform.</p> <p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <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"> <li>1. Buczynski, N. i sur. (2019). Montessori Škrinjica. Naklada Slap</li> <li>2. Diković, M., Plavšić, M. (2019). Vrijednosti obrazovanja i nastavnički identitet iz učeničke, roditeljske i nastavničke perspektive. Metodčki ogledi, 26(2019)1, 7-31.</li> <li>3. Jurčić, M. (2012). Pedagoške kompetencije suvremenog učitelja. Recedo d.o.o.</li> </ol>

	<p>4. Lukaš, M., Mušanović, M. (2020). Osnove pedagogije. VI. naklada.</p> <p>5. Mušanović, M., Lukaš, M. (2011). Osnove pedagogije. Hrvatsko futurološko društvo (str. 1-56).</p> <p>6. Matijević, M. (2001). Alternativne škole: didaktičke i pedagoške koncepcije. Tipex d.o.o.</p> <p>7. Matijević, M., Bilić, V., Opić, S. (2016). Pedagogija za učitelje i nastavnike. Školska knjiga.</p> <p>8. 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> <p>9. Tatković, N., Diković, M., Tatković, S. (2016). Pedagoško-psihološki aspekti komunikacije. Sveučilište Jurja Dobrile u Puli.</p> <p>10. Tatković, N., Močinić, S. (2012). Učitelj za društvo znanja. Sveučilište Jurja Dobrile u Puli. (str. 43-104).</p> <p>11. Thomas, G. (2015). Kratak uvod u pedagogiju. Educa.</p> <p>12. Vican, D., Ledić, J., Radeka, I. (ur.) (2022). Odgojno-obrazovni diskurs pedagogije. Sveučilište u Zadru.</p> <p>13. Vrcelj, S. (2018). Što školu čini školom? Filozofski fakultet u Rijeci.</p> <p>14. Vukasović, A. (2001). Pedagogija. HKZ «MI».</p> <p>Optional:</p> <p>1. Diković, M., Plavšić, M. (2022). Učiteljski posao i doprinos obrazovanja iz učiteljske, studentske i akademske perspektive. U: V. Strugar, V. Rajić (ur.), Suvremeni pristup obrazovanju učitelja (str. 285-317). Hrvatska akademija znanosti i umjetnosti, Zavod za znanstvenoistraživački i umjetnički rad u Bjelovaru; Sveučilište u Zagrebu, Učiteljski fakultet.</p> <p>2. Gudjons, H. (1994). Pedagogija – temeljna znanja. Educa.</p> <p>3. Ivon, H., Krolo, L., Mendeš, B. (ur.) (2011). Pedagogija Marije Montessori – Poticaj za razvoj pedagoškog pluralizma. Dječji vrtić Montessori, Dječja kuća i Udruga Montessori pedagogije.</p> <p>4. König-Zedler (2001). Teorije znanosti o odgoju. Educa.</p> <p>5. Mandarić, B. V., Razum, R., Barić, D. (2019). Nastavničke kompetencije: zbornik radova. Katolički bogoslovni fakultet: Kršćanska sadašnjost.</p> <p>6. Plavšić, M., Diković, M. (2019). What a Teacher Should not be Like. The New Educational Review, 55(1), 246-255.</p> <p>7. Plavšić, M., Diković, M. (2022). What is most difficult in a teacher's job from the perspective of teachers, students and parents? Revija za elementarno izobraževanje, 15(1), 31-50.</p> <p>8. Rajić, V., Letina, A., Canjek-Androić, S. (2022). Percepcija i poznavanje Montessori pedagogije među učiteljima primarnog obrazovanja. U D. Velički, M. Dumančić (ur.), Zbornik radova 2. međunarodne znanstvene i umjetničke konferencije Suvremene teme u odgoju i obrazovanju - STOO 2, In memoriam prof. emer. dr. sc. Milan Matijević. Učiteljski fakultet Sveučilišta u Zagrebu i Zavod za znanstvenoistraživački rad u Bjelovaru Hrvatske akademije znanosti i umjetnosti.</p> <p>9. Sahlberg, P. (2012). Lekcije iz Finske – što svijet može naučiti iz obrazovne promjene u Finskoj. Školska knjiga.</p> <p>10. Strugar, V., Rajić, V. (2022). Suvremeni pristupi obrazovanju učitelja: znanstvena monografija. Hrvatska akademija znanosti i umjetnosti, Zavod za znanstvenoistraživački i umjetnički rad.</p>
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Course Syllabus			
Course Code and Title	257222 Philosophy of Education		
Name of Lecturer	<a href="#">Assistant professor Alen Tafra, PhD</a>		
Study programme	University Integrated Undergraduate and Graduate Teacher Study in the Croatian Language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	I
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	5	Number of hours per semester	30L – 30S – 0T
Prerequisites	There are no prerequisites for enrolment.		
Correlativity	Sociology of Education		
Objective of the course	To acquire philosophical competences for critical reflection on the theory and practice of education throughout history and our time		
Learning outcomes	<ol style="list-style-type: none"> <li>1. to explain basic concepts from the fields of philosophy of education and logic in order to form and identify valid arguments about educational practice</li> <li>2. to explain the essential features of the philosophical approach to knowledge and reality in order to foster critical thinking as a crucial educational mediation tool</li> <li>3. to interpret scientific knowledge and educational technologies from a critical-philosophical perspective, especially with regard to how educational sciences have been shaped by society and history</li> <li>4. to value argumentative discussion and dialogue as a basic tool for philosophical reflection on educational issues and their history</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Introduction to philosophy: concept of philosophy, sources of philosophizing, basic philosophical problems and concepts, place of philosophy of education in philosophy. An attempt to demarcate philosophy in relation to science, religion, and art (with special regard to the relationship between philosophy of education and educational sciences).</li> <li>2. Philosophy of education and critical thinking: benefits and barriers. Basics of logic for primary school education. Multidimensional thinking in education: the relationship between critical, creative and caring thinking (M. Lipman). Philosophy of childhood and philosophy with children: ethical education in primary school. Philosophy of education and children's creativity.</li> <li>3. Conceptual definition and the relationship between education as upbringing and education as schooling. The philosophical dimension of educational practice and the educational dimension of philosophy. Ideological instrumentalization of education as manipulation and indoctrination. Historicity of education and philosophy.</li> <li>4. Socratic method as a historical foundation of critical thinking and a contribution to primary education. Plato's and Aristotle's</li> </ol>		

	philosophy of education. Philosophy of education in the age of modernity (J.-J. Rousseau, F. Nietzsche, J. Dewey, P. Freire) and its influence on basic educational theories.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L and S)	1. - 4.	60	2	20%
	Written projects (seminars)	1., 3., 4.	18	0.6	30%
	Exam (oral)	1. - 4.	72	2.4	50%
	Total		150	5	100%
	Additional information (assessment criteria):				
	<p>Students are required to attend at least 70% of classes. Active participation in class is expected, which is evaluated as follows:  0% = more than the allowed 30% absences  5% = attends classes, but does not participate  10% = participates, but without proper initiative and adequate preparation  15% = participates voluntarily and properly prepared in the teaching process  20% = regularly prepared, shows high motivation, contributes to lessons with own ideas and suggestions</p> <p>Students are required to write, submit and present a seminar paper on the chosen topic (a precondition for taking the exam). The list of offered topics is published on the official e-learning platform. Students can also propose a topic outside the list to the subject teacher. Seminar papers are primarily based on optional literature, and additional literature will be recommended for each topic. The date of the presentation, as well as other formal and substantive work conditions, are agreed with the course instructor. The final form of the paper should be submitted at least one week before the exam. When writing a seminar paper, it is necessary to respect the published <a href="#">Guidelines for the writing of seminar papers, final and diploma theses for students of the Faculty of Educational Sciences in the Croatian language</a>.</p> <p>The following criteria are important when evaluating the seminar work:  a) articulation: relevance (coverage of the topic), organization (clarity and structure coherence);  b) argumentation: accuracy, rationale, exhaustiveness, level of critical thinking;  c) support - appropriate use of literature, adequacy of references;  d) presentation - clarity, comprehensibility, confidence, use of digital tools.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes (30% absences are tolerated)</li> <li>2. actively participate in the teaching process</li> <li>3. create, submit, and present a seminar paper</li> <li>4. pass the final oral exam</li> </ol>				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional	Materials for lectures and seminars are published on e-learning.				

information on the course	<p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <p>Teacher will inform students about the changes when distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Nida-Rümelin, J. (2020). Filozofija humanog obrazovanja. Zagreb: Školska knjiga.</li> <li>2. Polić, M. (1993). K filozofiji odgoja. Zagreb: Znamen i Institut za pedagogijska istraživanja.</li> <li>3. Šuran, F. (2018). Nikakva nas reforma neće spasiti. Odgoj i obrazovanje kao elementi novog „humanizma“. Pula: Sveučilište Jurja Dobrile u Puli.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Barbarić, D. (ur.) (2011). Čemu obrazovanje. Razmatranja o budućnosti sveučilišta. Zagreb: Matica hrvatska.</li> <li>2. Ćurko B. et al. (2015). Etičko obrazovanje i učenje o vrijednostima. Priručnik za učitelje i odgajatelje. Ljubljana: Project: ETHIKA - Ethics and values education in schools and kindergartens. (<a href="https://ec.europa.eu/programmes/erasmus-plus/project-result-content/78cf8290-e6f6-4f2e-bfb6-b6dc88d71100/Ethika_01a_%20Manual%20for%20Teachers_HR.pdf">https://ec.europa.eu/programmes/erasmus-plus/project-result-content/78cf8290-e6f6-4f2e-bfb6-b6dc88d71100/Ethika_01a_%20Manual%20for%20Teachers_HR.pdf</a>)</li> <li>3. Ćurko, B. (2017). Kritičko mišljenje u nastavi filozofije, logike i etike. Zagreb: Hrvatsko filozofsko društvo.</li> <li>4. Freire, P. (2002). Pedagogija obespravljenih. Zagreb: Odraz.</li> <li>5. Liessmann, K. P. (2019). Obrazovanje kao izazov. Zagreb: Školska knjiga.</li> <li>6. Marinković, J. (2008). Učiteljstvo kao poziv: rastakanje pedagogije i potraga za smislom. Zagreb: Kruzak.</li> <li>7. Nietzsche, F. (2003). Schopenhauer kao odgajatelj. Zagreb: Matica hrvatska.</li> <li>8. Pranjić, M. (2020). Odgoj u vrijeme antike: starogrčki, starorimski i ranokršćanski odgoj i obrazovanje. Zagreb: Fakultet hrvatskih studija Sveučilišta u Zagrebu.</li> <li>9. Ranciere, J. (2010). Učitelj neznalica. Zagreb: Multimedijalni institut.</li> <li>10. Stojadinović, P. (2016). Logičke pogreške za koje je dobro znati. Zagreb: Naklada Jesenski i Turk.</li> <li>11. Tomić, D. (2020). Filozofija i odgoj. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet.</li> <li>12. Wollstonecraft, M. (1999). Obrana ženskih prava. Zagreb: Ženska Infoteka.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Kalin, B. (2009). Povijest filozofije. Zagreb: Školska knjiga.</li> <li>2. Kunzmann, P. et al. (2001). Atlas filozofije. Zagreb: Golden Marketing.</li> <li>3. Maggie, B. (2010). Povijest filozofije. Zagreb: Mozaik knjiga.</li> <li>4. Polić, M. (1997). Čovjek, odgoj, svijet: mala filozofijsko-odgojna razložba. Hrvatski Leskovac: Kruzak.</li> </ol>

Course Syllabus					
Course Code and Title	257223 General psychology				
Names of Lecturers	<a href="#">Assistant professor Marlena Plavšić, PhD</a> <a href="#">Sanja Tatković, assistant</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	I		
Classroom location	Classroom	Teaching language(s)	Croatian (English)		
ECTS credits	5	Number hours semester	30L – 0S – 30T		
Prerequisites	There are no prerequisites.				
Correlativity	Developmental psychology, Educational psychology I and II				
Objective of the course	To acquire knowledge about the basic processes and characteristics of human experience and behaviour.				
Learning outcomes	1. to define basic terms in psychology 2. to compare different theories and models in psychology 3. to analyse basic processes in psychology				
Course content	1. development, branches and schools in psychology 2. research methods 3. cognitive processes 4. affective - motivational processes 5. stress 6. personality				
Course activities, teaching and learning methods and assessment criteria	Students' responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Classroom activities (L+P)	1-3	45	1.5	0%
	seminar preparation	1-3	30	1	0%
	midterm exams	1-3	30	1	70%
	written exam	1-3	45	1.5	30%
	In total		150	5	100%
	Additional clarifications (evaluation criteria): Each midterm exam consists of 35 different type questions. The first midterm exam includes the first half of the materials, and the second midterm exam consists of the second part of the materials. The share of an individual answer in the				

	<p>overall grade of the course is as follows:</p> <ul style="list-style-type: none"> <li>• 1 % if the answer is correct</li> <li>• 0 if there is no answer or if it is incorrect.</li> </ul> <p>The achieved results are final and take part in the overall grade.</p> <p>The written exam consists of 30 questions of different types (multiple choice and statements to be completed). The exam covers the material of the entire course. The share of an individual answer in the overall grade of the course is as follows:</p> <ul style="list-style-type: none"> <li>• 1 % if the answer is correct</li> <li>• 0 if there is no answer or if it is incorrect</li> </ul> <p>If less than half of the answers are correct in the exam, the exam is not passed. However, even half of the correct answers are not a guarantee of a positive grade in the course, because the total grade is obtained by adding up all the percentages.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> <li>1. Attend at least 50% of lectures.</li> <li>2. Attend at least 70% of seminars.</li> <li>3. Take the first and second midterm exam and achieve at least 20% of the total grade from the course in the total sum of both midterm exams.</li> <li>4. Pass the written exam.</li> </ol>
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>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"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <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>Rathus, S. A. (2001). <i>Temelji psihologije [Basics of Psychology]</i>. Naklada Slap, Jastrebarsko.  (15-22, 35-62, 122-157, 207-238, 247-278, 343-369, 377-386, 404-415, 469-495, 513-548, 605-620, 649-662) OR  Smith, E. et al. (2007). <i>Uvod u psihologiju [Introduction to Psychology]</i>. Naklada Slap, Jastrebarsko.  (5-26, 116-139, 146-170, 232-255, 266-293, 326-348, 352-363, 388-410, 426-448, 452-481, 492-521, 526-562, 658-664)</p>

Optional:

1. Goldstein, B. E. (2011). Osjeti i percepcija [Sensation and perception]. Naklada Slap, Jastrebarsko.
2. Davison, G. C., & Neale, J. M. (2002). *Psihologija abnormalnog doživljavanja i ponašanja* [Abnormal Psychology]. Naklada Slap, Jastrebarsko.
3. Hudek-Knežević, J., & Kardum, I. (2006). *Stres i tjelesno zdravlje* [Stress and physical health]. Naklada Slap, Jastrebarsko.
4. Lacković Grgin, K., & Penezić, Z. (2018). *Ličnost* [Personality]. Jastrebarsko, Naklada Slap.
5. Reeve, J. (2010). *Razumijevanje motivacije i emocija* [Understanding motivation and emotion]. Naklada Slap, Jastrebarsko.
6. Zarevski, P. (2001). *Psihologija pamćenja i učenja* [Psychology of memory and learning]. Naklada Slap, Jastrebarsko.
7. Zarevski, P. (2000). *Struktura i priroda inteligencije* [Structure and nature of intelligence]. Naklada Slap, Jastrebarsko.

Referential:

1. Petz, B. (ur.). (2005). *Psihologijski rječnik*. Naklada Slap, Jastrebarsko.

Course Syllabus					
Course Code and Title	257224 Croatian language 1				
Name(s) of Lecturer(s)	<a href="#">Associate professor Helena Pavletić, PhD</a> <a href="#">Assistant professor Ivana Nežić, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	I		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	4	Number of hours per semester	30L – 15S – 15T		
Prerequisites	There are no prerequisites for enrollment, and to master it, the prerequisite is to enroll in the course of the same name on the distance learning portal.				
Correlativity	Croatian language 2, Children's literature, Media culture				
Objective of the course	to adopt competences for accurate application of norms of the Croatian standard language (orthographic and phonological norm)				
Learning outcomes	1. to define standard language and language levels 2. to explain variances from standard language norms 3. to compare normative rules in spelling handbooks 4. to apply acquired orthoepic and orthographic knowledge in the preparation and presentation of an oral presentation				
Course content (syllabus)	1. Standard language and norms 2. Normative handbooks 3. Croatian language spelling handbooks 4. Spelling rules 5. Phonological structure of the Croatian language 6. Sound changes				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity L, S	1. – 4.	45	1.5	10%
	independent task	1. - 2.	6	0.2	15%
	research assignment + oral presentation	1. – 4.	19	0.6	25%
	two colloquia	1. – 4.	50	1.7	25%+25%
	in total		120	4	100%

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend lectures</li> <li>2. carry out a research assignment on a selected topic and present it orally</li> <li>3. create an independent task</li> <li>4. pass two colloquia that are written during class or a written exam.</li> </ol>
Mid-term and final exam term	Announced in the ISVU system.
Additional information on the course	<p>Materials for lectures, presentations and independent assignments are published on the distance learning (e-learning) portal.</p> <p>The points that the student achieves by completing the tasks and taking the quizzes are valid for a maximum of one year after the course has been completed.</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 distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Hrvatski pravopis, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 2013.</li> <li>2. E. Barić i dr.: Hrvatska gramatika, ŠK, Zagreb, 1997. (39-93)</li> <li>3. J. Silić, I. Pranjković: Gramatika hrvatskoga jezika, Školska knjiga, Zagreb, 2005. (11-33)</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. V. Anić, J. Silić: Pravopis hrvatskoga jezika, NL i ŠK, Zagreb, 2001.</li> <li>2. V. Anić: Veliki rječnik hrvatskoga jezika, NL, Zagreb, 2003.</li> <li>3. S. Babić, B. Finka, M. Moguš: Hrvatski pravopis, ŠK, Zagreb, 1996.</li> <li>4. E. Barić i dr. : Hrvatski jezični savjetnik, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 1999.</li> <li>5. A. Bičanić i dr. : A. Frančić, L. Hudeček, M. Mihaljević: Pregled povijesti, gramatike i pravopisa hrvatskoga jezika, Croatica, Zagreb, 2013.</li> <li>6. Birtić, M i dr.: Školski rječnik hrvatskoga jezika, ŠK, IHJJ, Zagreb, 2012.</li> <li>7. L. Hudeček, M. Mihaljević: Hrvatska školska gramatika, IHJJ, Zagreb, 2017.</li> <li>8. I. Marković: Hrvatska morfonologija, Disput, Zagreb, 2013.</li> <li>9. S. Težak, S. Babić: Gramatika hrvatskoga jezika, ŠK, Zagreb, 2000.</li> <li>10. Časopis Hrvatski jezik, IHJJ, Zagreb.</li> </ol> <p>Internet sources: <a href="http://www.hrvatskiplus.org/">http://www.hrvatskiplus.org/</a>  <a href="http://savjetnik.ihjj.hr/">http://savjetnik.ihjj.hr/</a>  <a href="http://gramatika.hr/">http://gramatika.hr/</a></p>

Course Syllabus					
Course Code and Title	257226 English language I				
Names of Lecturers	<a href="#">Full professor Moira Kostić Bobanović, Ph.D.</a> (Lecturer in charge) <a href="#">Ivan Žufić, lecturer</a> <a href="#">Jelena Gugić, teaching assistant</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	I		
Classroom location	Classroom	Teaching language(s)	English		
ECTS credits	5	Number of hours per semester	30L – 0S – 30T		
Prerequisites	There are no prerequisites to enrol in the course, but to be able to master it, it is necessary to be able to use literature in English.				
Correlativity	Croatian language 1				
Objective of the course	To build up on the previously acquired knowledge of the English language with an emphasis on intensive practice of the four language skills (listening, speaking, reading and writing).				
Learning outcomes	<ol style="list-style-type: none"><li>1. differentiate the basic grammatical structures in the English language which are necessary for everyday written or spoken communication</li><li>2. apply the basic grammatical structures in a given context of the written or spoken English language</li><li>3. use the ability of listening and content analysis through original audio material</li><li>4. express one’s own opinion in discussions and talks</li><li>5. read and pronounce texts in the English language correctly</li><li>6. write different types of texts correctly</li></ol>				
Course content (syllabus)	<ol style="list-style-type: none"><li>1. Present tenses, active and passive</li><li>2. Careers</li><li>3. Future tenses</li><li>4. Growth and development</li><li>5. Present Perfect</li><li>6. Success and failure</li><li>7. Narrative tenses</li><li>8. Exercise</li><li>9. Modal verbs</li><li>10. Communication</li><li>11. Conditional sentences 1, 2</li></ol>				
Course activities, teaching and learning methods and	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

assessment criteria	Active participation	1. – 6.	45	1.5	10%
	oral presentations	1. – 6.	21	0.7	5%
	Essay	1.– 6.	21	0.7	5%
	mid-term(s) 2x (written)	1. – 6.	24	1.4	2 x 25%
	exam (oral)	1. – 6.	20	0.7	30%
	Total		150	5	100%
	additional information (assessment criteria):				
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes (max. 30% of absences) regularly</li> <li>2. bring the coursebook to class regularly and do homework</li> <li>3. make a presentation on a given topic</li> <li>4. pass two mid-term exams</li> <li>5. pass the oral exam</li> </ol>				
Mid-term and final exam term	The terms are given at the beginning of the academic year and published on the University web pages and the ISVU system.				
Additional information on the course	<p>Attendance is mandatory. Monitoring and assessment of students is done during classes and the final exam. Students can attain 70% of the final grade during classes and 30% on the final exam. The oral exam is a kind of revision of the materials covered during the semester and reflects the general readiness to apply the knowledge acquired during the course.</p> <p>In case of distance learning there could be differences in the place where the course is taught, implementation of activities, methods of interpretation and teaching, assessment methods, student obligations and the available literature. Students will be notified when distance learning begins by the holder of the course and teaching assistant. The learning outcomes remain as given.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. H. Stephenson, L. Lansford, P. Dummett (2016). Keynote, upper-intermediate, National Geographic Learning</li> <li>2. R. Reppen (2011). Grammar and Beyond 2 and 3, Cambridge UP</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Gude, K. (2011). New Matrix, Intermediate, Student' book, OUP</li> <li>2. Gude, K. (2011). New Matrix, Intermediate, Workbook book, OUP</li> <li>3. Murphy, R. (2007). English Grammar in Use, Cambridge University Press</li> <li>4. Eastwood, J. (2009). Oxford Learner's Grammar – Grammar Finder , OUP</li> <li>5. Eastwood, J. (2009). Oxford Learner's Grammar – Grammar Builder , OUP</li> </ol>				

Course Syllabus					
Course Code and Title	257227 German language I				
Name of Lecturer	<a href="#">Marieta Djaković, senior lecturer</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	integrated		
Semester	Winter	Study year	I		
Classroom location	classroom/external institutions	Teaching language(s)	German		
ECTS credits	5	Number of hours per semester	30L – 0S – 30T		
Prerequisites	There are no prerequisites for enrolment.				
Correlativity	The course program is comparable to German language courses				
Objective of the course	Getting to know the German language and culture and acquiring skills in using that language.				
Learning outcomes	1. to use language knowledge and skills at level A1-A2 according to CEFR 2. to read and pronounce texts in German correctly at level A1-A2 3. to apply grammatical structures in the given context of written or spoken German 4. to use the skill of listening and analyzing content using original audio materials 5. to develop language skills for spoken and written communication at the A1-A2 level 6. to apply what has been learned (oral and written) at the A1- A2 level				
Course content (syllabus)	1. Vorstellen und Kennenlernen 2. Berufe-Sozialberufe 3. Studium und Ausbildung 4. Lernfähigkeit und Lernmotivation 5. Fremdsprachliche Erziehung in der Primarschule 6. Creative and innovative in the primary school				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	class activity	1. – 6.	45	1.5	10%
	presentations on a given topic	1. – 6.	15	0.5	5%
	Essay	1. - 6.	15	0.5	5%

	exercises/colloquium	1. – 6.	30	1	50%
	written exam / oral exam	1. – 6.	45	1.5	30%
	In total		150	5	100%
	<p>Additional clarifications (evaluation criteria):  Class attendance is mandatory. During classes, a student can earn up to 70% of the grade through positively graded tasks and activities.  To pass the course, the student must</p> <ol style="list-style-type: none"> <li>1. Attend classes and actively participate in all teaching activities, prepare for classes every week</li> <li>2. Regularly do homework, write a given essay, make presentations and maintain a language portfolio.</li> <li>3. Pass the final exam.</li> </ol>				
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>3. attend classes and actively participate in all teaching activities, prepare for classes every week</li> <li>4. regularly do homework and write a given report, make a presentation and keep a language portfolio.</li> <li>5. pass the final exam.</li> </ol>				
Mid-term and final exam term	The terms are given at the beginning of the academic year and published on the University web pages and the ISVU system.				
Additional information on the course	<p>Class attendance is mandatory. Monitoring and evaluation of students is carried out during classes and at the final exam. During classes, the student achieves 70% of the grade, while 30% of the grade is achieved on the final exam.</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 instructor will inform students about this when distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Eine von der Lehrerin created und laufend wechseldene / aktualisite Sammlung von Texten und Übungen</li> <li>2. Marchetić (2008). Deutsche Grammatik im Überblick, School Book Zagreb</li> <li>3. Habersack, Ch., Pude, A., Specht, F., (2015). Menschen Deutsch als Fremdsprache, Lehrbuch, Hueber Verlag, Ismaning</li> <li>4. Habersack, Ch., Pude, A., Specht, F., (2015). Menschen Deutsch als Fremdsprache, Arbeitsbuch, Hueber Verlag, Ismaning</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Montali-Motta: Übungsheft party Festigung der grammar Competence, Firenze</li> <li>2. Autorengruppe: Croatian-German phraseological dictionary;</li> <li>3. Duden (2014). Redewendungen und sprichwörtliche Redensarten, Dudenverlag Mannheim, Leipzig, Vienna Zurich</li> </ol>				

	<p>Referential:</p> <ol style="list-style-type: none"> <li>1. Jakić- Hurm: Croatian-German dictionary, School book Zagreb, last edition;</li> <li>2. Jakić- Hurm: German-Croatian dictionary, School book Zagreb, last edition;</li> <li>3. M. Reimann - Grundstufengrammatik for Deutsch als Fremdsprache, Hueber</li> <li>4. Internet addresses: <a href="https://www.tatsachen-ueber-deutschland.de/de">https://www.tatsachen-ueber-deutschland.de/de</a>, <a href="https://www.austria.info/at/service-fakten/uber-osterreich">https://www.austria.info/at/service-fakten/uber-osterreich</a>, <a href="http://www.dw-world.de">www.dw-world.de</a>, <a href="http://www.goethe.de">www.goethe.de</a>, <a href="http://www.deutschlandpanorama.de">www.deutschlandpanorama.de</a>, <a href="http://www.vitaminde.de">www.vitaminde.de</a>, <a href="http://www.alumniportal-deutschland.org">http://www.alumniportal-deutschland.org</a>, <a href="http://www.goethe.de">www.goethe.de</a></li> </ol>
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Course Syllabus			
Course Code and Title	257225 Music culture		
Names of Lecturers	<a href="#">Full professor, Ivana Paula Gortan-Carlin, PhD</a> <a href="#">MSc. Branko Radić, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	I
Classroom location	The classroom concert hall, theater	Teaching language(s)	Croatian (Italian, Slovenian)
ECTS credits	2	Number of hours per semester	15L – 0S – 15T
Prerequisites	There are no prerequisites.		
Correlativity	Music teaching methodology I, II, and III, Working with gifted pupils		
Objective of the course	acquire general and specific musical competences (perception, analysis, understanding, systematization) and master the basics of musical culture and musical terminology on the basis of musical history		
Learning outcomes	1. to learn the elements of music 2. to analyze a piece of music by determining the stylistic period, musical form and musical genre 3. to compare the characteristics of different musical works with regard to the period of their creation and the composition of the performers 4. to compare valuable Croatian and world musical works and contemporary musical achievements by listening to music		
Course content (syllabus)	1. Components of musical language (melody, harmony, rhythm, color, syllable) 2. Musical forms and musical types 3. Musical culture of ancient Greece and Rome 4. Music of the Middle Ages 5. Musical renaissance 6. Baroque		

	7. Viennese classic 8. Romanticism and representatives of romanticism 9. Musical impressionism and expressionism 10. Musical trends of the 20th century 11. Music in Croatia and representatives of Croatian artistic music 12. Croatian traditional music 13. Field teaching				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	activity on L, T	1. - 4.	23	0.8	20%
	field work	1. - 4.	3	0.1	0%
	review from the field lesson	1. - 4.	4	0.1	20%
	conversation (active listening)	1. - 4.	12	0.4	30%
	oral exam	1. - 4.	18	0.6	30%
	in total		60	2	100%
	Additional information (assessment criteria): Class attendance is mandatory. 30% of absences (4 absences) that do not need to be justified are tolerated. Field teaching is attending a concert. Proof of attending the concert is the program flyer that the students attach to the individual review of the concert (view). During the semester, students choose and attend field classes by themselves (according to the teacher's instructions) or accompanied by a teacher. After the concert, a review is written (20% of the grade). It is evaluated: (grade 2 = 5 %, grade 3 = 10 %, grade 4 = 15 %, grade 5 = 20 %) Continuous verification of knowledge from listening to music is evaluated by a colloquium. A maximum of 30 correct answers can be obtained in each colloquium. The colloquium carries a maximum of 30%. The colloquiums are evaluated as follows: - 50% of correct answers (or 15 correct answers) = 0% - each subsequent correct answer (from 16 to 30) carries a 2% share in the grade (in a proportional percentage). Oral exam In the oral exam, three questions and three sub-questions arising from the questions (six in total) are asked, which connect the elements of musical stylistic periods, and the following is evaluated: 0% = less than 50% correct answers (3 incorrect answers) 10% = 4 correct answers 20% = 5 correct answers 30% = 6 correct answers				
Course requirements	For a successful completion of the course, students must: 1. attend classes				

	<ol style="list-style-type: none"> <li>2. pass the colloquium of active listening to music</li> <li>3. take the oral exam</li> </ol>
Mid-term and final exam term	Deadlines are published in the ISVU system.
Additional information on the course	In the case of distance learning, deviations are possible in the place of the course, the implementation of activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course instructor will inform students about this when distance learning starts. Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Perak-Lovričević, N. – Šćedrov, Lj. (2008). Glazbeni susreti 1., Glazbeni susreti 2., Glazbeni susreti 3., Glazbeni susreti 4. vrste. Zagreb: Profil International. (udžbenici i CD)</li> <li>2. Gortan-Carlin, I., Pace, A., Denac, O. (2014). Glazba i Tradicija: Izabrani izričaji u regiji Alpe-Adria. Pula: Sveučilište Jurja Dobrile u Puli. (51-123)</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Andreis, J. (1975). Povijest glazbe, knjiga I. – III. Zagreb: Liber – Mladost.</li> <li>2. Andreis, J. (1974). Povijest glazbe, Povijest hrvatske glazbe, knjiga IV. Zagreb: Liber – Mladost.</li> <li>3. Majer-Bobetko, S. (1991). Osnove glazbene kulture. Zagreb: Školska knjiga.</li> <li>4. Michels, U. (2004). Atlas glazbe, svezak 1: sistematski dio i povijest glazbe od početaka do renesanse. Zagreb: Golden marketing-Tehnička knjiga.</li> <li>5. Michels, U. (2006). Atlas glazbe, svezak 2: povijest glazbe od baroka do danas. Zagreb: Golden marketing-Tehnička knjiga.</li> <li>6. Vitez, Z. i Muraj, A. (ur.) (2001). Hrvatska tradicijska kultura na razmeđu svjetova i epoha, Zagreb: Institut za etnologiju i folkloristiku.</li> </ol>

Course Syllabus			
Course Code and Title	42322 Kinesiology culture I		
Names of Lecturers	<a href="#">Full professor Iva Blažević, Ph.D.</a> <a href="#">Ivan Oreb, PhD, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	I
Classroom location	sports hall of the University field work	Teaching language	Croatian
ECTS credits	1	Number of hours per semester	0L –0S – 30T
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.		
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture, Natural science, Geography, History		
Objective of the course	Influence the development of anthropological features with the aim of preserving and improving health and the quality of life.		
Learning outcomes	1. apply the acquired theoretical knowledge of individual kinesiological activities and basic didactic principles 2. demonstrate all basic forms of movement and basic structures in all four groups of biotic motor knowledge (mastering space, obstacles, resistance and manipulation of objects); basic structures in the field of athletics, volleyball and dance 3. apply the basics of assessment and evaluation of work results in Kinesiology culture (Physical Education) 4. interpret the knowledge about the benefits of regular, lifelong physical exercise in order to improve health. Improving and maintaining personal motor and functional abilities in everyday life as well as in the future work with children and proper nutrition, harmfulness and prevention of addictive diseases caused by consumption of cigarettes, alcohol and narcotics.		
Course (syllabus) content	1. General preparatory exercises (dynamic stretching exercises, strength exercises, static stretching exercises), through different organizational forms of work (with and without props, with and without equipment, with and without music, independently and in pairs).		

	<p>2. Content of different body movements: walking, running, jumping, throwing, catching and shooting, lifting and carrying, crawling and pulling, climbing, pushing and pulling, rolling and tumbling, dancing, games (elementary, relay).</p> <p>3. Volleyball - practicing the elements of volleyball technique: serving, passing (forearm underhand passing), setting (overhead passing), attack options (hitting/spiking),</p> <p>4. Contents of athletics: high and low start, running (short sections-sprint), jumps (high jump).</p> <p>5. Dances: English waltz, Viennese waltz, Polka.</p> <p>6. Hiking in nature and mountain climbing.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	activities, evaluation	1. - 4.	24	0.8	80%
	field work	1. - 4.	6	0.2	20%
	in total		30	1	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>The activity in class, the given elements of motor knowledge and the results of tests (levels) of motor and functional abilities are evaluated.</p>				
Course requirements	<p>For a successful completion of the course, students must:</p> <p>1. Attend classes regularly (allowed to be absent from class for a maximum of 4 times).</p> <p>2. Actively participate in classes.</p> <p>3. Come to class without any jewelry, in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants).</p> <p>4. Participate in field classes, hiking in nature and mountain climbing, and the sports and recreation day of the Faculty of Educational Sciences (on the Fratarski island at the end of the academic year).</p> <p>5. Master all given elements.</p>				
Mid-term and final exam term	Mid-term and final exam term are published at the beginning of the academic year in ISVU.				
Additional information on the course	<p>To check the degree of development of general competences, standardized tests of motor abilities will be used (tests of explosive, static and repetitive strength, speed, coordination and flexibility), a test of functional abilities (running 1300 m), tests of motor skills (assessment of given elements during classes) and a test knowledge of swimming with basic swimming techniques.</p> <p>Students who have any form of impaired health status are required to submit health documentation and the opinion of the competent university medicine doctor about a possible partial exemption at the beginning of the academic year, with a special emphasis on the part of activities in Kinesiology culture which should be partially avoided due to their impaired health status.</p>				

	<p>Consultation times will be determined at the beginning of each semester (after the official announcement of the class schedule). In the case of distance learning, deviations are possible in the location of the course, the implementation of activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course lecturers will inform students when the distance learning begins. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory: Literature is not mandatory. Optional:</p> <ol style="list-style-type: none"> <li>1. Findak, V. (2001). Metodika tjelesne i zdravstvene kulture. Zagreb: Školska knjiga.</li> <li>2. Findak, V., Prskalo, I., Babin, J. (2011). Sat Tjelesne i zdravstvene kulture u primarnoj edukaciji. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.</li> <li>3. Kosinac, Z. (2011). Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine. Split: Savez školskih športskih društava grada Splita.</li> <li>4. Pejčić, A. i Trajkovski, B. (2018). Što i kako vježbati s djecom u vrtiću i školi. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.</li> <li>5. Prskalo, I., Sporiš, G. (2016). Osnove kineziologije. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>6. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Sveučilište u Splitu: Fakultet prirodoslovno-matematičkih znanosti i kineziologije.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996). Primijenjena kineziologija u školstvu-NORME. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu.</li> </ol>

Course Syllabus			
Course Code and Title	174592 Professional practice I		
Lecturer	<a href="#">Assistant professor Irena Kiss, PhD</a>		
Study program	University integrated undergraduate and graduate TeacherStudy in the Croatian language		
Course status	Mandatory	Study level	University integrated
Semester	Winter	Study year	I
Classroom location	Educational institution (primary school or related institution)	Teaching language	Croatian
ECTS credits	2	Number of hours per semester	0L – 0S – 25T
Prerequisites	There are no prerequisites.		
Correlation	Professional practice correlates with professional-methodical courses that complete teacher studies.		
The objective of the course	Introduce students to the work of teachers and professional associates in elementary school, and introduce them to the general and specific organization of work in an educational institution.		
Learning outcomes	<ol style="list-style-type: none"> <li>1. List the most important provisions of laws, ordinances, and regulations that govern the elementary schools' activities</li> <li>2. Present the work of teachers and other school professionals</li> <li>3. Highlight the rules of correct and regular documentation management</li> <li>4. Distinguish other activities that professional teams and teachers carry out during school practice</li> </ol>		
Course content (syllabus)	<p>Students complete professional pedagogic practice in the selected school in February (for 25 hours), under the guidance of a teacher-mentor. The course content of Professional practice I includes:</p> <ol style="list-style-type: none"> <li>1. getting acquainted with the general and specific organization of the school practice, with its cultural and public activities</li> <li>2. familiarization with the school management system, the work of professionals and other school individuals, and teachers' work obligations</li> </ol>		

	3. attending regular classes, additional, remedial, elective classes and extracurricular activities 4. attending other activities that expert teams and teachers carry out during professional practice 5. participating in various forms of educational work at school				
Course activities, teaching and learning methods, assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity on Professional Practice	1. - 4.	19	0.6	30%
	Individual task - Professional Practice Diary	1. - 4.	41	1.4	70%
	Total		60	2	100%
Course requirements	For a successful completion of the course, a student has to: <ol style="list-style-type: none"> <li>1. Submit a completed and certified Application form confirming the choice of primary school to the head of Professional practice (before attending the professional practice, and no later than the end of November of the current academic year)</li> <li>2. Attend regular, additional, supplementary, elective classes and extracurricular activities</li> <li>3. Participate in various forms of educational work at school</li> <li>4. Write a Professional Practice Diary (following the Instructions for keeping a Diary)</li> <li>5. Hand in the Professional Practice Diary and Certificate of completed professional practice for signature and certification to the school principal and mentor, who gives a professional opinion on the carried out activities</li> <li>6. Submit the certified and signed documents from the previous paragraph to the head of Professional practice at the Faculty, no later than 15 days before the exam deadline</li> </ol>				
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	The e-learning portal of the course contains published materials and instructions required for Professional Practice course. Students are obliged to read the notifications posted by the head of professional practice on the e-learning portal.  In case of distance learning, there may be changes in the course venue, the implementation of activities,				

	<p>interpretation and teaching methods and methods of evaluation, students' obligations, and available literature. The teacher will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p><b>Mandatory:</b></p> <ol style="list-style-type: none"> <li>1. Kyriacou, C. (1995), Temeljna nastavna umijeća. Zagreb:Educa.</li> <li>2. Neill, S. (1994), Neverbalna komunikacija u razredu.Zagreb: Educa.</li> </ol> <p><b>Optional:</b></p> <ol style="list-style-type: none"> <li>1. Domović, V. (2004), Školsko ozračje i učinkovitost škole, Naklada Slap, Jastrebarsko.</li> <li>2. Gudjons, H. (1994.), Pedagogija-temeljna znanja. Zagreb:Educa. Poglavlje 8, str. 171.-185.</li> <li>3. Matijević, M. (1994), Humor u nastavi. Zagreb: Una-Mtv.</li> </ol> <p><b>Referential:</b></p> <ol style="list-style-type: none"> <li>1. Kurikulumi nastavnih predmeta i međupredmetnih tema (2019). Zagreb: MZORH.</li> </ol>

Course Syllabus					
Course Code and Title	257230 Developmental psychology				
Name of Lecturer	<a href="#">Assistant professor Marlena Plavšić, PhD</a> (main course teacher) <a href="#">Renata Martinčić Marić, PhD, lecturer</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level			Integrated
Semester	Summer	Study year			I
Classroom location	classroom	Teaching language(s)			Croatian
ECTS credits	5	Number of hours per semester			30L – 30S – 0T
Prerequisites	In order to enroll in the course, it is necessary to fulfil all obligations in General psychology except passing the exam. Passing the exam in General psychology is a condition for taking the exam in Developmental Psychology.				
Correlativity	General psychology, Educational psychology I, Pedagogy of children with special needs, Working with gifted children				
Objective of the course	To acquire knowledge about human psychological processes and traits development.				
Learning outcomes	1. to define important physical, cognitive, emotional and social characteristics and processes in certain ontogenetic human developmental periods 2. to recognize the contribution of nature and nurture in human development 3. to recognize effective learning methods and procedures in accordance with the characteristics of the age group				
Course content (syllabus)	1. factors of development 2. physical development 3. cognitive development 4. speech development 5. developmental disorders 6. social and emotional development 7. moral development 8. personality development 9. human phylogenetic development				
Course activities, teaching and learning methods and assessment criteria	Students' responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	classroom activities	1-3	45	1.5	0%
	written papers (seminars)	1-3	15	0.5	20%

	oral presentation (seminar)	1-3	15	0.5	20%
	colloquium/written exam	1-3	50	1.7	30%
	oral exam	1-3	25	0.8	30%
	in total		150	5	100%
<p>Additional clarifications (evaluation criteria):</p> <p>Each colloquium consists of 20 questions of different types. The first colloquium includes the first half of the material, and the second includes the second half. The share of an individual answer in the overall grade of the course is as follows:</p> <ul style="list-style-type: none"> <li>• 1 % if the answer is correct</li> <li>• 0 % if there is no answer or if it is incorrect.</li> </ul> <p>The achieved results are final and take part in the overall grade. The seminar paper is written during the semester. It must be submitted within the given deadline and meet the prescribed conditions, and at the same time it must be adequately presented at the seminars. Failure to fulfill this obligation (not submitted, not meeting the minimum quality, not presented due to absence or not presented at an adequate level), the student must re-enroll in the same course.</p> <p>The seminar part is evaluated separately as written paper and oral presentation as follows:</p> <p>a) Written part:</p> <p>0% - the seminar paper has not been submitted, or the minimum criteria of the seminar paper have not been met with regard to the structure, content, literature and language of expression</p> <p>20% - the seminar is excellent: clear structure, content is adequately presented with individual self-review, literature is rich (used own data obtained through internet search), correct written expression.</p> <p>b) Oral part:</p> <p>0% - seminar paper not presented in the given time</p> <p>20% - the presentation is excellent: a correct, clear and precise presentation that contains a personal critical review.</p> <p>A student can receive all percentages from 0-20% for the seminar and oral presentation of the seminar. Instructions and assessment criteria will be explained in class.</p> <p>The midterm exams and the written exam are evaluated as follows:</p> <p>less than 50% of correct answers = 0% of the grade</p> <p>50-60% = 6% of the grade</p> <p>61-70% =12% of the rating</p> <p>71-80% = 18% of the rating</p> <p>81-90% = 24% of the grade</p> <p>91-100% = 30% of the grade</p> <p>The oral exam consists of four questions (each question carries 7.5%). To pass the exam, the student must correctly answer at least two and a half questions (15%).</p>					

Course requirements	<p>In order to pass the course, the student must:</p> <ol style="list-style-type: none"> <li>1. Attend at least 70% of classes.</li> <li>2. Submit seminar papers by the deadline.</li> <li>3. Present seminar papers in their seminar groups at given times.</li> <li>4. Pass the midterm exams, written exam and oral exam.</li> </ol> <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>Materials for lectures and seminars are published on e-learning.</p> <p>In the case of distance learning, changes are possible in the location of the course delivery, the activities' implementation, interpretation and teaching methods, and evaluation methods, students' obligations, available (literature) sources.</p> <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"> <li>1. Berk, L. (2008). <i>Psihologija cjeloživotnog razvoja</i>. Naklada Slap, Jastrebarsko. (str. 8-41, 44-73, 277-308, 314-340, 344-361, 382-407, 434-443, 446, 449-477, 494-509, 512-514, 518-542, 570-581, 584. 587-615)</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Ambrosi-Randić, N., &amp; Plavšić, M. (2008). <i>Uspješno starenje</i>. Društvo psihologa Istre-Istarska županija-Sveučilište J. Dobrile, Pula.</li> <li>2. Berk, L. (2015). <i>Dječja razvojna psihologija</i>. Naklada Slap, Jastrebarsko.</li> <li>3. Bilić, V., Buljan Flander, G., &amp; Hrpka, H. (2012). <i>Nasilje nad djecom i među djecom</i>. Naklada Slap, Zagreb.</li> <li>4. Buggle, F. (2002). <i>Razvojna psihologija Jeana Piageta</i>. Naklada Slap, Jastrebarsko.</li> <li>5. Cesar, S.; Bijelić N., &amp; Hodžić A. (2011). <i>Imaš pravo znati</i>. CESI, Zagreb</li> <li>6. Juul, J. (2017). <i>Vaše kompetentno dijete</i>. Naklada OceanMore, Zagreb.</li> <li>7. Despot Lučanin, J. (2022). <i>Psihologija starenja: izazovi i prilagodba</i>. Naklada Slap, Jastrebarsko.</li> <li>8. Kardum, I. (2003). <i>Evolucija i ljudsko ponašanje</i>. Jesenski i Turk, Zagreb.</li> <li>9. Lacković Grgin, K. (2006). <i>Psihologija asolescencije</i>. Naklada Slap, Jastrebarsko.</li> <li>10. Lacković Grgin, K., Ćubela Adorić, V. (2006). <i>Odabrane teme iz psihologije odraslih</i>. Naklada Slap, Jastrebarsko.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Petz, B. (ur.). <i>Psihologijski rječnik</i>. Naklada Slap, Jastrebarsko, 2005.</li> </ol>

Course Syllabus					
Course Code and Title	257231 Family pedagogy				
Names of Lecturers	<a href="#">Associate professor Marina Diković, PhD</a> <a href="#">Monika Terlević, teaching assistant</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	II		
Classroom location	Classroom	Teaching language(s)	Croatian (Italian)		
ECTS credits	4	Number of hours per semester	30L – 15S – 0T		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Pedagogy, Sociology of education, Philosophy of education				
Objective of the course	to acquire the competences for determining the basic characteristics of the family as a sociological category important for the development, and education of students				
Learning outcomes	1. to analyze the qualitative advantages of the modern family for the purpose of pedagogical activity within the framework of the teacher's role and on a personal level in the direction of its better transformation into a modern human community 2. to explore knowledge about the importance of family upbringing as a fundamental environmental factor in the development of personality 3. to compare the educational functions of the modern family in order to build a partnership between the school, the family and the local community 4. to interpret contemporary knowledge about childhood as an interactive relationship between students and the environment in the processes of building relationships between students and teachers in the complex circumstances of teaching in the primary education system				
Course content (syllabus)	1. Family pedagogy and its features 2. The family as a social community 3. The family as an educational community 4. Characteristics of the modern family 5. Modern parenting 6. Children’s rights in the family 7. Gender equality and the family 8. Openness of the family towards the social environment 9. The teacher as a key factor in building a partnership relationship with parents				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hou rs	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	34	1.1	10%
	Research individual task	1. – 4.	30	1	30%
	Task in pairs	1. – 4.	15	05	10%
	Field teaching	1. – 4.	11	0.4	0%
	Exam (written)	1. – 4.	30	1	50%
	Total		120	4	100%

	<p>Additional clarifications (evaluation criteria): Students will write an individual research paper (20%) and present it (10%) in front of a group of students.</p> <p>Evaluation elements of the written (20%) individual research paper:</p> <ul style="list-style-type: none"> <li>- Work structure (3%)</li> <li>- Meaningfulness and argumentation of the topic (7%)</li> <li>- Professional expression and critical use of relevant and recent literature (6%)</li> <li>- Presentation of the general data of the work, main concepts, concepts and theses with a critical assessment of the work (4%)</li> </ul> <p>Evaluation elements of the presented (10%) individual research work:</p> <ul style="list-style-type: none"> <li>- Creativity in presentation (2%)</li> <li>- Quality of verbal and non-verbal communication (4%)</li> <li>- Quality of interaction with the audience (2%)</li> <li>- Use of digital and/or interactive media (2%)</li> </ul> <p>Students will present their work in pairs in front of a group of students (10%).</p> <p>Elements of assessment of pair work:</p> <ul style="list-style-type: none"> <li>- Selection, presentation and analysis of relevant issues of the modern family (4%)</li> <li>- Quality of verbal and non-verbal communication (6%)</li> </ul>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.)</li> <li>2. create an individual research paper (critical review of a selected scientific or professional article on the issues of the modern family)</li> <li>3. participate in the presentation of a dialogue in pairs when assuming the role of teacher or parent in solving a relevant problem situation in the modern family</li> <li>4. participate in field training: Family Center, Regional Service Istria and Department for Care and Health of the Administrative Department for Social Activities, Youth and Sports Pula</li> <li>5. pass the written exam.</li> </ol> <p>Note (valid for obligations 1, 2, and 3): A student should actively participate in at least 70% of interactive activities during lectures and seminars. Students should meet their obligations by the given deadline. Deadlines are fully respected in this course.</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 the official e-learning portal.</p> <p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <p>Teachers will inform students about the changes when distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Buljan Flander, G. et al. (2018). Znanost i umjetnost odgoja: praktični priručnik o suvremenom odgoju za roditelje i odgojitelje. Geromar.</li> <li>2. Đuranović, M., Klasnić, I. (2020). Dijete, odgoj i obitelj. Učiteljski fakultet.</li> <li>3. Ivoš, N. (2022). Odgovoran, ponosan i zadovoljan roditelj = sretna obitelj. S.O.S. – savjetovanje, osnaživanje, suradnja.</li> </ol>

	<p>4. Juul, J. (2019). Od odgoja do odnosa; Autentični roditelji – kompetentna djeca. Harfa d.o.o.</p> <p>5. Ljubetić, M. (2010). Partnerstvo obitelji, vrtića i škole. Školska knjiga.</p> <p>6. Rosić, V., Zloković, J. (2002). Prilozi obiteljskoj pedagogiji. Grafrade.</p> <p>7. Višnjić Jevtić, A., Visković, I., Rogulj, E., Bogatić, K., Glavina, E. (2018). Izazovi suradnje: Razvoj profesionalnih kompetencija odgojitelja za suradnju i partnerstvo s roditeljima. Alfa d.d.</p> <p>Optional:</p> <p>1. Babić, N. (2014). Suvremeno djetinjstvo: teorijski pristupi, prakse i istraživanja. Filozofski fakultet.</p> <p>2. Davies, S. (2022). Montessori dijete: vodič za roditelje za odgoj znatiželjnih i odgovornih ljudskih bića. Harfa d.o.o.</p> <p>3. Dissing Sandahl, I., Alexander, J. J. (2017). Danski odgoj djece: Što najsretniji ljudi na svijetu znaju o odgoju samopouzdanе i sposobne djece. Egmont.</p> <p>4. Dissing Sandahl, I., Zobel, S. (2021). Kako biti opušten roditelj. Egmont.</p> <p>5. Jurčević Lozančić, A., Kunert, A. (2015). Obrazovanje roditelja i roditeljska pedagoška kompetencija, teorijski i praktički izazovi. Metodčki obzori, 10(2015)2 (22), 39-48.</p> <p>6. Ljubetić, M. (2011). Stabilna obitelj i poželjno roditeljstvo u kaotičnom svijetu (moguća) stvarnost ili iluzija? (Imaju li perspektivu i/ili alternativu?) U: D. Maleš (ur.), Nove paradigme ranog odgoja. Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju.</p> <p>7. Ljubetić, M. (2012). Nosi li dobre roditelje roda?!: odgovorno roditeljstvo za kompetentno dijete. Profil International.</p> <p>8. Ljubetić, M. (2014). Od suradnje do partnerstva obitelji, odgojno-obrazovne ustanove i zajednice. Element.</p> <p>9. Maleš, D., Kušević, B. (2011). Nova paradigma obiteljskog odgoja. U: D. Maleš (ur.), Nove paradigme ranog odgoja. Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju.</p> <p>10. Puura, K. (2021). Finski odgoj djece: Tajna odgoja najsretnije i najbolje djece na svijetu. Stilus knjiga d.o.o.</p> <p>11. Tsabary, S. (2019). Svjesni roditelji: Mijenjamo sebe, osnažujemo svoju djecu. Split: Harfa d.o.o.</p> <p>12. Zloković, J. (2018). Osnaživanje obitelji za razvoj pozitivnih odnosa. Rijeka: Filozofski fakultet.</p> <p>Web sites:</p> <p>1. <a href="https://www.civilnodrustvo-istra.hr/projekti/detaljnije/filantropija-oslonac-odrzivih-zajednica">https://www.civilnodrustvo-istra.hr/projekti/detaljnije/filantropija-oslonac-odrzivih-zajednica</a></p> <p>2. <a href="https://www.obiteljski.hr/sluzbe/istarska">https://www.obiteljski.hr/sluzbe/istarska</a></p> <p>3. <a href="https://www.pula.hr/hr/gradska-uprava/upravni-odjeli-sluzbe/upravni-odjel-za-drustvene-djelatnosti-i-mlade/odsjek-za-socijalnu-skrb-i-zdravstvo/">https://www.pula.hr/hr/gradska-uprava/upravni-odjeli-sluzbe/upravni-odjel-za-drustvene-djelatnosti-i-mlade/odsjek-za-socijalnu-skrb-i-zdravstvo/</a></p> <p>Referential:</p> <p>Obiteljski zakon [Family law], NN 103/15, 98/19, 47/20, 49/23, 156/23</p>
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Course Syllabus			
Course Code and Title	257232 Sociology of education		
Names of Lecturers	<a href="#">Associate professor Mauro Dujmović, Ph.D.</a> <a href="#">Edgar Buršić, PhD, senior lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	I
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	4	Number of hours per semester	30L – 15S – 0T
Prerequisites	There are no prerequisites for enrolment.		
Correlativity	Pedagogy, Philosophy of education, General psychology, Early and preschool age psychology, Social pedagogy, Education for the use of free time		
Objective of the course	understand the terms, basic concepts and the most popular paradigms in the field of educational sociology		
Learning outcomes	1. recognize the basic concepts in the sociology of education 2. explain the main differences and complementarities between different paradigms in the field of sociology of education 3. analyze social reality through sociological theories and concepts in order to define the characteristics of the educational system 4. compare different sociological theories about upbringing and education 5. connect theoretical concepts with everyday social phenomena		
Course (syllabus) content	1. Presentation of the course program, seminars and student obligations. 2. Introduction to sociology - origin and development of sociology: historical context, social and intellectual forces in the development of sociology; positivism, Marxism, social action. 3. Basic terms and sociological theories.		

	<p>4. Culture and society: briefly about upbringing and education throughout history.</p> <p>5. Class structure and educational achievements: inequalities in education.</p> <p>6. Gender and education: education as an important social and class category; sexual (gender) inequalities in education.</p> <p>7. Ethnicity and educational achievement</p> <p>8. Socially relevant providers of upbringing and education outside school institutions.</p> <p>9. Social deviance.</p> <p>10. Education and economic productivity; organization of the educational system; education and new communication technologies.</p>				
Course activities, teaching and learning methods and assessment criteria (alternative modes should be listed in course requirements)	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity L, S, T	1. – 5.	34	1.2	15%
	written papers (seminar)	4.-5.	11	0.3	10%
	Power Point presentation	3.-5.	15	0.5	25%
	written exam	1.-5.	60	2	50%
	in total		120	4	100%
	<p>Additional information (assessment criteria):</p> <p>Attendance and activity in classes: the student is obliged to attend at least 70% of lectures, attendance of more than 70% of lectures cuts the right to achieve 15% success rate.</p> <p>The student is obliged to write a seminar paper during the semester. The same implies a presentation, participation in the discussion as well as handing in the seminar paper to the subject teacher. The seminar paper is submitted for review to the subject teacher one week before the presentation (word document) and the PPT presentation no later than three days before the presentation date. Students are obliged to submit the final paper no later than on the day of the written exam. Students are obliged to research the current literature related to the issue on their own and present it to the teacher. Instructions on the preparation of the seminar paper are given in the first lesson/seminar hour as part of the PPT presentation on the course activities. A passed written exam is considered a test in which the student obtained at least 50% of the total number of points. The final grade for the course is derived from the overall percentage of success in the written exam, from the seminar and presentation of the seminar, and attendance at classes.</p>				

Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. Attend classes and actively participate in lectures and seminars. 30% of absences are tolerated.</li> <li>2. Write a seminar paper and submit it within the deadline set by the subject teacher and make its presentation according to the agreement with the subject teacher</li> <li>3. Pass the written exam</li> </ol> <p>In order to take the final written exam, it is necessary to fulfill all obligations at the agreed time.</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	If distance learning is implemented, changes are possible in the place where the course is held, the implementation of the teaching activities, the methods of carrying out the teaching, the assessment methods, the obligations of the students and the exam bibliography. It will be the responsibility of the course holder to inform students about the changes that will apply if they have to switch to distance learning. The expected outcomes will remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Šuràn, F. (2018.). Uvod u sociologiju odgoja i obrazovanja, (skripta).</li> <li>2. Vujević, M.(1991.). Uvod u sociologiju obrazovanja, Zagreb: Informator.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Giddens, A. (2007). Sociologija (I. pog. Što je sociologija. str. 1-19; II. Pog. Kultura i društvo. str. 22-47.; XX. pog. Metode istraživanja u sociologiji. str. 636-661.). Zagreb: Nakladni zavod Globus.</li> <li>2. Haralambos, M.; Holborn, M. (2002). Sociologija: teme i perspektive (I. pog. Sociološke perspektive. str. 9-21; XI. pog. Obrazovanje. str. 737-882). Zagreb: Golden Marketing.</li> <li>3. Pavić, Ž. (2012). Sociologija odgoja i obrazovanja.  <a href="https://www.academia.edu/10374894/Sociologija_odgoja_i_obrazovanja_%C5%BDeljko_Pavi%C4%87?auto=download">https://www.academia.edu/10374894/Sociologija_odgoja_i_obrazovanja_%C5%BDeljko_Pavi%C4%87?auto=download</a> </li> </ol>

Course Syllabus					
Course Code and Title	257233 Croatian language 2				
Name(s) of Lecturer(s)	<a href="#">Associate professor Helena Pavletić, PhD</a> <a href="#">Assistant professor Ivana Nežić, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Summer	Study year	I		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	5	Number of hours per semester	30L – 15S – 15T		
Prerequisites	There are no prerequisites for enrolment.				
Correlativity	Croatian language 1, Children's literature, Media culture				
Objective of the course	to adopt competences for accurate application of norms of the Croatian standard language (grammatical, lexical and stylistic norm)				
Learning outcomes	1. to define language levels and language units 2. to explain variances from standard language norms (grammatical and lexical) 3. to explain normative rules in normative handbooks 4. to apply acquired grammatical and lexical knowledge				
Course content (syllabus)	1. Morphological structure of the Croatian language 2. Morpheme, word, parts of speech 3. Syntactic structure of Croatian language 4. Syntagm, sentence, sentence types 5. Word formation, the construction of words 6. Lexical structure of the Croatian language				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	activity (L, S)	1. – 4.	45	1.5	10%
	independent task	1. – 2.	9	0.3	15%
	research assignment + oral presentation	1. – 4.	36	1,2	25%
	two colloquia	1. – 4.	60	2	25%+25%
	in total		150	5	100%

Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. Attend classes.</li> <li>2. Carry out a research assignment on a selected topic and present it orally.</li> <li>3. Create an independent task.</li> <li>4. Pass two colloquia that are written during class, or a written exam.</li> </ol>
Mid-term and final exam term	Announced in ISVU system.
Additional information on the course	<p>Materials for lectures, seminars and independent assignments are published on the portal for distance learning (e-learning). The points that students achieve by completing tasks and taking quizzes are valid for a maximum of one year after the course has been completed. In the case of distance learning, deviations are possible in the place of the course, the implementation of activities, methods of interpretation and teaching, and methods of evaluation, student obligations and available literature. The course holder 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"> <li>1. E. Barić i dr.: Hrvatska gramatika, ŠK, Zagreb, 1997.</li> <li>2. E. Barić i dr.: Hrvatski jezični savjetnik, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 1999.</li> <li>3. J. Silić, I. Pranjković: Gramatika hrvatskoga jezika, Školska knjiga, Zagreb, 2005.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. V. Anić: Veliki rječnik hrvatskoga jezika, NL, Zagreb, 2003.</li> <li>2. A. Bičanić i dr.: A. Frančić, L. Hudeček, M. Mihaljević: Pregled povijesti, gramatike i pravopisa hrvatskoga jezika, Croatica, Zagreb, 2013.</li> <li>3. Birtić, M i dr.: Školski rječnik hrvatskoga jezika, ŠK, IHJJ, Zagreb, 2012.</li> <li>4. D. Dujmović Markusi, T. Pavić-Pezer: Fon Fon 4: Udžbenik hrvatskoga jezika za 4. razred gimnazije, Profil Klett, Zagreb, 2014.</li> <li>5. I. Marković: Uvod u pridjev, Disput, Zagreb, 2010.</li> <li>6. I. Marković: Uvod u jezičnu morfologiju, Disput, Zagreb, 2012.</li> <li>7. L. Hudeček, M. Mihaljević: Hrvatska školska gramatika, IHJJ, Zagreb, 2017.</li> <li>8. B. Klaić: Novi rječnik stranih riječi, Školska knjiga, Zagreb, 2012.</li> <li>9. S. Težak, S. Babić: Gramatika hrvatskoga jezika, ŠK, Zagreb, 2000.</li> <li>10. Veliki rječnik hrvatskoga standardnog jezika (ed. Lj. Jojić), Školska knjiga, Zagreb, 2015.</li> <li>11. Časopis Hrvatski jezik, IHJJ, Zagreb.</li> </ol> <p>Referential:</p>

	<a href="http://www.hrvatskiplus.org/">http://www.hrvatskiplus.org/</a> <a href="http://savjetnik.ihjj.hr/">http://savjetnik.ihjj.hr/</a> <a href="http://riznica.ihjj.hr/index.hr.html">http://riznica.ihjj.hr/index.hr.html</a> <a href="http://bolje.hr/">http://bolje.hr/</a> <a href="http://hjp.znanje.hr/">http://hjp.znanje.hr/</a>
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Course Syllabus			
Course Code and Title	257236 English language II		
Name(s) of Lecturer(s)	<a href="#">Full professor Moira Kostić Bobanović, Ph.D.</a> <a href="#">Ivan Žufić, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	I
Classroom location	Classroom	Teaching language(s)	English
ECTS credits	5	Number of hours per semester	30L – 0S – 30T
Prerequisites	There are no prerequisites to enrol in the course, but to be able to master it, it is necessary to be able to use literature in English.		
Correlativity	English language 1, Croatian language 1 and 2		
Objective of the course	To build up on the previously acquired knowledge of the English language with an emphasis on intensive practice of the four language skills (listening, speaking, reading and writing).		
Learning outcomes	<ol style="list-style-type: none"> <li>1. distinguish basic grammatical structures in English, necessary for everyday written or spoken communication</li> <li>2. apply basic grammatical structures in the given context of written or spoken English</li> <li>3. use the skill of listening and analyzing content using original audio materials</li> <li>4. express your own opinion in discussions and conversations</li> <li>5. read and pronounce texts in English correctly</li> <li>6. correctly write different types of texts</li> </ol>		
Course (syllabus) content	<ol style="list-style-type: none"> <li>1. Balance</li> <li>2. Verb patterns, - ing and infinitive</li> <li>3. Creative thinking</li> <li>4. Relative clauses</li> <li>5. Connections</li> <li>6. Reported speech</li> <li>7. Resources</li> <li>8. Articles and quantifiers</li> <li>9. Change</li> <li>10. Conditional sentences 3, wish</li> </ol>		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	attendance of L, S, T	1.-6.	34	1.5	10%
	one presentation on a given topic	1.-6.	21	0.7	5%
	Essay	1.-6.	21	0.7	5%
	two colloquia	1.-6.	42	1.4	2 x 25%
	oral exam	1.-6.	21	0.7	30%
	Total		150	5	100%
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes (max. 30% of absences) regularly</li> <li>2. bring the coursebook to class regularly and do homework</li> <li>3. make a presentation on a given topic</li> <li>4. write an essay on the given topic</li> <li>5. pass two mid-term exams</li> <li>6. pass the oral exam</li> </ol>				
Mid-term and final exam term	The terms are given at the beginning of the academic year and published on the University web pages and the ISVU system.				
Additional information on the course	<p>Attendance is mandatory. Monitoring and assessment of students is done during classes and the final exam. Students can attain 70% of the final grade during classes and 30% on the final exam. The oral exam is a kind of revision of the materials covered during the semester and reflects the general readiness to apply the knowledge acquired during the course.</p> <p>In case of distance learning there could be differences in the place where the course is taught, implementation of activities, methods of interpretation and teaching, assessment methods, student obligations and the available literature. Students will be notified when distance learning begins by the holder of the course and teaching assistant. The learning outcomes remain as given.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. H. Stephenson, L. Lansford, P. Dummett (2016). Keynote, upper-intermediate, National Geographic Learning</li> <li>2. R. Reppen (2011). Grammar and Beyond 2 and 3, Cambridge UP</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Gude, K. (2011). New Matrix, Intermediate, Student' book, OUP</li> <li>2. Gude, K. (2011). New Matrix, Intermediate, Workbook book, OUP</li> <li>3. Murphy, R. (2007). English Grammar in Use, Cambridge University Press</li> <li>4. Eastwood, J. (2009):Oxford Learner's Grammar – Grammar Finder , OUP</li> <li>5. Eastwood, J. (2009). Oxford Learner's Grammar – Grammar Builder, OUP</li> </ol>				

Course Syllabus			
Course Code and Title	257237 German language II		
Name of Lecturer	<a href="#">Marieta Djaković, senior lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher study in the Croatian language		
Course status	Mandatory	Course level	Integrated
Semester	Summer	Year of study	I
Classroom location	classroom/external institutions	language (other languages)	German
ECTS credits	5	Number of hours per semester	30L – 30T –0S
Prerequisites	Passed course German language I		
Correlativity	German language I		
Objective of the course	To familiarise with German language and culture in order to acquire skills in using that language: developing receptive abilities (reading/listening) and developing language competences (lexical, grammatical, semantic, phonological, orthographic and orthoepic) as well as sociolinguistic and pragmatic competences (discourse, functional and planning competences) from the field of pedagogy.		
Learning outcomes	1. Use language knowledge and skills at level A1-A2 according to CEFR 2. Read and pronounce texts in German correctly at level A1- A2 3. Correctly apply grammatical structures in the given context of written or spoken German 4. use the skill of listening and analyzing content using original audio materials 5. Develop language skills for spoken and written communication at the A1-A2 level 6. Apply what has been learned (oral and written) at the A1- A2 level		
Course content (syllabus)	1. Languages spielend lernen 2. New Medien in der Primarschule		

	3. Märchen 4. Kinderfilme 5. Music				
Course activities, teaching and learning methods and assessment criteria (alternative modes should be listed in course requirements)	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity	1. – 6.	45	1.5	10%
	presentations on a given topic	1. – 6.	15	0.5	5%
	Essay	1. - 6.	15	0.5	5%
	exercises/colloquium	1. – 6.	30	1	50%
	written exam / oral exam	1. – 6.	45	1.5	30%
	In total		150	5	100%
Course requirements	<p>For a successful completion of the course, students must:  Class attendance is mandatory. During classes, a student can earn up to 70% of the grade through positively graded tasks and activities.  To pass the course, the student must</p> <ol style="list-style-type: none"> <li>1. Attend classes and actively participate in all teaching activities, prepare for classes every week</li> <li>2. Do homework regularly, write a given essay, make presentations and keep a language portfolio.</li> <li>3. Pass the final exam.</li> </ol>				
Mid-term and final exam term	They are published on the University's website and in ISVU.				
Additional information on the course	<p>Class attendance is mandatory. Monitoring and evaluation of students is carried out during classes and at the final exam. During classes, the student achieves 70% of the grade, while 30% of the grade can be achieved in the final exam.  In the case of distance learning, deviations are possible in the place of the course, the implementation of activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course instructor will inform students about this when distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Eine von der Lehrerin created und laufend wechseldene / aktualisite Sammlung von Texten und Übungen</li> <li>2. Marchetić (2008). Deutsche Grammatik im Überblick, School Book Zagreb</li> </ol>				

	<p>3. Habersack, Ch., Pude, A., Specht, F., (2015). Menschen Deutsch als Fremdsprache, Lehrbuch, Hueber Verlag, Ismaning</p> <p>4. Habersack, Ch., Pude, A., Specht, F., (2015). Menschen Deutsch als Fremdsprache, Arbeitsbuch, Hueber Verlag, Ismaning</p> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Montali-Motta: Übungsheft party Festigung der grammar Competence, Firenze</li> <li>2. Autorengruppe: Croatian-German phraseological dictionary;</li> <li>3. Duden (2014). Redewendungen und sprichwörtliche Redensarten, Dudenverlag Mannheim, Leipzig, Vienna Zurich</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Jakić- Hurm: Croatian-German dictionary, School book Zagreb, last edition;</li> <li>2. Jakić- Hurm: German-Croatian dictionary, School book Zagreb, last edition;</li> <li>3. M. Reimann - Grundstufengrammatik for Deutsch als Fremdsprache, Hueber</li> </ol> <p>Internet addresses:</p> <p><a href="https://www.tatsachen-ueber-deutschland.de/de">https://www.tatsachen-ueber-deutschland.de/de</a>,</p> <p><a href="https://www.austria.info/at/service-fakten/uber-osterreich">https://www.austria.info/at/service-fakten/uber-osterreich</a></p> <p>, <a href="http://www.dw-world.de">www.dw-world.de</a>, <a href="http://www.goethe.de">www.goethe.de</a></p> <p><a href="http://www.deutschlandpanorama.de">www.deutschlandpanorama.de</a>, <a href="http://www.vitamine.de">www.vitamine.de</a></p> <p><a href="http://www.alumniportal-deutschland.org">http://www.alumniportal-deutschland.org</a>, <a href="http://www.goethe.de">www.goethe.de</a></p>
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Course Syllabus			
Course title and Code	257234 Croatian history		
Teacher Associate	<a href="#">Full professor Slaven Bertosa, PhD</a>		
Study program	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course type	Mandatory	Course level	integrated
Semester	Summer	Year of study	I
Classroom location	the classroom	language (other languages)	Croatian
Classroom location	3	Number of hours per semester	30L – 15S – 0T
ECTS credits	there is none		
Correlativity	All subjects with a similar topic		
Objective of the course	critically interpret the most important questions from Croatian history from prehistory to the present day		
Learning outcomes	<ol style="list-style-type: none"> <li>1. compare the basic terms from our national history</li> <li>2. critically analyze essential features and phenomena in an interdisciplinary manner</li> <li>3. explain the importance of the most famous personalities and events</li> <li>4. evaluate how to apply the acquired knowledge and skills in future work with students</li> </ol>		
Course content	<ol style="list-style-type: none"> <li>1. History and its meaning</li> <li>2. Brief overview of Croatian history: ancient times; the Middle Ages (from the settlement to 1526); modern era (XVI-XIX centuries); contemporary history.</li> <li>3. Settlement of Croats, princes, kings, cities, feudal nobles and their families, society, cultural heritage</li> <li>4. Wars with the Ottomans, Military border; Venetian, Austrian and French rule in our regions</li> <li>5. Political parties, state legal identity, wars (with the Ottomans, the First World War, the Second World War, the Homeland War)...</li> <li>6. Field tour of a historical site in Istria</li> </ol>		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Outcomes	Hours	ECTS credits	Grade ratio (%)
	activity L, S	1. – 4.	34	1.1	5%
	seminar paper	1. – 4.	6	0.4	15%
	three written tests	1. – 4.	10	0.4	25%
	field tour	1. – 4.	5	0.1	5%
	final oral exam	1. – 4.	35	2	50%
	in total		90	3	100%
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> <li>1. regularly attend and carefully monitor classes (exceptionally, only excused absences are tolerated)</li> <li>2. hold a seminar presentation in class</li> <li>3. pass all three written tests</li> <li>4. write and submit the seminar paper on time</li> <li>5. pass the final oral exam.</li> </ol>				
Mid-term and final exam term	Exam dates are announced at the beginning of the academic year, and test dates are announced at the first lecture.				
Additional information on the course	<ol style="list-style-type: none"> <li>1. Teaching is conducted in the form of lectures, seminars, consultations (in person in the office and via e-mail) and mentoring. Attendance of classes is understood from the beginning to the end of the class.</li> <li>2. Lectures are intended as overviews of selected topics and do not cover the entire exam literature, as students are expected to be able to work independently.</li> <li>3. Continuous testing of knowledge: it is carried out three times in the semester (dates are announced in the introductory lecture). Each test has 10 questions and carries a maximum of 10% of the grade (1 correct answer = 1% of the grade). A student who does not have at least 5 correct answers receives 0% of the grade. In the last week of classes, make-up tests are held for all three knowledge tests. If they wish, remedial tests can be written by students who did not pass a regular test, and they must be written by those who, for a valid reason, did not take all three regular tests. The justified reason must be timely and properly documented; otherwise, failure to attend the test is counted as 0% of the grade. The final result in the test is calculated as the average grade of the regular and remedial test. Students who did not write either the regular or remedial test lose the right to access the final exam and must re-enroll in the course in the following academic year.</li> <li>4. The seminar paper (with a presentation in class) is evaluated according to the quality of the work performed, taking into account the following elements: the ability to compose a coherent paper (with title page, introduction, elaboration of the topic, conclusion and list of literature), clear distinction between essential and non-essential fact, the</li> </ol>				

	<p>amount of spelling errors and the originality of the work (research and use of unpublished archival material or writing according to existing literature). Presentation skills (coherence, clarity, transparency, etc.) will also be evaluated during the presentation in class. The topic of the paper is freely chosen, whereby the analysis of an archival document, book, small historical "synthesis" of individual places, etc. will be appreciated. The text must be submitted by a pre-arranged date, and there is also the possibility of its later expansion into a graduate thesis.</p> <p>5. It is the obligation of students to attend every lecture and every seminar class, and a valid excuse for absence is considered only in exceptional cases (accident, illness, etc.)</p> <p>6. Final exam: admission with an achieved percentage in class of at least 25% (otherwise – the maximum grade sufficient (E) in the final exam)</p> <p>7. A day or two before each exam, students are required to check the date and time of the exam.</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 distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Obligatory:</p> <ol style="list-style-type: none"> <li>1. Dragutin Pavličević, „Povijest Hrvatske”, Zagreb 2000. (ili kasnija izdanja): 1. test: str. 17.-198.; 2. test: str. 199.-372.; 3. test: str. 373.-560.</li> </ol> <p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Miroslav Bertosa, „Istra: Doba Venecije (XVI.-XVIII. stoljeće)“, Pula 1995.</li> <li>2. Slaven Bertosa, „Život i smrt u Puli. Starosjeditelji i doseljenici od XVII. do početka XIX. stoljeća“, Pula 2002.</li> <li>3. Ivan Kampuš – Igor Karaman, „Tisućljetni Zagreb“, Zagreb 1994.</li> <li>4. „Crkva u Istri: osobe, mjesta i drugi podaci porečke i pulske biskupije“ (ured. Marijan Bartolić i Ivan Grah), Pazin 1991.</li> <li>5. Dražen Vlahov, „Boljunska kronika“, Poreč 2006.</li> <li>6. Julijano Sokolić, „Zavičajni kalendar cresko-lošinjskoga otočja“, Mali Lošinj 2008.</li> <li>7. Vesna Bauer Munić, „Sakralna arhitektura istočnoistarskih komuna od XII. do XVIII. stoljeća“, Zagreb 2005.</li> </ol> <p>Optional:</p>

	<ol style="list-style-type: none"> <li>1. Ljubo Boban, „Hrvatske granice od 1918. do 1993.“, Zagreb 1995. (ili kasnija izdanja).</li> <li>2. Hrvatski povijesni zemljovid“, Zagreb 1996. (ili kasnija izdanja).</li> <li>3. Rosanna Biasiol-Babić – Ivanka Šverko-Blašković, „Istarska županija: zavičajni priručnik za učenice i učenike“, Zagreb 2010.</li> <li>4. Trpimir Macan, „Povijest hrvatskog naroda“, Zagreb 1992.</li> <li>5. Ivo Perić, „Povijest Hrvata“, Zagreb 1997.</li> </ol>
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Course Syllabus					
Course Code and Title	257235 Musical theory				
Name(s) of Lecturer(s)	<a href="#">Full professor, Ivana Paula Gortan-Carlin, PhD</a> <a href="#">MSc. Branko Radić, lecturer</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	II		
Classroom location	Classroom	Teaching language(s)	Croatian (Italian, Slovenian)		
ECTS credits	3	Number of hours per semester	15L – 0S – 15T		
Prerequisites	There are no prerequisites				
Correlativity	Instrument playing, Music teaching methodology I., II., III.				
Objective of the course	apply knowledge of music theory to read sheet music and learn the skill of playing an instrument with keys (piano)				
Learning outcomes	1. independently apply the skill of reading musical notation for the interpretation of simpler compositions 2. analyze simple notation 3. perform rhythm and meter				
Course content (syllabus)	1. Tone 2. Note values 3. Musical meter and rhythm 4. Scales 5. Chords (triads, 1 <sup>st</sup> inversion of triads) 6. Melody 7. Tempo 8. Dynamics				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	activity (L, T)	1. - 3.	22.5	0.75	20 %
	note writing exercises	1. - 3.	15	0.5	20%
	age reading exercises	1. - 3.	15	0.5	20%
	colloquium I (written)	1. - 3.	22.5	0.75	20%
	oral exam	1. - 3.	15	0.5	20%
	in total		90	3	100%

	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. 30% of absences do not need to be excused. Each attendance in class implies 1 point. There is a maximum of 20 points.</p> <p>Technical playing exercises</p> <p>Each successfully completed task carries 2 points. The student can achieve a maximum of 20% share in the grade.</p> <p>Theory exercises</p> <p>Each successfully written theory homework is worth 2 points. The student can achieve a maximum of 20% share in the grade.</p> <p>Music theory is written at the colloquium. The colloquium is worth 20% of the grade.</p> <p>The colloquiums are evaluated as follows:</p> <p>50% of correct answers or less = 0%</p> <p>each following correct percentage carries a share in the grade, in a proportional percentage.</p> <p>Oral exam</p> <p>In the oral exam, reading "a prima vista" is evaluated:</p> <p>0 % = the skill of reading notation has not been mastered</p> <p>5% = the skill of reading notation has not been mastered</p> <p>10% = average grade of all segments good</p> <p>20% = average grade of all segments excellent</p> <p>Elements that were not mastered during the semester can also be taken at the oral exam.</p>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. Attend classes</li> <li>2. Realize theory exercises</li> <li>3. Perform playing exercises</li> <li>4. Pass the colloquia</li> <li>5. Take the oral exam</li> </ol>
Mid-term and final exam terms	<p>Colloquia are written in April and May. In the penultimate hour of the semester, there is an additional deadline for the colloquium for students who, for justified reasons, did not attend earlier or did not achieve the minimum percentage.</p> <p>Deadlines are published on the websites of the Faculty of Educational Sciences and in ISVU.</p>
Additional information on the course	<p>During the class, it is necessary to reach the minimum share of the grade (20% in total) to take the oral exam.</p> <p>All elements must be positively evaluated.</p> <p>Before the oral exam, other negatively graded segments can also be passed on the deadline.</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 teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Petrović, T. (2007). Osnove teorije glazbe. Zagreb: Hrvatsko društvo glazbenih teoretičara, str. 3-120.</li> <li>2. Sam, R. (1998). Glazbeni doživljaj u odgoju djeteta. Rijeka: Glosa, str. 11.-35., 107.-135.</li> <li>3. Završki, J. (1995). Teorija glazbe. Zagreb: Pedagoško-književni zbor, str. 13.-109.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Ashworth, S. (2011). Naučite svirati klavijature. Zagreb: Mozaik knjiga.</li> <li>2. Riman, M. (2001). Zvončići. Rijeka: Izdavački centar Rijeka.</li> <li>3. Tomašić, Đ. (2003). Osnove glazbene teorije. Zagreb: Erudit</li> <li>4. Spiller, F. (1996). Muzički sustav. Zagreb: Šolta.</li> </ol>
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Course Syllabus			
Course Code and Title	42324 Kinesiology culture II		
Name(s) of Lecturer(s)	<a href="#">Full professor Iva Blažević, Ph.D.</a> <a href="#">Ivan Oreb, Ph.D., lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	I
Classroom location	sports hall of the University field work	Teaching language	Croatian
ECTS credits	1	Number of hours per semester	0L – 0S – 30 T
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.		
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture, Natural science, Geography, History		
Objective of the course	Influence the development of anthropological features with the aim of preserving and improving health and the quality of life.		
Learning outcomes	1. apply the acquired theoretical knowledge of individual kinesiological activities and basic didactic principles 2. demonstrate all basic forms of movement and basic structures of all four groups of biotic motor knowledge (for overcoming space, obstacles, resistance and manipulation of objects); basic structures in the field of athletics, gymnastics, basketball and dance 3. apply the basics of assessment and evaluation of work results in Kinesiology culture (Physical Education) 4. interpret the knowledge about the benefits of regular, lifelong physical exercise in order to improve health, by improving and maintaining personal motor and functional abilities in everyday life as well as in the future work with children, and about proper nutrition, harmfulness and prevention of addictive diseases caused by consumption of cigarettes, alcohol and narcotic drugs		
Course content (syllabus)	1. General preparatory exercises (dynamic stretching exercises, strength exercises, static stretching exercises), through different		

	<p>organizational forms of work (with and without props, with and on equipment, with and without music, independently and in pairs).</p> <p>2. Contents of sports gymnastics: ground floor (forward roll, back rest, handstand), bars (front rest and forward roll), links (back roll), climbing (squares, sailor's ladder), vaults (prong).</p> <p>3. Sports games: Basketball - practicing the elements of basketball (handling the ball, passing, receiving, basketball two-step, shooting at the basket), rules of the game.</p> <p>4. Contents of athletics: throwing (ball into the distance and into the goal), running and exercising on the trim track.</p> <p>5. Hiking in nature and mountain climbing.</p> <p>6. Swimming - test of swimming knowledge and swimming school for non-swimmers (if any). Swimming content: breaststroke, crawl, back crawl, rescue of drowning.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	activities, evaluation	1. - 4.	2	0.8	80%
	field work	1. - 4.	7	0.2	20%
	in total		30	1	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>The activity in class, the given elements of motor knowledge and the results of tests (levels) of motor and functional abilities are evaluated.</p>				
Course requirements	<p>For a successful completion of the course, students must:</p> <p>1. Attend classes regularly; can be absent from class a maximum of 4 times.</p> <p>2. Actively participate in classes.</p> <p>3. Come to class without any jewelry in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants).</p> <p>4. Participate in field classes, hiking in nature and mountain climbing, and the sports and recreation day of the Faculty of Educational Sciences (on Fratarski otok at the end of the academic year).</p> <p>5. Master all given elements.</p>				
Mid-term and final exam term	Mid-term and final exam term are published at the beginning of the academic year in ISVU.				
Additional information on the course	<p>To check the degree of development of general competences, standardized tests of motor abilities will be used (tests of explosive, static and repetitive strength, speed, coordination and flexibility), a test of functional abilities (running 1300 m), tests of motor skills (assessment of given elements during classes) and a test knowledge of swimming with basic swimming techniques.</p> <p>Students who have an impaired health status in any form are required to submit health documentation and the opinion of the competent university medicine doctor about a possible partial exemption at the beginning of the academic year, with a special</p>				

	<p>emphasis on the part of activities in Kinesiology culture, which should be partially avoided due to their impaired health status. Consultation times will be determined at the beginning of each semester (after the official announcement of the class schedule). 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 lecturers will inform students when the distance learning begins. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory: Literature is not mandatory. Optional:</p> <ol style="list-style-type: none"> <li>1. Findak, V. (2001). Metodika tjelesne i zdravstvene kulture. Zagreb: Školska knjiga.</li> <li>2. Findak, V., Prskalo, I., Babin, J. (2011). Sat Tjelesne i zdravstvene kulture u primarnoj edukaciji. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.</li> <li>3. Kosinac, Z. (2011). Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine. Split: Savez školskih športskih društava grada Splita.</li> <li>4. Pejčić, A. i Trajkovski, B.(2018). Što i kako vježbati s djecom u vrtiću i školi. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.</li> <li>5. Prskalo, I., Sporiš, G. (2016). Osnove kineziologije. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>6. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Sveučilište u Splitu: Fakultet prirodoslovno-matematičkih znanosti i kineziologije.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996). Primijenjena kineziologija u školstvu-NORME. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu.</li> <li>2. Šimunić, M. (1996) Zašto ne pušiti? Zagreb: 4P.</li> </ol>

## 2<sup>nd</sup> YEAR

Course Syllabus			
Course Code and Title	227422 Didactics		
Name of Lecturer	<a href="#">Associate professor Sandra Kadum, Ph.D.</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	II
Classroom location	Classroom	Teaching language(s)	Croatian (Italian)
ECTS credits	6	Number of hours per semester	30L -0S -30T
Prerequisites	Passed exam in Pedagogy		
Correlativity	Pedagogy, General psychology		
Objective of the course	To acquire knowledge about the basic rules of teaching, basic didactic knowledge necessary for successful and quality teaching, which represents the basis for their later application in everyday school and extracurricular practice		
Learning outcomes	<ol style="list-style-type: none"> <li>1. define the theoretical-methodological foundation in educational practice</li> <li>2. apply several modern approaches to teaching (work on projects, research, role play, collaborative learning)</li> <li>3. plan classes in combination and how to organize an integrated day in pure and combined classes and in extended stay</li> <li>4. compare different learning styles of children and explain their existence and appreciation in class</li> <li>5. create examples for research work in the field of didactics</li> <li>6. apply professional relationships in the work of teachers</li> </ol>		
Course content	<ol style="list-style-type: none"> <li>1. Basic didactic concepts and didactic systems</li> <li>2. Didactic theories, directions, models and systems</li> <li>3. Types of teachers</li> <li>4. Education and teaching (goals, tasks-learning outcomes and contents; laws and legalities, legal tendencies)</li> <li>5. Educational and teaching situations</li> <li>6. Curriculum, program and curriculum</li> <li>7. Planning and programming lessons (structuring the curriculum)</li> <li>8. Macro- and micro-organization of education and teaching</li> </ol>		

	9. Didactic cycle and its stages (preparation, implementation and evaluation of teaching and education) 10. Articulation of the learning and teaching situation 11. Didactic principles in the teaching and learning process 12. Didactic methods of teaching and learning 13. Social forms of work in teaching and learning 14. Technology and media of education and teaching 15. Communication processes in teaching				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance of L, S, T	1. – 6.	45	1.5	5%
	Individual tasks (homework, research, oral and written tasks)	1. – 6.	33	2.2	20 %
	Exam (written)	1. – 6.	75	2.5	50%
	Exam (oral)	1. – 6.	27	0.9	25%
	Total		180	6	100%
Course requirements	For a successful completion of the course, students must: 1. regularly attend classes and actively participate in all forms of classes, especially in exercises 2. make practical works 3. pass a written and oral exam Note (valid for obligation 2): The students should write practical papers within the given deadline. If they do not settle their obligations by the given deadline, they lose the right to ECTS credits 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	In the case of distance learning, deviations are possible in: - location of the course - implementation of activities, interpretation and teaching methods and methods of evaluation - student obligations - available literature. The instructor of the course will inform students about this when distance learning begins. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Kipper, H., Mischke, W. (2008). Uvod u opću didaktiku. Zagreb: Educa. 2. Matijević, M. i Topolovčan, T. (2017). Multimedijaska didaktika. Školska knjiga.				

	<p>3. Mušanović M., Vasilj, Kovačević (2010). Vježbe iz didaktike. Rijeka: Hrvatsko futurološko društvo.</p> <p>4. Vlatko Previšić (ur.) (2007). Kurikulum: teorije-metodologija-sadržaj-struktura. Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu i Školska knjiga.</p> <p>pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga.</p> <p>5. Kadum-Bošnjak, S.; Cotič, M., Felda D. (2014). Činitelji uspješnosti nastave u primarnom obrazovanju, Kopar, Univerza na Primorskem, Pedagoška fakulteta</p> <p>Optional:</p> <p>1. Cindrić, M., Miljković, D., Strugar, V. (2010). Didaktika i kurikulum. Zagreb: IEP d.o.o</p> <p>3. Udžbenici i metodički priručnici za učitelje u razrednoj nastavi.</p> <p>4. Meyer, H. (2002). Didaktika razredne kvake. Zagreb, Educa</p> <p>5. Meyer, H. (2005). Što je dobra nastava? Zagreb: Erudita 3.</p> <p>6. Lersch, R. (2005). Nastava kao čin uravnoteženja. Pedagogijska istraživanja, II (1), 85-100.</p> <p>7. Palekčić, M. (2005). Utjecaj kvalitete nastave na postignuća učenika. Pedagogijska istraživanja, II (2), 209-233.</p>
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Course Syllabus			
Course Code and Title	273596 Educational psychology		
Name of Lecturer	<a href="#">Assistant professor Marlena Plavšić, PhD</a> (main course teacher) <a href="#">Sanja Tatković, assistant</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	II
Classroom location	classroom	Teaching language(s)	Croatian
ECTS credits	6	Number of hours per semester	30L – 15S – 15T
Prerequisites	The prerequisite for admission is passing the exam in General Psychology and taking Developmental Psychology, and the condition for taking the exam is passing both mentioned courses.		
Correlativity	General psychology, Developmental psychology		
Objective of the course	To acquire competences for the application of knowledge of educational psychology in teaching students		
Learning outcomes	<ol style="list-style-type: none"> <li>1. Analyze the connection between intellectual and other abilities, temperament, personality and learning</li> <li>2. Recognize the factors of successful learning and social status of students in the classroom</li> <li>3. Recognize children with special needs and adequate ways of working according to their needs</li> <li>4. Compare different methods of students' motivation and class management</li> <li>5. Analyze the role of the teacher in the educational process</li> </ol>		
Course content	<ol style="list-style-type: none"> <li>1. Learning and types of learning</li> <li>2. Intellectual abilities: structure and measurement of intelligence, intelligence and school performance</li> <li>3. Memory and forgetting: types of memory and memorization techniques</li> <li>4. Learning phenomena: transfer and interference</li> <li>5. Learning and personality</li> <li>6. Test anxiety, mathematical anxiety, stereotype threat</li> <li>7. Qualities of a successful teacher</li> <li>8. Motivation in learning and teaching</li> <li>9. Classroom management</li> <li>10. Collaboration with parents</li> </ol>		

Course activities, teaching and learning methods and assessment criteria	Students' Responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Classroom activities (L and S)	1-4	45	1.5	0%
	Seminar papers	1-4	30	1	20%
	Seminar presentation	1-4	20	0.7	20%
	Exam	1-4	60	2	30%
	Oral exam	1-4	25	0.8	30%
	Total		180	6	100%
	<p>Additional information (assessment criteria):  The seminar is evaluated separately in the written seminar paper and oral presentation as follows:  a) Written part:  0% - the seminar paper has not been submitted, or the minimum criteria of the seminar paper have not been met with regard to the structure, content, literature and language of expression  20% - seminar is excellent: clear structure, content is adequately presented with individual self-review, literature is rich, own data obtained through internet search, correct written expression.</p> <p>b) Oral part:  0% - seminar paper not presented by the set deadline  20% - presentation is excellent: a correct, clear and precise presentation that contains a personal critical review.  It is possible to get all percentages from 0-20% for the written and oral part of the seminar.</p> <p>The written exam is evaluated as follows:  less than 50% of correct answers = 0% of the grade  from 50% to 60% = 6% of the grade  from 61% to 70% = 12% of the grade  from 71% to 80% = 18% of the grade  from 81% to 90% = 24% of the grade  from 91 % to 100 % = 30 % of the score</p> <p>The oral exam consists of four questions (each question carries 7.5%). To pass the oral exam, the student must correctly answer at least 50% of the questions (15%).</p>				

Course requirements	<p>In order to pass the course, the student must:</p> <ol style="list-style-type: none"> <li>1. Attend at least 70% of classes and actively participate in the teaching process.</li> <li>2. Submit the seminar paper within the given deadline and adequately present the seminar paper.</li> <li>3. Pass the written and oral exam.</li> </ol> <p>Failure to meet the above student obligations results in the repetition of the course.</p>
Final exam	<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 the location of the course delivery, the activities' implementation, interpretation and teaching methods, evaluation methods, students' obligations, available (literature) sources.</p> <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"> <li>1. Grgin, T. (2004). <i>Edukacijska psihologija</i>. Jastrebarsko: Naklada Slap.</li> <li>2. Radetić-Paić, M., Ružić-Baf, M., &amp; Zuliani, Đ. (2011). <i>Poremećaji nedovoljno kontroliranog ponašanja sa psihološkog, sociopedagoškog, informatičkog i komunikacijskog aspekta</i>. Zagreb: Učiteljski fakultet, poglavlje I.</li> <li>3. Vizek-Vidović, V., Vlahović-Štetić, V., Rijavec, M., &amp; Miljković, D. (2003). <i>Psihologija obrazovanja</i>. Zagreb.</li> <li>4. Zarevski, P. (2007). <i>Psihologija pamćenja i učenja</i>. Jastrebarsko: Naklada Slap.</li> <li>5. Zarevski, P. (2012). <i>Struktura i priroda inteligencije</i>. Jastrebarsko: Naklada Slap.</li> <li>6. Zarevski, P. (ur.) (2000). <i>Učitelji za učitelje: primjeri provedbe načela Aktivne/efikasne škole</i>. Zagreb: IEP.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Bilić, V., Buljan Flander, &amp; G., Hrpka, H. (2012). <i>Nasilje nad djecom i među djecom</i>. Naklada Slap, Zagreb.</li> <li>2. Woolfolk, A. (2007). <i>Edukacijska psihologija</i>. Naklada Slap, Jastrebarsko.</li> <li>3. Rijavec, M. &amp; Miljković, D. (2010). <i>Pozitivna disciplina u razredu</i>. IEP, Zagreb.</li> <li>4. Trussler, S. &amp; Robinson, D. (2015). <i>Inclusive practice in the primary school</i>. London: Sage.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Petz, B. (ur.) (2005). <i>Psihologijski rječnik</i>. Jastrebarsko: Naklada Slap.</li> </ol>

Course Syllabus			
Course Code and Title	78355 Children's literature		
Name of Lecturer	<a href="#">Full professor Vjekoslava Jurdana, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	II
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	5	Number of hours per semester	30L – 30S – 0T
Prerequisites	There are no prerequisites.		
Correlativity	Oral native heritage, Media culture, Croatian language, Musical culture, Speech expression, Art culture, School reading in primary teaching		
Objective of the course	get to know the body of children's literature and scientific and professional knowledge about its types in the development of the child's literary abilities		
Learning outcomes	1. correctly interpret the basic concepts of children's literature in use and use the basic literary theoretical apparatus 2. use professional and scientific literature and correctly apply the acquired knowledge in the preparation of tasks 3. creatively implement a concrete teaching model designed to fit the child and within the framework of educational requirements 4. show the personal qualities of personality and the creative dimension of the profession		
Course (syllabus) content	1. Children's literature: specificity, types, name, definition 2. Picture books 3. Stories: types and most significant examples 4. Children's novel (concept and characteristics) 5. Fables 6. Playlist (concept, examples) 7. Poetry (specificities and most significant examples) 8. Comics (term, expression, theme)		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS Credits	Grade ratio (%)
	Activity L, S	1. - 4.	45	1, 5	10%
	Fieldwork	2.	5	0, 2	0%
	Research	3.	45	1, 5	35%
	Mid-term(s) (written)	1. - 4.	35	1, 1	25%
	Exam (oral)	1. - 4.	20	0, 7	30%
	Total		150	5	100%
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes regularly (tolerance up to three absences) and actively participate in lectures and seminars</li> <li>2. in accordance with the postulates of the reception theory, actively monitor and evaluate seminar papers</li> <li>3. actively participate in field teaching: Book Fair in Istria; Monte Librić, literary promotions of selected works</li> <li>4. Study theoretical literature and apply it in working with younger school children when designing a concrete model of work.</li> <li>5. Read the reading - mandatory for the colloquium and exam.</li> <li>6. Pass the written colloquium.</li> <li>7. Pass the oral exam.</li> </ol>				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	<p>Materials for lectures and seminars are published on the official e-learning portal. 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 will inform students about this when distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Crnković, M. (1990). Dječja književnost, Školska knjiga, Zagreb.</li> <li>2. Crnković, M., Težak, D. (2002). Hrvatska dječja književnost od početaka do 1995., Znanje, Zagreb.</li> <li>3. Hameršak, M., Zima, D. (2015). Uvod u dječju književnost, Leykam international, Zagreb.</li> <li>4. Hranjec, S. (2007). Pregled hrvatske dječje književnosti, Školska knjiga, Zagreb.</li> <li>5. Zalar, I. (1991). Pregled hrvatske dječje poezije, Školska knjiga, Zagreb.</li> </ol>				

Optional:

1. Crnković, M. (1987). Sto lica priče, Školska knjiga Zagreb.
2. Diklić, Težak, Zalar (1996). Primjeri iz dječje književnosti, DiVič, Zagreb.
3. Hranjec, S. (1998). Hrvatski dječji roman, Znanje, Zagreb.
4. Hranjec, S. (2004). Dječji hrvatski klasici, Školska knjiga Zagreb.
5. Težak, D. (1991). Hrvatska dječja poratna priča, Školska knjiga, Zagreb.
6. Težak, D., Težak, S. (1997). Interpretacija bajke, DiVič, Zagreb.
7. Visinko, K. (2005). Dječja priča – povijest, teorija, recepcija i interpretacija, Školska knjiga, Zagreb.

Referential:

1. Diklić, Z. i drugi autori (1990). Dozivi i odzivi lirske pjesme: metodički priručnik za razrednu nastavu, Pedagoško književni zbor, Zagreb.
2. Lučić, K. (2008). Prožimanje riječi, slike i glazbe u metodici književnosti u razrednoj nastavi, Školska knjiga, 2008.
3. Jurdana, V. (2015). Igri. Mala zavičajna čitanka (s primjerima iz čakavske poezije Drage Gervaisa), Sveučilište Jurja Dobrile u Puli-Ustanova „Ivan Matetić Ronjgov“, Pula.
4. Ministarstvo znanosti, obrazovanja i sporta (2019): Predmetni kurikulum
5. Rosandić, D. (1986). Metodika književnog odgoja i obrazovanja, Školska knjiga, Zagreb.
6. Rosandić, D. (2005). Metodika književnog odgoja- temeljci metodičkknjiževne enciklopedije, Školska knjiga, Zagreb.
7. Šabić, A. G. (1983). Lirska poezija u razrednoj nastavi, Školska knjiga, Zagreb.

Course Syllabus			
Course Code and Title	273598 Fundamentals of mathematics		
Name(s) of Lecturer(s)	<a href="#">Full professor Neven Grbac, PhD</a> <a href="#">Branka Antunović, PhD, senior assistant</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winnter	Study year	II
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	5	Number of hours per semester	30L – 0S – 30T
Prerequisites	Basic knowledge of elementary mathematics covered during high school education.		
Correlativity	Elementary geometry		
Objective of the course	to improve students' ability to think mathematically, to communicate mathematical knowledge, ideas, and results about the structure of mathematics, sets of numbers, and functions in an argumentative and effective manner, and to develop strategies for solving mathematical problems and problems that can be reduced to a mathematical model		
Learning outcomes	<ol style="list-style-type: none"> <li>1. describe mathematical concepts</li> <li>2. justify mathematical statements</li> <li>3. establish connections between different representations, spoken language, symbolic notation, and visual display</li> <li>4. apply knowledge and skills about numbers and functions to describe and analyse the world around them</li> <li>5. argue mathematical knowledge, ideas, and results</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Structure of mathematics</li> <li>2. Fundamentals of mathematical logic</li> <li>3. Sets</li> <li>4. Relations</li> <li>5. Natural numbers</li> <li>6. Divisibility of natural numbers</li> <li>7. Principle of mathematical induction</li> <li>8. Integers</li> <li>9. Rational numbers</li> <li>10. Real numbers</li> <li>11. Ratios, proportions, proportionality</li> <li>12. Linear equations with one unknown</li> <li>13. Systems of two linear equations with two unknowns</li> <li>14. Complex numbers</li> <li>15. Basic concepts of function</li> <li>16. Properties of functions</li> <li>17. Operations with functions</li> <li>18. Inverse function</li> <li>19. Real functions of a real variable</li> </ol>		

Course activities, teaching and learning methods and assessment criteria (alternative modes should be listed in course requirements)	Student responsibilities	Learning outcome	Hours	ECTS credits	Grade ratio (%)
	Activities (classwork and fieldwork, workshop)	1. -5.	45	1.5	10%
	Exam (written) or two colloquiums	1. -5.	60	2	40%
	Exam (oral)	1. -5.	45	1.5	50%
	Total		150	5	100%
	Additional information (assessment criteria): Colloquiums and/or written exams are graded as follows (but also in more detail in percentage, considering the share of points in the total number of points, and then the share in the total grade) less than 9 points = without grade from 9 to 10 points = grade 2 from 11 to 13 points = grade 3 from 14 to 15 points = grade 4 from 16 to 18 points = grade 5				
Course requirements	For a successful completion of the course, students must: 1. attend classes regularly and actively participate in all forms of classes (at least 70% attendance) 2. pass two written colloquiums (at least 50% of the grade points for each colloquium) 3. pass the oral exam OR 1. attend classes regularly and actively participate in all forms of classes (at least 70% attendance) 2. pass the written exam (at least 50% of the grade points) 3. pass the oral exam				
Mid-term and final exam term	Dates are available on the Department's website and the ISVU database.				
Additional information on the course	Materials for lectures and exercises are published on e-learning. 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 teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Mintaković, S., Ćurić, F., (2003). Matematika sa zbirkom zadataka, Školska knjiga, Zagreb 2. Pavković, B., Veljan, D., (2004). Elementarna matematika I, Školska knjiga, Zagreb 3. Sedmak S. (2010). Demistificirana matematika, Element. Zagreb  Referential: 1. Juričić Devčić, M., Perković, T., Trupčević, G., Vuković, P. (2018). Zbirka zadataka iz matematike za studente učiteljskih studija (2018). Učiteljski fakultet Sveučilišta u Zagrebu, Zagreb <a href="http://ed2.ufzg.hr/press/index.php/UFZG/catalog/book/87">http://ed2.ufzg.hr/press/index.php/UFZG/catalog/book/87</a> 2. Udžbenici i zbirke zadataka za matematiku u osnovnim i srednjim školama				

Course Syllabus			
Course Code and Title	63578 Geography		
Name of Lecturer	<a href="#">Associate professor Nikola Vojnović, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	II
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	30L – 15S – 0T
Prerequisites	There are no prerequisites for enrollment.		
Correlativity	Sociology of education, Introduction to mathematics, Basics of informatics, Natural science, Basics of ecology, Science teaching methodology I, Science teaching methodology II, Science teaching methodology III		
Objective of the course	to explain the basic concepts of geography as a scientific field in the interdisciplinary field of science as well as the spatial aspects of the evaluation of the natural basis, that is, the interpretation and analysis of legality in spatial relationships on the Earth's surface with the purpose of solving current problems of the population and application models and practices in teaching		
Learning outcomes	<ol style="list-style-type: none"> <li>1. define basic geographical terms</li> <li>2. distinguish the basic characteristics of physical geographical elements (factors) and processes</li> <li>3. use acquired knowledge and skills about the geographical features of the Republic of Croatia in the teaching process</li> <li>4. analyze individual contents, processes, connections, relationships and models in the sustainable development of geographic space with application in teaching</li> </ol>		
Course content (syllabus)	<p>GENERAL GEOGRAPHY</p> <ol style="list-style-type: none"> <li>1. Introduction to geography</li> <li>2. Shape, size and motion of the Earth. Consequences and application in teaching</li> <li>3. Geographic map and application in teaching</li> <li>4. Relief - basic terms</li> <li>5. Relief in teaching</li> <li>6. Climate – basic terms</li> <li>7. Climate: climate classification, climate changes, climate in teaching</li> <li>8. Sea and water on land</li> <li>9. Population - basic concepts</li> <li>10. Population - contemporary processes and reflections in the education system of the Republic of Croatia</li> <li>11. Settlements - basic terms. Settlements in class</li> <li>12. Economic activities. Sustainability in modern processes</li> <li>13. Spatial aspect of the economy in the teaching of native geography</li> </ol>		

	14. Final lecture with references to the applied characteristics of geography in teaching 2. GEOGRAPHY OF CROATIA AND NATIVE GEOGRAPHY Issues of regional development Natural and geographical features Population and settlements The spatial aspect of the economy Native geography (geography of selected regions of the Republic of Croatia) with implementation in classes 3. FIELD TEACHING Field teaching is in accordance with the topics of general, regional and native geography and in correlation and cooperation with related courses.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	34	1.1	0%
	Field teaching	1. – 4.	9	0.3	0%
	Written papers (seminar work)	1. – 4.	20	0.7	50%
	Oral presentations	1. – 4.	9	0.3	0%
	Written exam	1. – 4.	18	0.6	50%
	Total		90	3	100%
Course requirements	For a successful completion of the course, students must: 1. attend classes and actively participate in the teaching process throughout the semester 2. present a seminar paper to the students on a given topic of regional or applied geography in class 3. write a complete seminar paper. The deadline for submitting the seminar paper exclusively to the e-learning portal is no later than seven days before the written exam, according to the calendar published on the e-learning portal 4. actively participate in field teaching 5. 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	Class attendance is mandatory. A student who is absent more than 4 times does not have the right to register and access the exam and must re-enroll in the course. Field teaching is a condition for the exam. The seminar paper is prepared in written form according to the instructions presented to the students during the first term of the seminar and published on websites (e-learning portal, Geografija news forum). The topic of the seminar is given at the beginning of the semester. The seminar is presented orally to other students. The written paper can be given to the course instructor for review and possible corrections on several occasions. Presentation of the seminar in front of the students is one of the conditions for applying and taking the exam. A student who does not fulfill the obligation must re-enroll in the course. Writing a written seminar paper is a condition for taking the exam. The seminar can be sent to the e-learning portal for review and evaluation no more than once per exam period. Students who do not fulfill the obligation of presentation and preparation of the written part of the seminar cannot register and take the exam. The written exam consists of a test with objective types of tasks. The written exam carries a maximum of 50% points.				

	<p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <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"> <li>1. Nejašmić, I., 1998: Osnove opće geografije, Educa, Zagreb (13-380)</li> <li>2. Brazda, M., 1985: Terenski rad i ekskurzije u nastavi geografije, Školska knjiga, Zagreb (5-49)</li> <li>3. Matas, M., 1996: Metodika nastave geografije, HGD, Zagreb (7-28; 129-142)</li> <li>4. Matthews, J. A., Herbert D.T., 2008: Geography- a very short introduction, Oxford university press, Oxford (1-81)</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Vresk, M., 1997: Uvod u geografiju, Školska knjiga, Zagreb</li> <li>2. Šegota, T., Filipčić, A., 1996: Klimatologija za geografe, Školska knjiga, Zagreb</li> <li>3. Nejašmić, I., 2005: Demogeografija- Stanovništvo u prostornim odnosima i procesima, Školska knjiga, Zagreb</li> <li>3. Marsh, W.M., 1987: Earthscape- A physical geography, John Wiley &amp; Sons Inc., Toronto</li> </ol> <p>Referental:</p> <ol style="list-style-type: none"> <li>1. Geografski atlas svijeta i Hrvatske</li> <li>2. Digitalna verzija sažetaka predavanja (video i tekstualni format)</li> </ol>

Course Syllabus					
Course Code and Title	199983 Music practice I				
Name(s) of Lecturer(s)	<a href="#">Full professor, Ivana Paula Gortan-Carlin, PhD</a> <a href="#">MSc. Branko Radić, lecturer</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Summer	Study year	II		
Classroom location	Classroom	Teaching language(s)	croatian (italian, slovenian)		
ECTS credits	2	Number of hours per semester	0L – 0S – 30T		
Prerequisites	Completed course Musical theory and instrument playing				
Correlativity	Musical theory and instrument playing Music teaching methodology I, II, III.				
Objective of the course	apply musical literacy knowledge and play and sing simple songs on a keyboard instrument (piano, keyboards) and play and sing with Orff instruments				
Learning outcomes	1. play the keyboard simultaneously with the left and right hand 2. apply the skill of reading musical notation for the interpretation of simpler compositions by playing the piano (keyboard) 3. Play meter and rhythm on Orff instruments. 4. Sing children's songs				
Course content (syllabus)	1. Technical exercises for the development of fingers motor skills 2. Playing scales (major and minor), through one octave, up to four accidentals 3. Playing the melody with the right hand and a simple harmonic accompaniment with the left hand on the keyboard 4. Counting the beats 5. Singing				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learnin g outcom es	Hours	ECTS credits	Grade ratio (%)
	Class activity - T	1.-4.	22,5	0.75	20 %
	Continuous verification of knowledge	1.-4.	22,5	0.75	50 %
	Exam, oral	1.-4.	15	0.5	30 %
	Total		60	2	100 %
	Additional information (assessment criteria): Class attendance is mandatory. 30% of absences (i.e., 4 absences) are tolerated and do not need to be excused. Class attendance is evaluated as follows: 0% = Does not attend lectures (from 5 absences onwards) 20% = Attends lectures. Continuous verification of knowledge is necessary for the best possible acquisition of playing skills. During the exercises, students play				

	<p>individually and collectively according to the instructions (checking scales and practicing songs). Everything is graded from 1 to 5 and at the end, based on everything practiced, an average grade is calculated.</p> <p>0 % = The student did not learn the given material</p> <p>10% = During the examination, the student has an average grade of 1.50-2.19</p> <p>20% = During the examination, the student has an average grade of 2.20-2.89</p> <p>30 % = During the examination, the student has an average grade of 2.90-3.59</p> <p>40 % = During the examination, the student has an average grade of 3.60-4.29</p> <p>50 % = During the examination, the student has an average grade of 4.30-5.00</p> <p>Oral exam - the playing of the scale, a composition chosen by the student and 2 compositions chosen by the teacher from the given compositions for practice are evaluated. It is played with both hands together. All three elements must be played positively to pass the oral part of the exam. It is graded from 1 to 5.</p> <p>0% = has not mastered the skill of playing, has not mastered the skill of reading musical notation, has not played the requested composition.</p> <p>7.5% = the average grade of all elements is from 2 to 2.4</p> <p>15% = the average grade of all elements is up to 3.4</p> <p>22.5% = the average rating of all elements is up to 4.4</p> <p>30% = the average grade of all elements is 4.5.</p>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes</li> <li>2. play the given exercises</li> <li>3. take the oral exam</li> </ol>
Mid-term and final exam term	Exam terms are published on the website of the Faculty of Educational Sciences and in ISVU.
Additional information on the course	Completion of the course Playing I is a condition for taking the course Playing II. In the case of distance learning, deviations are possible in the location of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Jurišić, G., Sam Palmić, R. (2002). Brojalica, snažni glazbeni poticaj. Rijeka: Adamić</li> <li>2. Riman, M. (2001). Zvončići. Rijeka: Izdavački centar Rijeka.</li> <li>3. Sam, R. (1992). Sviramo uz pjesmu. Rijeka: Glosa.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Ashworth, S. (2011). Naučite svirati klavijature. Zagreb: Mozaik knjiga.</li> <li>2. Prašelj, D.(prir.)(1990). Ivan Matetić-Ronjgov: Zaspal Pave, Rijeka : Izdavački centar Rijeka i KPD „Ivan Matetić-Ronjgov“</li> <li>3. Petrović, T. (2007). Osnove teorije glazbe. Zagreb: Hrvatsko društvo glazbenih teoretičara.</li> <li>4. Music culture textbooks that are used for grades 1.-4. grade of primary school</li> </ol> <p>Referential:</p> <p>various songbooks.</p>

Course Syllabus			
Course Code and Title	42327 Kinesiology culture III		
Names of Lecturers	<a href="#">Full professor Iva Blažević, PhD</a> <a href="#">Ivan Oreb, PhD, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	II
Classroom location	sports hall of the University field work	Teaching language	Croatian
ECTS credits	1	Number of hours per semester	0L –0S – 30T
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.		
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture, Natural science, Geography, History		
Objective of the course	Influence the development of anthropological features with the aim of preserving and improving health and the quality of life.		
Learning outcomes	1. apply the acquired theoretical knowledge of individual kinesiological activities and basic didactic principles 2. demonstrate all basic forms in the field of athletics, volleyball, football, handball and dance 3. apply the basics of assessment and evaluation of work results in Kinesiology culture (Physical education) 4. interpret the knowledge about the benefits of regular, lifelong physical exercise in order to improve health, by improving and maintaining personal motor and functional abilities in everyday life as well as in the future work with children, proper nutrition, harmfulness and prevention of addictive diseases caused by the consumption of cigarettes, alcohol and narcotic drugs		
Course content (syllabus)	1. General preparatory exercises (dynamic stretching exercises, strength exercises, static stretching exercises), through different		

	<p>organizational forms of work (with and without props, with and on equipment, with and without music, independently and in pairs).</p> <p>2. Volleyball - shots on the ball in a jump on the net, top serve, rules of the game, tactics of the game.</p> <p>3. Soccer - passing and receiving the ball with the foot on the floor and high (flying) balls, guiding the ball and shooting with the foot.</p> <p>4. Handball – passing, receiving and guiding the ball, jump-shot.</p> <p>5. Dances: Foxtrot, Slow fox.</p> <p>6. Hiking in nature and mountain climbing.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	attendance, activities, evaluation	1. - 4.	23	0.8	80%
	field work	1. - 4.	7	0.2	20%
	in total		30	1	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>The activity in class, the given elements of motor knowledge and the results of tests (levels) of motor and functional abilities are evaluated.</p>				
Course requirements	<p>For a successful completion of the course, students must:</p> <p>1. Attend classes regularly; can be absent from class for a maximum of 4 times.</p> <p>2. Actively participate in classes.</p> <p>3. Come to class without any jewelry in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants).</p> <p>4. Participate in field classes, hiking in nature and mountain climbing, and the sports and recreation day of the Faculty of Educational Sciences (on Fratarski otok at the end of the academic year).</p> <p>5. Master all given elements.</p>				
Mid-term and final exam term	Mid-term and final exam term are published at the beginning of the academic year in ISVU.				
Additional information on the course	<p>To check the degree of development of general competences, standardized tests of motor abilities will be used (tests of explosive, static and repetitive strength, speed, coordination and flexibility), a test of functional abilities (running 1300 m), tests of motor skills (assessment of given elements during classes) and a test knowledge of swimming with basic swimming techniques.</p> <p>Students who have an impaired health status in any form are required to submit health documentation and the opinion of the competent university medicine doctor about a possible partial exemption at the beginning of the academic year, with special emphasis on the part of activities in Kinesiology culture which should be partially exempt due to their impaired health status.</p> <p>Consultation times will be determined at the beginning of each semester (after the official announcement of the class schedule).</p>				

	<p>In the case of distance learning, deviations are possible in the location of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course lecturers will inform students when distance learning begins. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory: Literature is not mandatory. Optional:</p> <ol style="list-style-type: none"> <li>1. Findak, V. (2001). Metodika tjelesne i zdravstvene kulture. Zagreb: Školska knjiga.</li> <li>2. Findak, V., Prskalo, I., Babin, J. (2011). Sat Tjelesne i zdravstvene kulture u primarnoj edukaciji. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.</li> <li>3. Kosinac, Z. (2011). Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine. Split: Savez školskih športskih društava grada Splita.</li> <li>4. Pejčić, A. i Trajkovski, B.(2018). Što i kako vježbati s djecom u vrtiću i školi. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.</li> <li>5. Prskalo, I., Sporiš, G. (2016). Osnove kineziologije. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>6. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Sveučilište u Splitu: Fakultet prirodoslovno-matematičkih znanosti i kineziologije.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996). Primijenjena kineziologija u školstvu-NORME. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu.</li> <li>2. Šimunić, M. (1996) Zašto ne pušiti? Zagreb: 4P.</li> </ol>

Course Syllabus			
Course Code and Title	66268 Professional practice II		
Lecturer	<a href="#">Assistant professor Irena Kiss, PhD</a> (main course teacher)		
Study program	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	integrated
Semester	Winter	Study year	II
Classroom location	Educational institution (primary school or related institution)	Teaching language	Croatian
ECTS credits	2	Number of hours per semester	0L – 0S – 50T
Prerequisites	There are no prerequisites		
Correlation	Professional practice correlates with professional-methodical courses that complete teacher studies.		
The objective of the course	to facilitate the acquisition of the necessary professional knowledge and skills by developing the basic methodical competences necessary for the independent performance of pedagogical activities		
Learning outcomes	<ol style="list-style-type: none"> <li>1. to explain the structure of the elementary school curriculum</li> <li>2. to summarize the most important provisions of laws and regulations that govern the elementary schools' activities</li> <li>3. to show the school management system</li> <li>4. to participate in the teaching process</li> <li>5. to analyze the activities carried out by professional associates and teachers</li> </ol>		
Course content (syllabus)	<p>Students complete Professional practice in a selected school in February (for 50 hours), under the guidance of a teacher-mentor. Course content of Professional practice II includes:</p> <ol style="list-style-type: none"> <li>1. getting acquainted with the laws, rules, and regulations that govern the elementary schools' activities (Primary Education Act, school Regulations, Work Calendar for the current school year, etc.)</li> <li>2. getting acquainted with relevant and mandatory school documentation and its correct and regular management</li> <li>3. attending regular classes, additional, supplementary, elective classes and extracurricular activities</li> <li>4. attending other activities that expert teams and teachers carry out during professional practice</li> <li>5. participating in various forms of educational work at school</li> </ol>		

Course activities, teaching and learning methods, assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Classroom observation (V)	1.- 5.	38	1.3	65%
	Professional PracticeDiary	1.- 5.	22	0.7	35%
	Total		60	2	100%
Course requirements	<p>For a successful completion of the course, a student has to:</p> <ol style="list-style-type: none"> <li>1. submit a completed and certified Application Form confirming the choice of primary school to the head of Professional practice (before attending the professional practice, and no later than the end of November of the current academic year)</li> <li>2. attend regular, additional, supplementary, elective classes and extracurricular activities</li> <li>3. participate in various forms of educational work at school</li> <li>4. write a Professional Practice Diary (following the Instructions for keeping a Diary)</li> <li>5. hand in the Professional Practice Diary and Certificate of completed professional practice for signature and certification to the school principal and mentor, who gives a professional opinion on the carried-out activities</li> <li>6. submit the certified and signed documents from the previous paragraph to the head of Professional practice at the Faculty, no later than 15 days before the exam deadline.</li> </ol>				
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	<p>The e-learning portal of the course contains published materials and instructions required for Professional practice. Students are obliged to read the notifications posted by the head of professional practice on the e-learning portal.</p> <p>In case of distance learning, there may be changes in the course venue, the implementation of activities, interpretation and teaching methods and methods of evaluation, students' obligations, and available literature. The teacher will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Ivanek, A. (2008). Kreativni razrednik/razrednica. Zagreb: Profil.</li> <li>2. Kyriacou, C. (1995). Temeljna nastavna umijeća. Zagreb: Educa.</li> </ol>				

	<p>3. Matijević, M. (2004). Ocjenjivanje u osnovnoj školi. Zagreb: Tipex.</p> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Buljubašić Kuzmanović, V. (2012). Škola kao zajednica odrastanja. Pedagoška istraživanja 9 (1-2), 43-57.</li> <li>2. Marsh, C. (1994.), Kurikulum - temeljni pojmovi. Zagreb: Educa.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Kurikulumi nastavnih predmeta i međupredmetnih tema (2019). Zagreb: MZORH.</li> </ol>
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Course Syllabus			
Course Code and Title	273619 Inclusive pedagogy		
Name(s) of Lecturer(s)	<a href="#">Full professor Mirjana Radetić-Paić, PhD</a> (holder) <a href="#">Vanja Marković, PhD, lecturer</a>		
Study program	University integrated undergraduate and graduate Teacher Study in Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	II
Classroom location	Classroom	Teaching language(s)	Croatian (English)
ECTS credits	6	Number of hours per semester	30L – 15S – 15E
Prerequisites	No prerequisites		
Correlativity	Pedagogy, Educational psychology I		
Objective of the course	Acquire the basic facts about the upbringing and education of children with developmental disabilities		
Learning outcomes	<ol style="list-style-type: none"> <li>1. name developmental specifics of students with developmental disabilities as part of individual differences among students of that age</li> <li>2. describe the etiological factors causing the disability, diagnostic instruments, principles and methods of working with students with developmental disabilities of early school age, work programs and teaching technology</li> <li>3. distinguish peculiarities in the behavior of students with developmental disabilities</li> <li>4. apply the acquired knowledge in working with students with developmental disabilities in classroom teaching</li> <li>5. analyze peculiarities in the behavior of students with developmental disabilities</li> <li>6. assess the developmental potential of students with developmental disabilities</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Basic determinants (definitions valid in the Republic of Croatia) of the status of children with developmental specificities, comparison of determinations of developmental specificities of school-age children in European countries</li> <li>2. Incidence and structure of the population of children with developmental disabilities of school age, statistical and other indicators of the status of children with developmental disabilities of school age</li> <li>3. Contemporary terminology in educational practice, analysis of the meaning of professional terms, the interdisciplinary nature of professional terminology.</li> <li>4. Etiology of specificity in the development of school-aged children; relations between biological, economic and social factors, analysis of etiology in individual children with developmental disabilities (case studies)</li> <li>5. General characteristics of students with developmental disabilities of early elementary school age. Special characteristics of individual groups of students with developmental disabilities, analysis of individual cases of students with specific developmental disabilities</li> </ol>		

	6. Basic settings of differential diagnosis in the field of education of children with developmental disabilities, review and analysis of diagnostic instruments used in the education of children with developmental disabilities 7. Principles and methods of working with students with developmental disabilities of early school age; customized programs; teaching technology for students with developmental disabilities 8. Professional organizations and humanitarian associations relevant to the upbringing and education of students with developmental disabilities.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities	1.-6.	45	1,5	15% (5% + 5%+ 5%)
	Written projects (seminar and review)	1.-5.	36	1,2	27,5 % (15% + 7,5%)
	Oral presentation (seminar)	1.-5.	9	0,3	7,5%
	Oral exam	1.-6.	90	3	50%
	Total		180	6	100%
	Additional information (assessment criteria): /				
Course requirements	In order to take the final exam at the end of the semester, it is necessary to achieve a minimum of 15% of the grade during classes, which must necessarily result from class activities.				
Mid-term and final exam term	They are published in the ISVU system and Studomat				
Additional information on the course	Materials are uploaded to e-learning. In the case of distance learning, deviations are possible in: - the location of the course delivery - 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 distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Bouillet. D. (2010). Izazovi integriranog odgoja i obrazovanja. Školska knjiga. Zagreb 2. Bouillet, D. (2019). Inkluzivno obrazovanje: odabrane teme. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu. 3. Igrić, L. , Fulgosi-Masnjak, R. , Wagner Jakab, A. (2014). Učenik s teškoćama između škole i obitelji. Zagreb: Centar inkluzivne potpore IDEM. 4. Igrić L. (2015). Osnove edukacijskog uključivanja: škola po mjeri svakog djeteta je moguća. Zagreb: Školska knjiga. 5. Ministarstvo znanosti i obrazovanja. (2021). Smjernice za rad s učenicima s teškoćama. <a href="https://mzo.gov.hr/UserDocsImages/dokumenti/Obrazovanje/Smjernice%20za%20rad%20s%20ucenicima%20s%20teskocama.pdf">https://mzo.gov.hr/UserDocsImages/dokumenti/Obrazovanje/Smjernice%20za%20rad%20s%20ucenicima%20s%20teskocama.pdf</a> 6. Radetić-Paić, M. (2013). Prilagodbe u radu s djecom s teškoćama u razvoju u odgojno-obrazovnim ustanovama. Pula: Sveučilište Jurja Dobrile u Puli.				

	<p>Optional:</p> <ol style="list-style-type: none"> <li>1. Celizić, M. (2022). Multimodalni pristup interakciji i komunikaciji osoba sa senzoričkim i drugim utjecajnim/višestrukim teškoćama. Zagreb: Mali Dom.</li> <li>2. Cooley, M. L. (2022). Djeca s teškoćama u učenju i mentalnim smetnjama u redovitoj nastavi: kako ih prepoznati, razumjeti i pomoći im da postignu uspjeh u školi. Zagreb: Naklada Kосinj.</li> <li>3. Thompson, J. , Šoljan N. (2016). Vodič za rad s djecom i učenicima s posebnim odgojno-obrazovnim potrebama. Zagreb: Educa.</li> </ol>
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Course Syllabus			
Course Code and Title	273618 Elementary geometry		
Names of Lecturers	<a href="#">Full professor Neven Grbac, PhD</a> <a href="#">Branka Antunović, PhD, senior assistant</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	II
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	6	Number of hours per semester	30L – 0S – 30T
Prerequisites	Basic knowledge of elementary mathematics covered during high school education. Passing the Fundamentals of mathematics exam is not a requirement for enrolment, but it is necessary for taking the exam in this subject.		
Correlativity	Fundamentals of mathematics		
Objective of the course	to improve students' ability to think mathematically, effective communication of mathematical knowledge, ideas and results related to geometry		
Learning outcomes	1. use basic concepts of elementary geometry 2. perform simple geometric constructions 3. establish connections between spoken language, symbolic notation and visual representation 4. apply geometric knowledge and skills to describe and analyse the world around them 5. argue mathematical knowledge, ideas and results		
Course content (syllabus)	1. Basic geometric concepts and axioms 2. Derived geometric concepts and their properties 3. Triangles. Congruence. Constructions. Four characteristic points of a triangle 4. Quadrilaterals. Constructions. 5. Similarity 6. Circle and Disc 7. Perimeters and areas. Isoperimetric problems in the plane 8. Plane isometries 9. Tiling the plane 10. Geometrical solids 11. Isoperimetric problem in space		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activities (classwork and fieldwork, workshop)	1. -5.	45	1.5	10%
	Exam (written) or two colloquiums	1. -5.	75	2.5	40%
	Exam (oral)	1. -5.	60	2	50%
	Total		180	6	100%
	Additional information (assessment criteria): Colloquiums and/or written exams are graded as follows (but also in more detail in percentage, considering the share of points in the total number of points, and then the share in the total grade) less than 9 points       =       without grade from 9 to 10 points     =       grade 2 from 11 to 13 points    =       grade 3 from 14 to 15 points    =       grade 4 from 16 to 18 points    =       grade 5				
Course requirements	For a successful completion of the course, students must: 1. attend classes regularly and actively participate in all forms of classes (at least 70% attendance) 2. pass two written colloquiums (at least 50% of the grade points for each colloquium) 3. pass the oral exam OR 1. attend classes regularly and actively participate in all forms of classes (at least 70% attendance) 2. pass the written exam (at least 50% of the grade points) 3. pass the oral exam				
Mid-term and final exam term	Dates are available on the Department's website and the ISVU database.				
Additional information on the course	Materials for lectures and exercises are published on the official e-learning portal. In the case of distance learning, deviations are possible in the place of the course, the implementation of activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Mintaković, S. i Ćurić, F. (2003). Matematika sa zbirkom zadataka, Školska knjiga 2. Radić, M. (1997). O izgradnji geometrije i dokazi nekih ključnih teorema, Pedagoški fakultet u Rijeci Referential: 1. Juričić Devčić, M., Perković, T., Trupčević, G., P. Vuković, P. (2018). Zbirka zadataka iz matematike za studente učiteljskih studija (2018). Učiteljski fakultet Sveučilišta u Zagrebu, Zagreb <a href="http://ed2.ufzg.hr/press/index.php/UFZG/catalog/book/87">http://ed2.ufzg.hr/press/index.php/UFZG/catalog/book/87</a> 2. Textbooks and collections of exercises for mathematics in primary and secondary schools				

Course Syllabus					
Course Code and Title	273622 Computer science				
Names of Lecturers	<a href="#">Assistant professor Elena Krelja Kurelović</a> <a href="#">Janko Žufić, senior lecturer</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Summer	Study year	II		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	6	Number of hours per semester	30L – 15S – 15T		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Fundamentals of mathematics				
Objective of the course	adopt competencies for understanding and applying theoretical and practical knowledge about personal computers, the Internet, digital tools and the protection of electronic content				
Learning outcomes	1. describe the basic terms from the fundamentals of computer science 2. explain the parts and operation of computers and computer components 3. use tools for word processing, spreadsheet calculations, making presentations, internet searches, digital tools 4. evaluate information on the Internet 5. choose the most appropriate IT solutions for the requirements of the profession				
Course content (syllabus)	1. Basic terms from the fundamentals of computer science 2. Development of personal computers 3. Computer structure 4. Architecture of computer networks - introduction 5. Protection of electronic content, computers and computer networks 6. Use of computers in education				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S, T)	1. – 5.	45	1.5	10%
	Individual tasks (report, presentation)	2. – 5.	69	2.3	45%
	Colloquium and final exam	1. – 5.	66	2.2	45%
	Total		180	6	100%
Course requirements	For a successful completion of the course, students must: 1. regularly attend classes and actively participate in seminars and exercises				

	<p>2. create and present a seminar (make a presentation) (5-8 cards of text) with literature and without reference to methodology</p> <p>3. pass the colloquium (not elimination) and the final exam.</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>Contacting the teacher</p> <p>Contacting the teacher and assistant outside of class usually takes place during consultations. Consultations can be arranged outside of the scheduled times when students are prevented by other study obligations. Daily (two-way) contacting is possible by e-mail.</p> <p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <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"> <li>1. Šimović, V., Maletić, F., Afrić, W (2010). Osnove informatike-Uvod. Zagreb: Golden marketing. (9-151)</li> <li>2. Ribarić, S. (2011). Građa računala – arhitektura i organizacija računarskih sustava, Algebra, Zagreb.</li> <li>3. MS Office 365 Training, <a href="https://support.microsoft.com/en-us/training">https://support.microsoft.com/en-us/training</a></li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Preppernau, J., Lambert, J., Frye, C. (2010). Microsoft Office 2010 Korak po korak. Microsoft Press.</li> <li>2. Johnson, S. (2010). Microsoft Excel 2010 na dlanu, Miš: Zagreb.</li> <li>3. Cox, J., Lambert, L. (2010). Microsoft Word 2010 Step by Step. Microsoft Press.</li> </ol>

Course Syllabus					
Course Code and Title	273625 Natural science				
Names of Lecturers	<a href="#">Associate rofessor Ines Kovačić, PhD</a> <a href="#">Assistant professor Petra Burić, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Summer	Study year	II		
Classroom location	Classroom	Teachin g language	Croatian		
ECTS credits	5	Number of hours per semeste r	30L – 15S – 15T		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Basics of ecology, Science teaching methodology I, Science teaching methodology II, Science teaching methodology III				
Objective of the course	adopt new facts and theoretical knowledge from the domain of natural sciences, with an emphasis on knowledge of the fundamental laws of life, natural phenomena and the diversity of living nature				
Learning outcomes	1. describe the basic terms and principles of science 2. analyze the fundamental laws of living and non-living nature 3. create a research assignment 4. perform experiments 5. apply acquired knowledge and skills and critically and argumentatively comment and evaluate the presented conclusions and theses				
Course content (syllabus)	1. Substances, types of substances and their properties 2. Circulation of substances in nature 3. Sources and use of energy. Energy conversion 4. The nature of life 5. Cell and heredity 6. Growth and development of organisms 7. Diversity of living beings 8. Interdependence of plants, animals and man 9. Human anatomy and physiology 10. Man and health				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S, T)	1., 2., 5.	45	1.5	0%
	Seminar (research assignment)	3. – 5.	15	0.5	20%
	Colloquia (2 written)	1., 2., 4.,5.	90	3	80%
	Total		150	5	100%

	<p>Additional clarifications:</p> <p>Colloquiums are not mandatory, but they allow 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.</p> <p>If the student does not pass one or both colloquia, he/she takes the written exam. The written exam is elimination (it is necessary to achieve at least 50% points).</p>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. regularly attend and actively participate in all forms of teaching</li> <li>2. absences up to 30% of the hourly rate are tolerated (separately for each form of teaching)</li> <li>2. attend field classes (perform experiments)</li> <li>3. prepare a seminar paper (research assignment) and present it according to the instructions</li> <li>4. pass colloquia or final exam.</li> </ol>
Mid-term and final exam term	<p>They are given at the beginning of the academic year; they are published on the University's website and in ISVU.</p>
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"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <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"> <li>1. Babić A., Kovačić I., Dolenc Orbanić, N. Raznolikost živog svijeta, Sveučilište Jurja Dobrile u Puli, Pula, 2021</li> <li>2. Bačić T, Erben R, Krajačić M. Raznolikost živoga svijeta. Školska knjiga. Zagreb 2009.</li> <li>3. Delić A, Vijtiuk N. Prirodoslovlje. Školska knjiga Zagreb, 2004.</li> <li>4. Springer O, Pevalek-Kozlina B. Živi svijet 3. Profil International, Zagreb 2009.</li> <li>5. Jelenić, S, Kerovac, M, Ternjej I, Mihaljević, Z. Biologija 4. Profil International, Zagreb 2008.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Keros P, Andreis I, Gamulin M. Anatomija i fiziologija. Školska knjiga. Zagreb 1998.</li> <li>2. Springer O. Čovjek i zdravlje, Profil international, Zagreb, 1995</li> <li>Mader, S. Biology, McGraw-Hill, 2005</li> <li>3. Raven, H. P.; Johnson, G. B.; Singer, S; Losos, J. Biology, McGraw-Hill, 2004.</li> </ol>

Course Syllabus			
Course Code and Title	273627 Ethics of the teaching vocation		
Name of Lecturer	<a href="#">Assistant professor Alen Tafra, PhD</a> (main course teacher)		
Study programme	University Integrated Undergraduate and Graduate Teacher Study in the Croatian Language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	II
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	4	Number of hours per semester	30L – 15S – 0T
Prerequisites	There are no prerequisites for enrolment.		
Correlativity	Philosophy of Education, Sociology of Education, Social Pedagogy, Education for Human Rights		
Objective of the course	Form autonomous ethical reflections on the issue of educational activities, as well as moral awareness and care for the profession.		
Learning outcomes	<ol style="list-style-type: none"> <li>1. to independently interpret the deontological code of the teaching profession</li> <li>2. to explain the characteristics of an ethical approach to knowledge and the profession in order to develop ethical thinking as an important factor in educational activity</li> <li>3. to compare the basic concepts of ethics and ethical theory in the context of teaching and its role in society</li> <li>4. to evaluate the ethical principles and duties of the teaching profession, as well as their applicability in pedagogical practice and teaching didactics</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Morality and ethics</li> <li>2. The origin of morality and the moral development of man</li> <li>3. Virtue ethics</li> <li>4. Utilitarianism</li> <li>5. Deontology. Ethics of care</li> <li>6. Ethical creativity and autonomy of the teaching profession</li> <li>7. Deontology of the profession and teacher's code of ethics</li> <li>8. Ethical decision-making models and their application in solving typical teacher ethical dilemmas: attitude towards children, parents and guardians, colleagues and superiors, society</li> <li>9. Ethical challenges of the teaching profession in the 21st century: tolerance, multiculturalism, network society, intellectual freedom, ideological conflicts</li> </ol>		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L and S)	1. - 4.	34	1.1	20 %
	Written projects (seminars)	1., 3., 4.	30	1	30 %
	Exam (oral)	1. - 4.	56	1.9	50 %
	Total		120	4	100 %
	<p>Additional information (assessment criteria):</p> <p>Students are required to attend at least 70% of classes. Active participation in class is expected, which is evaluated as follows:  0% = more than the allowed 30% absences  5% = attends classes, but does not participate  10% = participates, but without proper initiative and adequate preparation  15% = participates voluntarily and properly prepared in the teaching process  20% = regularly prepared, shows high motivation, contributes to lessons with own ideas and suggestions</p> <p>Students are required to write, hand in 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 propose a topic outside the list to the subject teacher. Seminar papers are primarily based on optional literature, and additional literature will be recommended for each topic. The date of the presentation, as well as other formal and substantive work conditions, are agreed with the subject teacher. The final form of the paper should be submitted at least one week before the exam. When writing a seminar paper, it is necessary to respect the published <a href="#">Guidelines for the writing of seminar papers, final and diploma theses in the Croatian language</a>.</p> <p>The following criteria are important when evaluating the seminar work:  a) articulation: relevance (coverage of the topic), organization (clarity and connectedness of the structure);  b) argumentation: accuracy, rationale, exhaustiveness, level of critical thinking;  c) support - appropriate use of literature, adequacy of references;  d) presentation - clarity, comprehensibility, confidence, use of digital tools.</p>				
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes (30% absences are tolerated)</li> <li>2. actively participate in the teaching process</li> <li>3. create, submit, and present a seminar paper</li> <li>4. pass the final oral exam</li> </ol>				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				

Additional information on the course	<p>Materials for lectures and seminars are published on the official e-learning platform.</p> <p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <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"> <li>1.Kangrga, M. (2004). Etika. Osnovni problemi i pravci. Zagreb: Golden marketing</li> <li>2.Marinković, J. (2008). Učiteljstvo kao poziv: rastakanje pedagogije i potraga za smislom, Zagreb: Kruzak</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Bauman, Z. (2009). Postmoderna etika. Zagreb: AGM.</li> <li>2. Čehok, I., Koprek, I. (1996). Etika. Priručnik jedne discipline. Zagreb: Školska knjiga.</li> <li>3. Ćurko B. et al. (2015). Etičko obrazovanje i učenje o vrijednostima. Priručnik za učitelje i odgajatelje. Ljubljana: Project: ETHIKA - Ethics and values education in schools and kindergartens. (<a href="https://ec.europa.eu/programmes/erasmus-plus/project-result-content/78cf8290-e6f6-4f2e-bfb6-b6dc88d71100/Ethika_01a_%20Manual%20for%20Teachers_HR.pdf">https://ec.europa.eu/programmes/erasmus-plus/project-result-content/78cf8290-e6f6-4f2e-bfb6-b6dc88d71100/Ethika_01a_%20Manual%20for%20Teachers_HR.pdf</a>)</li> <li>4. Morin, E. (2008). Etika. Zagreb: Masmedia.</li> <li>5. Savater, F. (1998). Etika za Amadora. Zagreb: Educa.</li> </ol>

Course Syllabus					
Course Code and Title	200004 Music practice II				
Name(s) of Lecturer(s)	<a href="#">Full professor, Ivana Paula Gortan-Carlin, PhD</a> <a href="#">MSc. Branko Radić, lecturer</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching language(s)	croatian (italian, slovenian)		
ECTS credits	2	Number of hours per semester	0L – 0S – 30T		
Prerequisites	Completed course Instrument playing I				
Correlativity	Musical theory and instrument playing Music teaching methodology I, II Instrument playing I				
Objective of the course	Improve the skill of playing along with singing				
Learning outcomes	1. play the keyboard together with the left and right hand in a given tempo 2. apply the skill of reading musical notation to interpret more complex compositions by singing and playing the piano (keyboard). 3. play meter and rhythm on Orff instruments 4. beautiful singing				
Course content (syllabus)	1. Musical expressive elements 2. Technical exercises for developing finger motor skills 3. Playing scales (major and minor), through two octaves, up to four keys (both hands together) 4. Practicing playing chords in a broken form 5. Playing a melody with the right hand and simple harmonic accompaniment with the left hand (together) on the keyboard 6. Singing accompanied by a keyboard or other instrument 7. Playing meter and rhythm on Orff instruments				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity T	1.- 4.	22.5	0.75	20 %
	Continuous verification of knowledge	1.- 4.	22.5	0.75	50 %
	Exam, oral	1.- 4.	15	0.5	30 %
	Total		60	2	100 %
	Additional information (assessment criteria): Class attendance is mandatory. 30% of absences are tolerated, and they do not need to be excused. Class attendance is evaluated as follows: 0% = Does not attend lectures (from 5 absences onwards) 10% = Attends lectures. Continuous verification of knowledge is necessary for the best possible				

	<p>acquisition of playing skills. During the exercises, students play individually and collectively according to the instructions (checking scales and practicing songs). Everything is graded from 1 to 5 and at the end, based on everything practiced, an average grade is calculated.</p> <p>0% = The student did not learn the given material</p> <p>10% = During the examination, the student has an average grade of 1.50-2.19</p> <p>20% = During the examination, the student has an average grade of 2.20-2.89</p> <p>30 % = During the examination, the student has an average grade of 2.90-3.59</p> <p>40 % = During the examination, the student has an average grade of 3.60-4.29</p> <p>50 % = During the examination, the student has an average grade of 4.30-5.00</p> <p>Oral exam - the playing of the scale, a composition chosen by the student and 2 compositions chosen by the teacher from the list of compositions for practice are assessed. It is simultaneously sung and played with both hands. All four elements must be played positively to pass the oral part of the exam. It is graded from 1 to 5.</p> <p>0% = has not mastered the skill of playing, has not mastered the skill of reading musical notation, has not played the requested composition.</p> <p>10% = average rating of all elements is from 2 to 2.4</p> <p>20% = average grade of all elements is up to 3.4</p> <p>30% = average grade of all elements is up to 4.4</p> <p>40% = average grade of all elements is 4.5.</p>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes</li> <li>2. play the given exercises</li> <li>3. take the oral exam</li> </ol>
Mid-term and final exam term	Exam terms are published on the website of the Faculty of Educational Sciences and in ISVU.
Additional information on the course	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 teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Jurišić, G., Sam Palmić, R. (2002). Brojalica, snažni glazbeni poticaj. Rijeka: Adamić</li> <li>2. Riman, M. (2001). Zvončići. Rijeka: Izdavački centar Rijeka.</li> <li>3. Sam, R. (1992). Sviramo uz pjesmu. Rijeka: Glosa.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Ashworth, S. (2011). Naučite svirati klavijature. Zagreb: Mozaik knjiga.</li> <li>2. Prašelj, D.(prir.)(1990). Ivan Matetić-Ronjgov: Zaspal Pave, Rijeka : Izdavački centar Rijeka i KPD „Ivan Matetić-Ronjgov“</li> <li>3. Petrović, T. (2007). Osnove teorije glazbe. Zagreb: Hrvatsko društvo glazbenih teoretičara.</li> <li>4. Music culture textbooks that are used for grades 1.-4. grade of primary school</li> </ol> <p>Referential:</p> <p>various songbooks.</p>

Course Syllabus			
Course Code and Title	42329 Kinesiology culture IV		
Names of Lecturers	<a href="#">Full professor Iva Blažević, Ph.D.</a> <a href="#">Ivan Oreb, PhD, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	II
Classroom location	sports hall of the University field work	Teaching language	Croatian
ECTS credits	1	Number of hours per semester	0L – 0S – 30 T
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.		
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture, Natural science, Geography, History		
Objective of the course	Influence the development of anthropological features with the aim of preserving and improving health and quality of life.		
Learning outcomes	1. apply the acquired theoretical knowledge of individual kinesiological activities and basic didactic principles 2. demonstrate all basic forms of movement and basic structures of all four groups of biotic motor knowledge (for overcoming space, obstacles, resistance and manipulation of objects); basic structures in the field of athletics, gymnastics, basketball and swimming 3. apply the basics of assessment and evaluation of work results in Kinesiology culture (Physical Education) 4. interpret the knowledge about the benefits of regular, lifelong physical exercise in order to improve health, by improving and maintaining personal motor and functional abilities in everyday life		
Course content (syllabus)	1. General preparatory exercises (dynamic stretching exercises, strength exercises, static stretching exercises), through different		

	<p>organizational forms of work (with and without props, with and on equipment, with and without music, independently and in pairs).</p> <p>2. Contents of sports gymnastics: ground floor (roll back, position on the shoulder blades, cart wheel), balance beam-exercise (walking with a swing with outstretched legs, "scales" with a swing, walking with a squat, a turn in the ascent by 180°, jumps, jump with a twist ), links (raised high and headlong, swinging in the air with the front touching the ground step by step), climbing (rope and pole), jumps (crunch).</p> <p>3. Sports games: Basketball - basketball two-step, jump shot, game rules, one- and two-basket game.</p> <p>4. Athletics facilities: running on short and medium distances, running and training on a trim track.</p> <p>5. Hiking in nature and mountain climbing.</p> <p>6. Swimming content: breaststroke, crawl, back crawl, rescue of drowning, first aid and resuscitation.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	attendance, activities, evaluation	1. - 4.	23	0.8	80%
	field work	1. - 4.	7	0.2	20%
	in total		30	1	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>The activity in class, the given elements of motor knowledge and the results of tests (levels) of motor and functional abilities are evaluated.</p>				
Course requirements	<p>For a successful completion of the course, students must:</p> <p>1. Attend classes regularly; can be absent from class a maximum of 4 times.</p> <p>2. Actively participate in classes.</p> <p>3. Come to class without any jewelry in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants).</p> <p>4. Participate in field classes, hiking in nature and mountain climbing, and the sports and recreation day of the Faculty of Educational Sciences (on Fratarski island at the end of the academic year).</p> <p>5. Master all given elements.</p>				
Mid-term and final exam term	Mid-term and final exam term are published at the beginning of the academic year in ISVU.				
Additional information on the course	To check the degree of development of general competences, standardized tests of motor abilities will be used (tests of explosive, static and repetitive strength, speed, coordination and flexibility), a test of functional abilities (running 1300 m), tests of motor skills (assessment of given elements during classes) and a test knowledge of swimming with basic swimming techniques.				

	<p>Students who have an impaired health status in any form are required to submit health documentation and the opinion of the competent university medicine doctor about a possible partial exemption at the beginning of the academic year, with a special emphasis on the part of activities in Kinesiology culture, which should be partially exempt due to their impaired health status.</p> <p>Consultation times will be determined at the beginning of each semester (after the official announcement of the class schedule). In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course lecturers will inform students when the distance learning begins. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory: Literature is not mandatory. Optional:</p> <ol style="list-style-type: none"> <li>1. Findak, V. (2001). Metodika tjelesne i zdravstvene kulture. Zagreb: Školska knjiga.</li> <li>2. Findak, V., Prskalo, I., Babin, J. (2011). Sat Tjelesne i zdravstvene kulture u primarnoj edukaciji. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.</li> <li>3. Kosinac, Z. (2011). Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine. Split: Savez školskih športskih društava grada Splita.</li> <li>4. Pejčić, A. i Trajkovski, B.(2018). Što i kako vježbati s djecom u vrtiću i školi. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.</li> <li>5. Prskalo, I., Sporiš, G. (2016). Osnove kineziologije. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>6. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Sveučilište u Splitu: Fakultet prirodoslovno-matematičkih znanosti i kineziologije.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996). Primijenjena kineziologija u školstvu-NORME. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu.</li> <li>2. Šimunić, M. (1996) Zašto ne pušiti? Zagreb: 4P.</li> </ol>

### 3<sup>rd</sup> YEAR

Course Syllabus			
Course Code and Title	227433 Social pedagogy		
Name of Lecturer	<a href="#">Full professor Mirjana Radetić-Paić, PhD</a> (holder)		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	III
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	3	Number of hours per semester	30L – 15S – 0T
Prerequisites	No prerequisites		
Correlativity	Pedagogy, Didactics, Educational psychology I, Inclusive pedagogy, Family pedagogy		
Objective of the course	Acquire the competencies for noticing the manifestations of behavioral problems in students at younger elementary school age with special emphasis on the peculiarities of students with attention deficit/hyperactivity disorder (ADHD)		
Learning outcomes	<ol style="list-style-type: none"> <li>1. describe the specifics in the functioning of students with behavioral problems and students with attention deficit/hyperactivity disorder in the teaching environment, and their etiological factors</li> <li>2. recognize specifics in the functioning of students with behavioral problems and students with attention deficit/hyperactivity disorder</li> <li>3. apply the acquired knowledge in working with students with behavioral problems, i.e., attention deficit/hyperactivity disorder</li> <li>4. analyze peculiarities in the behavior of students with behavior problems, i.e., attention deficit/hyperactivity disorder</li> <li>5. assess the developmental potential of students with behavioral problems, i.e., attention deficit/hyperactivity disorder</li> </ol>		

Course (syllabus)	content	1. Etiology and frequency of behavior problems in younger elementary school students 2. Classification of students' behavioral problems in classroom teaching 3. A student with attention deficit/hyperactivity disorder (ADHD) a) Symptoms of attention deficit b) Symptoms of hyperactivity-impulsivity c) Comorbidity in ADHD 4. Modern approaches in the education of students with ADHD 5. Peculiarities of students with ADHD in the teaching process 6. The relationship between the teacher and the child with ADHD 7. Methodical adjustment procedures in working with students with ADHD 8. Peer group: social adaptation of students with ADHD			
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS	Grade ratio (%)
	Activity on L, S	1-5	34	1,1	10% (5%P + 5%S)
	Activities	1-4	6	0,2	10%
	Written projects (seminar)	1-4	11	0,4	15%
	Oral presentation (seminar)	1-4	9	0,3	15%
	Oral exam	1-5	30	1	50%
	Total		90	3	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 10% of the grade during classes, which must necessarily result from attending classes.				
Course requirements	For a successful completion of the course, students must attend lectures and seminars, three absences are allowed				
Mid-term and final exam term	They are published in the ISVU system and Studomat				
Additional information on the course	Materials are delivered to the official e-learning platform. 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 students about this when distance learning starts. Learning outcomes remain unchanged.				

Bibliography	<p>Mandatory:</p> <p>1 Radetić-Paić, M. (2013). Prilagodbe u radu s djecom s teškoćama u radu u odgojno-obrazovnim ustanovama. Sveučilište Jurja Dobrile u Puli. Str. 85-97.</p> <p>2 Radetić-Paić, M., Ružić-Baf, M., Zuliani, Đ. (2011). Poremećaji nedovoljno kontroliranog ponašanja sa psihološkog, socijalnopedagoškog te informacijskog i komunikacijskog aspekta. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu</p> <p>3 Velki, T. (2012). Priručnik za rad s hiperaktivnom djecom u školi. Jastrebarsko: Naklada Slap.</p> <p>Optional:</p> <p>1 Greenspan, J. S. (2004). Zahtjevna djeca: razumijevanje, podizanje i radost s pet „teških“ tipova djece. Lekenik: Ostvarenje.</p> <p>2 Sekušak Galešev, S. (2004). Djeca s deficitom pažnje/hiperaktivnim poremećajem i posebne edukacijske</p>
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Course Syllabus					
Course Code and Title	288181 The use of ICT in education				
Lecturers	<a href="#">Full professor Maja Ružić, PhD</a> <a href="#">Janko Žufić, senior lecturer</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	III		
Classroom location	classroom	Teaching language(s)	Croatian		
ECTS credits	4	Number of hours per semester	30L – 15S – 0T		
Prerequisites	There are no prerequisites for enrolment.				
Correlativity	Informatics				
Objective of the course	Adopt terms and definitions related to the use of information and communication technology (ICT) in education.				
Learning outcomes	1. correctly define the fundamental concepts of information and communication technology. 2. evaluate the application of ICT in the educational process 3. describe the functions, advantages and disadvantages of ICT in the educational process. 4. Apply ICT in the process of innovative learning and teaching. 5. Create an original product using ICT tools				
Course content (syllabus)	1. Basic terms 2. Theories of communication 3. Constructivist theories of learning 4. Types of literacy (digital literacy) 5. Critical evaluation of information from different sources 6. Digital educational contents (e-schools) 7. Virtual social networks 8. Microbit in class				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS Credits	Grade ratio (%)
	Activity on L, S, T	1. – 5.	34	1.2	5%
	Fieldwork	1. – 5.	8	0.2	0%
	Individual tasks	1. – 5.	18	0.6	45%
	Exam	1. – 5.	60	2	50%
	Total		120	4	100%

	<p>Additional information (assessment criteria):</p> <ol style="list-style-type: none"> <li>1. Attend classes regularly and actively participate in exercises.</li> <li>2. Create an independent task</li> <li>3. Pass the colloquium (not elimination) and take the final exam (written/oral)</li> </ol> <p>They are given at the beginning of the academic year; they are published on the University's website and in ISVU.</p> <p>Additional clarifications:</p> <p>Class attendance is mandatory. Up to 30% of absences are tolerated. It is necessary to create an independent assignment and submit it to the teacher no earlier than seven days before presenting it.</p>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. Attend classes regularly.</li> <li>2. Create and present a seminar paper.</li> <li>3. Pass the exam (written/oral).</li> </ol>
Mid-term and final exam term	<p>They are given at the beginning of the academic year in ISVU.</p>
Additional information on the course	<p>Contacting the teacher</p> <p>Contacting the teacher outside of class usually takes place during consultations. Daily (two-way) contact is possible via e-mail. In the case of distance learning, there may be deviations in: the location of the course, implementation of activities, 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 distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Ružić-Baf, M. (2020). Pametno s pametnim telefonom, IKT u odgoju i obrazovanju. Pula: Sveučilište Jurja Dobrile.</li> <li>2. Digital education action plan 2021-2027 (2020). Resetting education and training for the digital age. <a href="https://ec.europa.eu/education/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf">https://ec.europa.eu/education/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf</a></li> <li>3. Špiranec, S., Banek Zorica, M. (2008). Informacijska pismenost, Teorijski okviri i polazišta, Zavod za informacijske studije. Zagreb: Odsjeka za informacijske znanosti Filozofskog fakulteta Sveučilišta u Zagrebu.</li> <li>4. Lasić Lazić, J., László, M., Boras, D. (2008). Informacijsko čitanje,. Zagreb: Zavod za informacijske studije, Odsjek za informacijske znanosti Filozofskog fakulteta Sveučilišta u Zagrebu.</li> <li>5. Šimović, V., Ružić-Baf, M. (2013). Suvremeni informacijski sustavi. Pula: Sveučilište Jurja Dobrile u Puli.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Grupa autora. (2015). Informacijska tehnologija u obrazovanju. Zagreb: Zavod za informacijske studije.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Ružić-Baf, M., Žufić, J. Ur. (2016). New Possibilities of ICT in Education. Pula: Sveučilište Jurja Dobrile.</li> <li>3. Matijević, M., Topolovčan, T. (2017). Multimedijaska didaktika. Zagreb: Školska knjiga.</li> <li>4. Halfacree, G. (2018). BBC micro:bit službeni priručnik. Zagreb: Dobar plan.</li> <li>5. <a href="http://www.mzo.hr">www.mzo.hr</a> (Kurikulum nastavnog predmeta informatika za osnovne i srednje škole).</li> <li>6. Oblikovanje inovativnih učnih okoliša (Constructing innovative learning environments) (2018). Ur. Štemberger, T., Čotar, Konrad i dr. Koper: Založba Univerze na Primorskem.</li> <li>7. Digital Competence Framework 2.0. <a href="https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework">https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework</a></li> </ol> <p>Web sources:</p> <ol style="list-style-type: none"> <li>1. <a href="https://edutorij.e-skole.hr/share/page/home-page">https://edutorij.e-skole.hr/share/page/home-page</a></li> <li>2. <a href="https://www.e-skole.hr/">https://www.e-skole.hr/</a></li> <li>3. <a href="https://ec.europa.eu/education/">https://ec.europa.eu/education/</a></li> <li>4. <a href="https://ec.europa.eu/croatia/education/digital_world_h">https://ec.europa.eu/croatia/education/digital_world_h</a></li> <li>5. <a href="https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use">https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use</a></li> <li>6. <a href="https://www.medijskapismenost.hr/digitalne-vjestine-kojima-trebamo-poducavati-djecu-od-vrtica/">https://www.medijskapismenost.hr/digitalne-vjestine-kojima-trebamo-poducavati-djecu-od-vrtica/</a></li> <li>7. <a href="https://www.medijskapismenost.hr/digitalne-vjestine-kojima-trebamo-poducavati-djecu-od-vrtica/">https://www.medijskapismenost.hr/digitalne-vjestine-kojima-trebamo-poducavati-djecu-od-vrtica/</a></li> </ol>
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Course Syllabus			
Course Code and Title	288182 Kinesiology		
Names of Lecturers	<a href="#">Full professor Iva Blažević, PhD</a> <a href="#">Ivan Oreb, PhD, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	III
Classroom location	hall and sports hall	Teaching language(s)	Croatian (English)
ECTS credits	4	Number of hours per semester	15L – 15S – 15T
Prerequisites	There are no prerequisites.		
Correlativity	Kinesiology culture, Kinesiology teaching methodology, Pedagogy, Didactics, Sociology of education, Developmental psychology, Educational psychology, Social pedagogy, Research of education		
Objective of the course	To adopt the basic kinesiology laws on which the planning, programming, implementation and evaluation of exercise processes in the field of kinesiology education of school-age children are based		
Learning outcomes	<ol style="list-style-type: none"> <li>1. analyze knowledge about the general laws of human movement, management of the exercise process, as well as the consequences of the influence of these processes on the human body</li> <li>2. define the significance of movement for the life of an individual and society as a whole</li> <li>3. analyze problems in kinesiology theory and practice</li> <li>4. analyze the results of research in the field of applied kinesiology for school age</li> <li>5. carry out simpler research tasks in the field of kinesiology education with the aim of interpreting and improving immediate teaching theory and practice</li> </ol>		
Course (syllabus) content	<ol style="list-style-type: none"> <li>1. Concept, definitions and development of kinesiology.</li> <li>2. The structure of kinesiology science and the uniqueness and relationship between kinesiology and other sciences.</li> <li>3. Kinesiological phenomena and laws.</li> <li>4. Subject and research methods in kinesiology.</li> <li>5. Measuring instruments and measurements in kinesiology in the field of applied kinesiology (education) in the school system.</li> <li>6. Anthropological characteristics.</li> <li>7. Motor skills (variety and level of acquisition of motor skills, level of traits and abilities, state of health and educational effects).</li> <li>8. Management of kinesiology transformation processes and parameters of exercise process management.</li> <li>9. Programming of the managed exercise process for school-aged children (choice and distribution of work content, volume of workload and choice of work modality).</li> <li>10. Monitoring, checking and evaluating the acquisition of motor skills, traits, abilities and health.</li> <li>11. The influence of the exercise process on the human body.</li> </ol>		

	12. Movement as a factor in phylogenetic and ontogenetic development and as a factor in the culture of living.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance and activity of L, S (lab), T	1.-5.	34	1.1	10%
	Written projects (seminars, essays, presentations...)	5.	30	1	10%
	Colloquia (written)	1. – 5.	45	1.5	2x25%
	Exam (oral, written, concert)	1. – 5.	11	0.4	30%
	Total		120	4	100%
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. 30% of absences (4 absences) are tolerated and do not need to be excused. Monitoring and evaluation of students is carried out during classes and at the final exam. During classes, the student achieves 70% of the grade, while 30% of the grade is achieved on the final exam.</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 30% of the grade can be achieved.</p>				
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend more than 70% of classes. If students miss 30% to 50% of classes, they will have to complete additional tasks, i.e., if they miss more than 50%, they will be denied the right to take the exam and enter credits</li> <li>2. research and present one sport (sports discipline) according to the agreed deadlines in the semester</li> <li>3. pass colloquia</li> <li>4. pass the oral exam.</li> </ol>				
Mid-term and final exam term	They are given at the beginning of the academic year and published in ISVU.				
Additional information on the course	<p>Materials for lectures and seminars are published on the official e-learning portal.</p> <p>In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The holder 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"> <li>1. Mraković, M. (1992). <i>Uvod u sistematsku kineziologiju</i>. Zagreb: Fakultet za fizičku kulturu.</li> </ol>				

	<ol style="list-style-type: none"> <li>2. Prskalo, I., &amp; Sporiš, G. (2016). <i>Osnove kineziologije</i>. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>3. Sekulić, D., &amp; Metikoš, D. (2007). <i>Osnove transformacijskih postupaka u kineziologiji</i>. Split: Fakultet prirodnoslovno-matematičkih znanosti i kineziologije Sveučilišta u Splitu.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Findak, V. (2001). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga.</li> <li>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.</li> <li>3. Prskalo, I. (2001). <i>Osnove kineziologije</i>. Petrinja: Visoka učiteljska škola u Petrinji.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Findak, V., Metikoš, D., Mraković, M., &amp; Neljak, B. (1996). <i>Primijenjena kineziologija u školstvu: Norme</i>. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu.</li> <li>2. Neljak, B., Novak, D., Sporiš, G., &amp; Višković, S. (2011). <i>Metodologija vrednovanja kinantropoloških obilježja učenika u tjelesnoj i zdravstvenoj kulturi: Crofit norme</i>. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>3. <i>Kinesiology</i>. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>4. <i>Kinesiologica Slovenica</i>. Ljubljana: Fakulteta za šport Univerze v Ljubljani.</li> <li>5. <i>Zbornici radova Ljetnih škola kineziologa Republike Hrvatske</i>.</li> </ol>
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Course syllabus			
Code and Title of Course	288183 Visual arts culture		
Teacher	<a href="#">Associate professor Aleksandra Rotar, Art. D.</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Type of course	Mandatory	Level of course	Integrated
Semester	Winter	Year of study	III
Location	Classroom	Language	Croatian
ECTS Credits	5	Number of hours in a semester	30L – 0S – 30T
Prerequisites	No requirements for enrolment.		
Correlations	Art Education Methodology 2 and 3, Graphics and Design, Music, Music Education Methodology, Croatian Language and Literature, Computer Science...		
The aim of the course	To master competences for working in grades 1-4 in elementary schools in the Republic of Croatia, to understand and apply artistic language, artistic techniques and motifs in the analysis of recent works of art from the history of art, to research visual art in Croatia in relation to the European context and recent work in the world and artistic styles, to develop artistic and aesthetic judgement of works of art.		

Learning outcomes	<ol style="list-style-type: none"> <li>1. To approach a work of art correctly in relation to the author's work, the period in which the piece was created, the motif, technique and elements of artistic language</li> <li>2. To apply knowledge, skills, personal, social and methodological competences in professional and personal development</li> <li>3. To analyse works of visual art (where possible original works)</li> <li>4. To have a critical relationship towards one's own and other people's work, monitoring artistic events in Croatia and abroad, and orienting oneself towards one's own future professional development</li> <li>5. To be able to understand historical facts and their interdependence</li> <li>6. To express oneself artistically, independently and creatively using various drawing, painting and graphic techniques, techniques of plastic, spatial art,</li> </ol>
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	combined techniques by experimentation, variations using different materials.				
Course Content	<ol style="list-style-type: none"> <li>1. Introduction to visual art, literature</li> <li>2. Approaching a work of art, artistic language, artistic and composition elements and syntax, artistic techniques, motifs</li> <li>3. A historical overview of the development of visual art from prehistory to the present day, the important ideas and significant pieces of world and Croatian art through five aspects (the artist, the period, the motif, artistic techniques, and artistic language)</li> <li>4. Research and written analysis of a given topic - a report, where possible about original works</li> <li>5. A visit to exhibitions of recent original works by professional visual artists in a gallery and/or museum</li> </ol>				
Planned activities, learning and teaching methods, and forms of evaluation	Student responsibilities	Outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity during lectures, exercises	1. – 4.	45	1.5	20%
	Report, students' original work	1. - 3.	45	1.5	50% (3 x 16.6 %)
	Oral examination	1. – 5.	30	1	30%
	Total		120	4	100%

Students' obligations	<p>In order to pass the course, students must:</p> <ol style="list-style-type: none"> <li>1. Regularly attend classes and actively participate in all forms of classes</li> <li>2. Write a report and create an original work of art</li> <li>3. Visit at least 5 recent exhibitions in museums and galleries and where possible attend at least 5 openings of recent exhibitions</li> <li>4. Pass the oral examination</li> </ol> <p>Note: The original works of art must be created by students in situ during regular classes.</p>
Examination schedules	Issued at the beginning of the academic year and published on the University web site and the ISVU.
Other important information for the course	If classes are held remotely, there may be differences in the location where courses are held, the conduction of activities, methods of interpreting and teaching and forms of evaluation, students' obligations and the available literature.
Literature	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Ivančević, R. (1999): „Stilovi, razdoblja, život I., od paleolita do predromanike“. Zagreb: Profil.</li> <li>2. Jakubin, M. (2001): „Likovni jezik i likovne tehnike“. Zagreb: Educa.</li> </ol>

	<p>3. Kalčić, S. (2005): „Neizvjesnost umjetnosti“. Zagreb: Školska knjiga.</p> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Babić, A. (1997): „Likovna kultura, pregled povijesti umjetnosti“. Osijek.</li> <li>2. Badurina, A., ur. (2006): „Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva“. Zagreb: Kršćanska sadašnjost.</li> <li>3. Baričević, D. (2008): „Barokno kiparstvo sjeverne Hrvatske“. Zagreb: Školska knjiga.</li> <li>4. Culej, M.; Biškupić, B. i drugi (1994): „Novi sjaj Marije Snježne, obnovljeni biser hrvatskoga baroka u Belcu“. Belec: INA i Ministarstvo kulture Republike Hrvatske.</li> <li>5. Davies, Denny, Hofrichter, Jacobs, Roberts, Simon (2008): „Jansonova povijest umjetnosti – zapadna tradicija“. Varaždin: Stanek.</li> <li>6. Dorfles, G. (1997): „Kič, antologija lošeg ukusa“. Zagreb: Golden marketing.</li> <li>7. Farthing, S.: „Umjetnost – vodič kroz povijest i djela“. Zagreb: Školska knjiga.</li> <li>8. Freud, S. (2005): „Freud i Mojsije, studije o umjetnosti i umjetnicima“. Zagreb: Prosvjeta.</li> <li>9. Fučić, B. (2007): „Iz istarske spomeničke baštine“. Zagreb: Matica hrvatska.</li> <li>10. Hawass, Z.; Janot, F. (2008): „Kraljevske mumije, besmrtnost u starom Egiptu“. Varaždin: Stanek.</li> <li>11. Hemenway, P. (2008): „Tajni kod, formula koja definira umjetnost, prirodu i znanost“. Köln: Evergreen.</li> <li>12. Holzapfel, O. (2008): „Leksikon europske mitologije“. Zagreb: Školska knjiga.</li> <li>13. Horvat Pintarić, V. (2012): „Kritike i eseji“. Zagreb: Hrvatska akademija znanosti i umjetnosti, Gliptoteka, Biblioteka Arthistorija.</li> <li>14. Horvat Pintarić, V. (2015): „Umijeće opisivanja“. Zagreb: Hrvatska akademija znanosti i umjetnosti, Gliptoteka, Biblioteka Arthistorija.</li> <li>15. Itten, J. (2002): „Arte del colore“. Milano: Il saggiatore.</li> <li>16. Ivančević, R. (1997): „Likovni govor, uvod u svijet likovnih umjetnosti. Zagreb: Profil.</li> <li>17. Ivetić, M. (2007): „Drveni retabli oltara od XVII. do kraja XIX. stoljeća na području središnje Istre“. Pazin: Muzej grada Pazina.</li> </ol>
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	<p>18. Jakubin, M. (2004): „Vodič kroz povijest umjetnosti i vremenska lenta“. Zagreb: Školska knjiga.</p> <p>19. Janson, A. F. (2004): „Povijest umjetnosti“. Varaždin: Stanek.</p> <p>20. Lucie – Smith, E. (2003): „Vizualne umjetnosti dvadesetog stoljeća“. Zagreb: Golden marketing – Tehnička knjiga.</p> <p>21. Monografije velikih umjetnika, stručni časopisi, Internet stranice muzeja i galerija, katalozi, etnografske zbirke.</p> <p>22. Muzeji i galerije svijeta (1978). Zagreb: Mladost; Ljubljana: Mladinska knjiga.</p> <p>23. Peić, M. (1977): „Pristup likovnom djelu“. Zagreb: Školska knjiga.</p> <p>24. Pervan, I.; Mirković, M. (2004): „Ivan Krstitelj Ranger“. Zagreb: INA – INDUSTRIJA NAFTE, Zagreb.</p> <p>25. Pischel, G. (1977): „Opća povijest umjetnosti I., II., III.“. Zagreb: Mladost.</p> <p>26. Werkner, P. (2007): „Kunst seit 1940“. Wien: Böhlau Verlag.</p> <p>27. Wölfflin, H. (1998): „Temeljni pojmovi povijesti umjetnosti, problem razvoja stila u novijoj umjetnosti“. Zagreb: Kontura.</p> <p>28. Zamarovský, V. (2004): „Bogovi i junaci antičkih mitova, leksikon grčke i rimske mitologije“. Zagreb: Artresor naklada.</p> <p>29. Zeri, F. (1998): „Picasso, Guernica“. Milano: Rizzoli.</p>
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Course Syllabus			
Course Code and Title	288190 Croatian language teaching methodology I		
Names of Lecturers	<a href="#">Full professor Vjekoslava Jurdana, PhD</a> <a href="#">Alen Klančar, assistant</a>		
Study programme	University integrated undergraduate and graduate teacher study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	III
Classroom location	The classroom, exercise room in elementary school	Teaching language(s)	Croatian (Italian, Slovenian)
ECTS credits	4	Number of hours per semester	30L – 0S – 15T
Prerequisites	There are no prerequisites		
Correlativity	Croatian Language I, Croatian Language II, Children's Literature, Written Expression, Methodology of the Croatian Language II, Methodology of the Croatian Language III, as well as other language-artistic courses. Prior knowledge of written expression and knowledge of spelling rules are expected.		
Objective of the course	get to know the achievements of contemporary methodology of the Croatian language, with an emphasis on the methodological sub-disciplines of initial reading and writing, as well as language and literature.		
Learning outcomes	<ol style="list-style-type: none"> <li>1. correctly interpret the fundamental concepts of the methodology of the Croatian language, especially the methodological sub-disciplines of initial reading and writing and language and literature</li> <li>2. analyze professional methodological literature</li> <li>3. adequately apply the acquired knowledge in teaching practice</li> <li>4. teach the Croatian language independently, especially in the teaching areas of initial reading and writing and language from the 1st to the 4th grade of elementary school.</li> </ol>		
Course (syllabus) content	<ul style="list-style-type: none"> <li>- definition of Croatian language, Croatian language teaching, Croatian language teaching methodology</li> <li>- goals and tasks of teaching the Croatian language</li> <li>- insight into the Curriculum from 1st to 4th grade</li> <li>- division of the methodology of the Croatian language (methodology of the language, methodology of literature, media culture, linguistic and written expression)</li> </ul>		

	<ul style="list-style-type: none"> <li>- working methods in Croatian language teaching</li> <li>- sociological forms of work in the teaching of the Croatian language</li> <li>- contemporary learning and teaching strategies in the teaching of the Croatian language</li> <li>- analysis of beginner's books, reading books, language textbooks, exercise books and manuals for teachers in classroom teaching</li> <li>- the teacher's immediate preparation for the lesson</li> <li>- review of methodological literature and representation of content in teaching programs, introductory books, textbooks, exercise books and manuals for class teaching</li> <li>- examples of teaching units (different approaches), possibilities within the subject and inter-subject correlation.</li> </ul>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	attending lectures	1. – 4.	34	1.1	20%
	seminar work, exercises	1. – 4.	30	1	20%
	colloquium and preparation for continuous knowledge testing	1. – 4.	30	1	30%
	exam preparation and passing	1. – 4.	26	0.9	30%
	Total		120	4	100%
	<p>Additional clarifications (evaluation criteria):  Class attendance is mandatory. 30% of absences are tolerated and do not need to be excused. Every week, students are required to create independent tasks and present them at the next meeting. In the semester, two colloquiums are written (knowledge of the spelling norms of the Croatian language and grammar, which is the content of work in primary education). At the end of the semester, there is a final exam (written). The final grade includes the evaluation of the seminar work, exercises, colloquiums and class activities that include the analysis of independent tasks.</p> <p>Participation in classes is evaluated as follows:  0% = Does not attend classes  4% = Attends classes, but does not participate in work, i.e., independent assignments are not written more than 3 times.  8% = Prepared, but the independent tasks are incomplete - with major shortcomings (independent tasks regularly with errors, more than 3 times).  12% = Prepared, but the independent tasks are incomplete - with minor shortcomings (independent tasks with only a few mistakes).  16% = Regularly prepared, independent tasks are correct, voluntarily participates in the teaching process.</p>				

	<p>20% = Shows a high degree of interest in the course, is always prepared; asks questions and problematizes topics related and important to the course, brings additional materials related to the topic being discussed. Seminar work/exercises are graded as follows:</p> <p>0% = The seminar is written, but contains many grammatical and spelling mistakes, the content of the seminar is not related to the title of the seminar.</p> <p>4% = The seminar is incomplete - with major content deficiencies. Less than three sources of data were used (literature, Internet sources).</p> <p>8%= The seminar is incomplete - with minor content deficiencies. Fewer than five data sources were used (literature, Internet sources)</p> <p>12% = The seminar has minor content deficiencies. Less than seven data sources were used (literature , Internet sources).</p> <p>16% = The seminar paper is correctly written, supported by data from domestic literature (more than 10) and all together form a content whole.</p> <p>20% = The seminar paper is written in detail, supported by data from domestic and international literature (more than 10) and all together form a meaningful whole.</p> <p>The paper will not be graded positively if parts of the text that have been copied verbatim but not quoted, spelling and/or grammatical errors are noticed even after the professor's comments. At the first lecture, students will receive a copy of the seminar paper, which is considered exemplary, and will refer to similar papers published in periodicals.</p> <p>Colloquiums</p> <p>In order for the student to take the final written exam, both colloquiums must be positive. Given that the colloquium examines the content covered in primary education, and the teacher (current students) must convey that content to the students, the colloquium will be positive if the candidate achieves at least 70% in the following percentage range:</p> <p>from 70% to 80% good (3) – 10%</p> <p>from 81% to 90% very good (4) – 20%</p> <p>more than 91% excellent (5) – 30%</p>
Course requirements	For a successful completion of the course, students must: attend and actively participate in lectures and exercises (possible absence is 30% of the total hourly rate)
Mid-term and final exam term	They are advertised on the Faculty's website and on Studomat.
Additional information on the course	In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader will inform the students about this when distance learning starts. Learning outcomes remain unchanged.

Bibliography	<p>Compulsory:</p> <ol style="list-style-type: none"> <li>1. Bežen, A., (2008). Methodology - the science of teaching a subject, Faculty of Education - Profile, Zagreb</li> <li>2. Rosandić, D., (2005). Methodology of literary upbringing and education, Zagreb, School book</li> <li>3. Rosandić, D., (1993). New methodological horizons: Contributions to the methodology of the Croatian language and literature, Zagreb, Školske novine</li> <li>5. Težak, S. (1996). Theory and practice of teaching Croatian language 1 and 2, School book, Zagreb</li> <li>6. Textbook literature and teaching programs for upper grades of elementary school and high school. List at: <a href="http://public.mzos.hr/Default.aspx?sec=3074">http://public.mzos.hr/Default.aspx?sec=3074</a> (list of approved textbooks for primary and secondary schools)</li> <li>7. Magazines: Methodic horizons, Methodic trials, Life and school...</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Library Key to a literary work, Methodological instructions, School book, Zagreb</li> <li>2. Benjak, M., (2001). Literature(s) in contact, Publishing Center Rijeka, Rijeka</li> <li>3. Benjak, M., (2005). Požgaj Hadži, V., Without prejudices and stereotypes, Publishing Center Rijeka</li> <li>4. Benjak, M., (2006). Stendhal's and Flaubert's novels in a methodological perspective, University of Rijeka, Pula</li> <li>5. Diklic' - Rosandic' - Šabic', (1990). Responses and experiences of lyric poetry, PKZ, Zagreb.</li> <li>6. Diklic', Z., (1989). Character in literary, stage and film art, School Book, Zagreb,</li> <li>7. Kajić, R., (1981). A novel in the system of problem-based teaching, Školska knjiga, Zagreb</li> <li>8. Kermek-Sredanović, M., (1991). Literary interests of children and youth, Zagreb, School book</li> <li>9. Kovačević, M., (1998). Literary-methodical watchtower, Zagreb, Školske novine</li> <li>10. Lagumdžija, N., (2000). A fable in elementary school literature classes, Hena Com, Zagreb</li> <li>11. Pavletic', V., (1995). How to understand poetry, School Book, Zagreb, 1995.</li> <li>12. Perotti, A., (1995). Pleas for intercultural upbringing and education, Educa, Zagreb</li> </ol>
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	<p>13. Rosandić, D., (2003). Curricular methodical horizons, Školske novine, Zagreb</p> <p>14. Sabić, AG, (1983). Lyrical poetry in classroom teaching, School book, Zagreb</p> <p>15. Sabić, AG, (1991). Student and Lyric, School Book, Zagreb</p> <p>16. Težak, S., (1977). Contributions to the interpretation of lyric poems, PKZ, Zagreb</p>
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Course Syllabus			
Course Code and Title	288191 Music teaching methodology I		
Names of Lecturers	<a href="#">Assistant professor Anita Gergorić, PhD</a> <a href="#">MSc Branko Radić, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	III
Classroom location	The classroom, exercise room in elementary school	Teaching language(s)	Croatian (Italian, Slovenian)
ECTS credits	5	Number of hours per semester	45L – 0S – 15T
Prerequisites	Passed exam in Instrument playing II.		
Correlativity	Musical culture, Musical theory and instrument playing, Instrument playing I., Instrument playing II. Croatian language teaching methodology, Visual arts teaching methodology, Kinesiology teaching methodology, Work with gifted children, Work with children with developmental disabilities		
Objective of the course	know the determinants of the methodology of musical culture and get to know all organizational forms of work in the field of singing, playing, listening and music creation using musical terminology.		
Learning outcomes	1. to define all the essential determinants of the methodology of musical culture 2. list the advantages and disadvantages of different teaching forms and methods of working in musical culture 3. demonstrate knowledge of music theory, musical art, singing and playing on a theoretical and practical level		
Course (syllabus) content	1. Concept and definition of the methodology of musical culture 2. Teaching forms and work methods 3. Singing as an area of musical culture 4. The process of learning by ear 5. Musical instruments and Orff instruments 6. Playing as an area of musical culture 7. Nursery rhymes 8. Listening to music as an area of musical culture 9. Observation of expressive elements 10. Field lessons		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity on L, S (lab), T	1. - 3.	45	1.5	10 %
	Fieldwork	1. - 3.	15	0.5	0 %
	Individual tasks (playing instrument in chamber ensemble)	3.	15	0.5	10%
	Activities (preparation of creating instrumental accompaniment)	3.	15	0.5	20%
	Making the preparation	1. - 3.	15	0.5	20 %
	Exam (written)	1. - 3.	15	0.5	20 %
	Exam (oral)	1. - 3.	30	1	20 %
	Total		150	5	100%
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. 30% of absences are tolerated (four absences) and do not need to be excused.</p> <p>During classes, a model class of a teacher-mentor in an elementary school is attended. After the lecture, a review is written.</p> <p>Playing exercises in a chamber ensemble</p> <p>0 % = The student does not participate in the work</p> <p>5 % = The student is unsure of playing the given part</p> <p>10 % = The student is confident in playing the given section</p> <p>Creation of rhythmic percussion and instrumental accompaniment for a song and/or nursery rhymes that the student brings in written form, and then it is processed and practiced in class.</p> <p>0 % = No written exercise (each exercise carries 2 points)</p> <p>2-10 % = Written accompaniment graded from 2 to 5.</p> <p>2-10 % = Performed instrumental accompaniment on the made instrument.</p> <p>Writing the preparation as a simulation of the lesson (singing and playing instrument; singing and listening, musical creativity). Preparations are presented during class.</p> <p>0 % = No preparation was written, or the preparation was negatively evaluated</p> <p>10 % = A preparation was written that was not presented in class (it is graded 2-5; where 2 = 2.5 %, 3 = 5 %, 4 = 7.5 %, 5 = 10 %)</p> <p>+ 10 % = The preparation was presented in class.</p> <p>The written exam is graded as follows, and the max. share in the grade is: 30 %.</p> <p>- Less than 50% of correct answers = 0%.</p> <p>- From 51% to 100%, each subsequent correct answer carries a 0.4% share in the proportional percentage.</p> <p>Oral exam</p> <p>In the oral exam, the student sings, plays, performs rhythm and done on a rhythmic instrument, and conducts a prepared song and</p>				

	<p>counter provided for lessons from the music culture textbook in the 1st grade. The students choose the textbook themselves.</p> <p>0 % = The student has not mastered the performance of musical elements</p> <p>5% = The student has mastered all the elements to a satisfactory level</p> <p>10% = The student mastered all the elements for good</p> <p>15 % = The student mastered all elements for very good</p> <p>20 % = All elements have been mastered.</p> <p>At least 20 % of points must be obtained during classes, the written exam must be graded positively, and the oral exam must be passed.</p>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes</li> <li>2. play in a chamber ensemble</li> <li>3. create an instrumental accompaniment to the nursery rhymes</li> <li>4. create and present the preparation</li> <li>5. pass the written exam</li> <li>6. take the oral exam</li> </ol>
Mid-term and final exam term	<p>The deadline for submission of preparations is the last week in April. The written exam is written in the third week of May during the exercises. At the end of the semester, there is a final exam (oral). Deadlines are published on the website of the Faculty of Educational Sciences. Handing in the written paper after the deadline reduces the points by 50% of possible ones.</p>
Additional information on the course	<p>All deadlines agreed in class have to be respected.</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 teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Dobrota, S. (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet u Splitu – Odsjek za učiteljski studij, str. 9– 66.</li> <li>2. Njirić, N. (1992). Pjevanka. Zagreb: Školska knjiga, str. 9–31, 75-108.</li> <li>3. Rojko P. (2012). Metodika nastave glazbe: teoretsko-tematski aspekti (Glazbena nastava u općeobrazovnoj školi). Osijek: Sveučilište Josipa Jurja Strossmayera, Pedagoški fakultet Osijek, 1996. (II. elektroničko izdanje. Zagreb, 2012.).</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Lebič, L., Loparnik B. (1992). Osnove glasbene umetnosti. Ljubljana: Mladinska knjiga.</li> </ol>

	<p>3. Pace, A. (2012). Musica e formazione primaria. Padova: libreria universitaria.it edizioni.</p> <p>4. Pesek, A. (1997). Otroci v svetu glasbe. Ljubljana: Mladinska knjiga.</p> <p>5. Vidulin-Orbanić, S. (ur.) (2013). Zbornik radova s Trećeg međunarodnog simpozija glazbenih pedagoga. Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 3. Pula: Sveučilište Jurja Dobrile u Puli.</p> <p>6. Vidulin-Orbanić, S. (ur.) (2011). Monografija radova s Drugog međunarodnog simpozija glazbenih pedagoga. Glazbena nastava i nastavna tehnologija: mogućnosti i ograničenja. Pula: Sveučilište Jurja Dobrile u Puli.</p> <p>7. Vidulin-Orbanić, S. (ur.) (2009). Zbornik radova s Prvog međunarodnog simpozija glazbenih pedagoga. Glazbena pedagogija u svjetlu sadašnjih i budućih promjena. Pula: Sveučilište Jurja Dobrile u Puli, 2009.</p> <p>Priručna: razne pjesmarice.</p>
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Course Syllabus			
Course Code and Title	292133 Professional practice III		
Lecturer	<a href="#">Assistant professor Irena Kiss, PhD</a> (main course teacher)		
Study program	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	integrated
Semester	Winter	Study year	III.
Classroom location	Educational institution (primary school or related institution)	Teaching language	Croatian
ECTS credits	2	Number of hours per semester	0L – 0S – 50T
Prerequisites	There are no prerequisites		
Correlation	Professional Practice correlates with professional-methodical courses that need to be completed teacher studies.		
The objective of the course	train students for understanding, creation, research and development, as well as monitoring and evaluation of educational and teamwork		
Learning outcomes	1. to explain the structure of the elementary school curriculum 2. to describe the organization and implementation of health, social and environmental care for students 3. to create and deliver a lesson 4. to propose extracurricular activities 5. to analyze the representation of cross-curricular topics in classes		
Course content (syllabus)	Students complete Professional practice in a selected school in February (for 50 hours), under the guidance of a teacher-mentor.  Course content of Professional practice III includes: 1. getting acquainted with planning, programming and preparation of educational work in classes 2. getting to know the management of pedagogical documentation 3. acquaintance with student progress and problems as an important part of the educational process 4. attending the work of professional and other bodies of the school 5. participation in regular teaching work, additional, supplementary and elective classes and extracurricular activities 6. Preparation and delivery of one lesson in the subjects Croatian language or Music.		

Course activities, teaching and learning methods, assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Classroom observation (V)	1.- 5.	38	1.3	60%
	Professional Practice Diary	1.- 5.	22	0.7	40%
	Total		60	2	100%
Course requirements	<p>For a successful completion of the course, a student has to:</p> <ol style="list-style-type: none"> <li>1. submit the completed and certified application form confirming the choice of primary school to the head of professional practice (before attending the professional practice).</li> <li>2. attend regular, additional, supplementary and optional classes and extracurricular activities</li> <li>3. participate in various forms of educational work at school.</li> <li>4. realize one lesson in the subject Croatian language or Music under the guidance of a teacher-mentor at the school, who signs the preparation and gives an overview of the activity carried out</li> <li>5. follow e-consultations of the Ministry of Science and Education related to primary school education</li> <li>6. keep a professional practice diary (in accordance with the Instructions for keeping a diary)</li> <li>7. hand over the Professional Practice Diary and Certificate of completed professional practice for signature and certification to the school principal and mentor, who gives a professional opinion on the activities carried out</li> <li>8. submit the certified and signed documents from the previous paragraph to the head of professional practice at the Faculty, no later than 15 days before the exam deadline.</li> </ol>				
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	E-learning portal of the course contains published materials and instructions required for Professional practice. Students are obliged to read the notifications posted by the head of professional practice on the official e-learning portal.				
	In the case of distance learning, there may be changes in the course venue, the implementation of activities, interpretation and teaching methods and methods of evaluation, students' obligations, and available literature. The teacher will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Klippert, H. (2001). How successfully learn in a team . Zagreb:Educa .</li> <li>2. Matijević, M. (2004). Assessment in primary school. Zagreb:Tipex.</li> <li>3. Visinko, K. (2014). Reading: teaching and learning. Zagreb:School book.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Hollins, ER (2009), Culture in school learning. Routledge, NewYork</li> <li>2. Kostelnik , M., Onaga , E., Rohde, B., Whiren , A. (2004),Children with special needs , Educa , Zagreb.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Kurikulumi nastavnih predmeta i međupredmetnih tema (2019). Zagreb: MZORH.</li> </ol>
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Course Syllabus					
Course Code and Title	288963 Oral homeland heritage				
Name of Lecturer	<a href="#">Full professor Vjekoslava Jurdana, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Elective	Study level	Integrated		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	3	Number of hours per semester	15L – 15S – 0T		
Prerequisites	there are no prerequisites				
Correlativity	Children's literature, Croatian language teaching methodology, Media culture, Art culture, Musical culture, Croatian language				
Objective of the course	get to know the rich oral heritage of Istria and its homeland and the role of nurturing that heritage in primary education				
Learning outcomes	1. correctly interpret the oral heritage of Istria and its homeland 2. to apply concrete experiences on nurturing native heritage in field teaching 3. use professional and scientific literature and apply the acquired knowledge 4. creatively design a concrete educational model with oral heritage in work with students in primary education				
Course content (syllabus)	1. Oral native heritage: concept, recording, connection with long forms of folklore 2. Types in verse 3. Genres in prose 4. Dramatic forms 5. Records of oral literature in Istria 6. Oral motifs in written literature				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity on L, S	1. - 4.	23	0.8	10%
	Fieldwork	2.	4	0.1	0%

	Individual tasks (research)	3.	18	0.6	60%
	Exam (oral)	1. - 4.	45	1.5	30%
	Total		90	3	100%
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes and actively participate in lectures and seminars</li> <li>2. in accordance with the postulates of reception theory, actively and continuously participate in the monitoring and evaluation of seminar papers.</li> <li>3. actively participate in field teaching: Book Fair in Istria; Monte Librić and certain local events.</li> <li>4. study the theoretical literature and apply it in working with younger school children when designing a concrete model of work.</li> <li>5. pass the oral exam.</li> </ol>				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	<p>Materials for lectures and seminars are published on the official e-learning platform. 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 will inform students about this when distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Bonifačić Rožin, N. (1963). Narodne drame, poslovice i zagonetke, PSHK, knjiga 27, MH i Zora, Zagreb.</li> <li>2. Bošković-Stulli, M. (1986). Zakopano zlato, Hrvatske usmene pripovijetke, predaje i legende iz Istre, Istra kroz stoljeća, Pula/Rijeka.</li> <li>3. Botica, S. (1995). Hrvatska usmenoknjiževna čitanka, Školska knjiga, Zagreb.</li> <li>4. Botica, S. (2013). Povijest hrvatske usmene književnosti, Školska knjiga, Zagreb.</li> <li>5. Hrvatske narodne pjesme što se pjevaju u Istri i na Kvarnerskih otocima (1880), pretisak 1997., Istarsko književno društvo „Juraj Dobrila“, Pazin.</li> <li>6. Jurdana, V. (2015). Igri. Mala zavičajna čitanka, Sveučilište Jurja Dobrile u Puli/ Ustanova „Ivan Matetić Ronjgov“ Viškovo.</li> <li>7. Kekez, J. (1998). Usmena književnost, u: Uvod u književnost, Globus, Zagreb.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Delorko, O. (1960). Istarske narodne pjesme, Institut za narodnu umjetnost, Zagreb.</li> </ol>				

	<p>2. Mikac, J. (1997). Istarska škrinjica, MH, Zagreb.</p> <p>3. Orlić, D. (2005). Istarske narodne poslovice, Errata corrige, Poreč.</p> <p>4. Rudan, E. (2005). Usmena književnost, u: Istarska enciklopedija, Leksikografski zavod Miroslav Krleža, Zagreb.</p> <p>Referential:</p> <p>1. Odabrani primjerci Zavičajne zbirke Sveučilišne knjižnice u Puli ili koje druge zavičajne zbirke.</p> <p>2. Hameršak, M. (2009). Usmenost za djecu u hrvatskoj etnologiji i folkloristici, Studia ethnologica Croatica, vol.21 No.1 (2009), str.233.-254.</p> <p>3. Matoković, D. (2004). Dječji svijet, Etnološka istraživanja, No.2 (2004), str. 53.-64.</p>
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Course Syllabus					
Course Code and Title	288964 Academic communication				
Names of Lecturers	<a href="#">Full professor Kristina Riman, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Optional	Study level	Integrated		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	3	Number of hours per semester	15L – 0S – 15T		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Academic Communication in a Foreign Language				
Objective of the course	to develop competencies in the application of academic writing style				
Learning outcomes	1. correctly define the scientific functional style/academic discourse 2. analyze the features of an academic text 3. analyze the different types of text and pragmatics of academic discourse 4. independently form an academic text applying the adopted principles of academic communication				
Course content (syllabus)	1. Language, communication, function. 2. Functional styles of the Croatian standard language. 3. Types of professional and scientific texts. 4. Characteristics of the academic discourse of the Croatian language: written and spoken language. 5. Methodological principles of shaping scientific and professional texts. Elements of the structure of a written scientific text. 6. The function of a scientific text. 7. Rhetorical strategies of academic discourse. 8. Standards of reference. 9. Language and style of scientific text.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hou rs	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	23	0,8	50%
	Written works (colloquium)	1. – 4.	37	1,2	20%
	Exam (oral)	1. – 4.	30	1	30%
	Total		90	3	100%
	Further clarifications (evaluation criteria): Class attendance 30% of absences are tolerated and do not need to be justified. Students are obliged to complete the set tasks on time. The continuity of students' work will be monitored through activities and tasks in teaching and the creation of a written work that is methodologically designed in accordance with the basic principles of professional text design. Writing a seminar paper The seminar paper should be prepared according to the instructions				

	<p>that students will receive at the lectures. The paper is evaluated with regard to the treatment of the topic (whether the relevant content has been selected and whether it has been written in an appropriate way), with regard to the structure (whether the characteristics of the professional work have been met and whether the appropriate way of writing has been used, whether the content from the literature has been paraphrased in the correct way), with regard to the form (whether the chosen style of citation and citation of literature has been consistently implemented).</p> <p>Before uploading the paper to the designated place on e-learning, the student should upload the paper to: <a href="https://plagscan.unipu.hr/unipu?upload">https://plagscan.unipu.hr/unipu?upload</a> these results to e-learning with the seminar paper</p> <p>Preparation and evaluation of oral presentations</p> <p>Students should present a presentation on a given topic, which can last about ten minutes, according to the schedule agreed in class.</p> <p>Students should submit the presentation and other electronic materials that they will use in the presentation on e-learning no later than two days before the presentation.</p> <p>The seminar is evaluated with regard to the fact that the most important contents have been singled out, whether they are clearly told (without reading the text or hints), and whether the manner of presentation has managed to activate students to engage in the discussion after the presented content.</p> <p>Written exam</p> <p>At the end of the semester, an oral exam is taken.</p>
Course requirements	<p>To pass the course, the student must</p> <ol style="list-style-type: none"> <li>1. prepare a seminar paper</li> <li>2. present a presentation on a given topic, according to the presentation time that will be published on the Distance Learning Portal</li> <li>3. pass the colloquium</li> <li>4. pass the exam.</li> </ol>
Mid-term and final exam term	<p>They are given at the beginning of the academic year, they are published on the University's website and in ISVU.</p>
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"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <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"> <li>1. Oraić Tolić, D. (2011). Akademsko pismo. Zagreb: Naklada Ljevak.</li> <li>2. Katnić Bakaršić, M. (2004). Akademski diskurs: dileme i izazovi. Obdobja 22, Ljubljana, str. 191-197.</li> <li>3. Silić, J. (2006). Funkcionalni stilovi hrvatskoga jezika. Zagreb: Disput.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Badurina, L. i Kovačević, M. (2001). Raslojavanje jezične stvarnosti. Filozofski fakultet u Rijeci. Rijeka.</li> <li>2. Gačić, M. (2001). Pisanje i objavljivanje znanstvenih i stručnih radova. Zagreb: Ministarstvo unutarnjih poslova RH – Policijska akademija.</li> <li>3. Katnić-Bakaršić, M. (2012). Između diskursa moći i moći diskursa. Zagreb – Sarajevo: Naklada Zoro.</li> </ol>

	4. Matešić, M. (2014). Pisani akademski diskurs i tradicionalna normativnost. Priručnik za prevoditelje: prilog teoriji i praksi. Filozofski fakultet u Rijeci, str. 339-354.
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Course Syllabus					
Course Code and Title	288965 Creation and Management of Educational Projects				
Name of Lecturer	<a href="#">Assistant Professor Marlena Plavšić</a>				
Study programme	University Integrated Undergraduate and Graduate Teacher Study in the Croatian Language				
Course status	Elective	Study level	Integrated		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching language (s)	Croatian		
ECTS credits	3	Number of hours per semester	15L – 0S – 15T		
Prerequisites	There are no prerequisites for enrolment.				
Correlativity	Academic Communication, The Use of ICT in Education, Human Rights Education, Educational Psychology				
Objective of the course	To acquire competences for creation of projects in education and to get insight in the necessary competences for project management				
Learning outcomes	1. to analyse elements of project management 2. to provide evidence for the project elements 3. to create a written project proposal 4. to analyse competences necessary for project management				
Course content (syllabus)	1. The role of projects in education 2. Project development phases 3. Project proposal 4. Project implementation 5. Project management				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Active participation in L & T	1. – 4.	22	0,7	0 %
	Individual tasks	2., 3.	65	2,2	90 %
	Project presentation	3.	3	0,1	10 %
	Total		90	3	100 %
	Additional information (assessment criteria):				
	It is mandatory to attend at least 70% of lectures and tutorials and participate in all activities.  Individual tasks consist of: 1) collection of relevant data for project elements and				

	<p>2) creation of a written project proposal.</p> <p>The final grade in the course is the sum of two grades:</p> <p>1) the written project proposal that is evaluated according to the criteria explained in class</p> <p>2) the oral presentation of the project that is evaluated according to the criteria explained in class.</p>
Course requirements	<p>For a successful completion of the course, a student must:</p> <ol style="list-style-type: none"> <li>1. actively participate in the lectures and tutorials</li> <li>2. write and submit a project proposal supported by evidence-based data by the deadline announced in class</li> <li>3. orally present the project proposal.</li> </ol>
Mid-term and final exam term	They are announced on the ISVU platform at the beginning of the academic year.
Additional information on the course	<p>Materials for lectures and exercises will be available on the e-learning platform.</p> <p>In the case of distance learning, changes are possible in: the location of the course delivery, the activities' implementation, interpretation and teaching methods, evaluation methods, students' obligations and the available (literature) sources.</p> <p>Teachers will inform students about the changes when the distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Forčić, G. i Novota, S. (2007). <i>Uokvirite svoju ideju – priručnik o upravljanju projektnim ciklusom i izradi logičkog okvira</i>. SMART.</li> <li>2. Laginja, I. i Pavić Rogišić, L. (2010). <i>NVO priručnik: Kuharica za udruge</i>. ODRAZ (str. 82 – 119) (e-izdanje)</li> <li>3. Pavić Rogišić, L. (2012). <i>Upravljanje projektnim ciklusom i pristup logičke matrice</i>. PINS.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Europska komisija (2016). <i>Erasmus+. Praktičan vodič za ravnatelje i stručne timove u školama</i>. Agencija za mobilnost i programe Europske unije. (e-izdanje)</li> <li>2. Heerkens, G. R. (2020). <i>Upravljanje projektom</i>. Mate.</li> <li>3. Kosor, K. (ur.) (2016). <i>Erasmus+ : priručnik za pripremu i provedbu programa financiranih iz programa Erasmus+</i>. TIM4PIN.</li> <li>4. Maletić, I. i sur. (2018). <i>Moj EU projekt – priručnik za pripremu i provedbu EU projekata</i>. TIM4PIN.</li> </ol>

Course Syllabus					
Course Code and Title	85800 Media culture				
Name of Lecturer	<a href="#">Full professor Kristina Riman, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching language(s)	Croatian, English		
ECTS credits	4	Number of hours per semester	15L – 30S – 0T		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Croatian language, Children's literature, Musical culture, Art culture, Methodology of the Croatian language				
Objective of the course	To familiarise students with the basic concepts of media culture, providing students with basic knowledge of the types of media and their development, and to develop the ability to independently interpret media content intended for elementary school-aged children.				
Learning outcomes	1. define the basic terms in the field of media culture 2. analyse individual media performances 3. compare different media productions of the same content 4. critically evaluate individual media performances 5. apply the acquired skills to media content for children of primary school age				
Course content (syllabus)	1. Introduction to the media 2. Media literacy and media culture 3. Press (history and types of press, journalism, magazines for children) 4. Theatre (history and types of theatre, theatre performances for children) 5. Radio (history of radio, radio shows intended for children) 6. Film (basic film terms, history of film, film types, film productions for children, film in class) 7. Television (history of television, television series for children)				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity L, S, T	1. - 5.	34	1.1	10%

	Individual tasks (homework)	2. - 5.	15	0.5	20%
	Oral presentations	1. - 5.	24	0.8	20%
	Mid-term(s) (oral or written)	1., 2.	17	0.6	20%
	Exam (oral, written, concert)	1., 2., 5.	30	1	30%
	Total		120	4	100%
	<p><b>Class attendance</b>  It is desirable that students attend and actively participate in class. If there are less than 4 absences, students may earn 10% of the points. For a greater number of absences, points will be deducted 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><b>Preparation and evaluation of the seminar paper</b>  The primary objective of the seminar paper is to interest and inform students about the chosen seminar topic. The duration of the seminar paper may be up to 30 minutes. Students are required to submit the presentation and other electronic materials they will use in the presentation to the course e-learning forum at least two days before the presentation.</p> <p>When evaluating the seminar paper, the following indicators are important:</p> <ol style="list-style-type: none"> <li>1. Coverage of the topic (is the main content presented in an appropriate manner, are appropriate examples given)</li> <li>2. Presentation of the topic (confidence, without reading cues, clarity, comprehensibility, freedom from errors - content and language)</li> <li>3. Student activity and motivation (ability to focus attention on the topics and activities presented; successful encouragement of students to actively participate)</li> </ol> <p><b>Colloquium Assessment</b>  Two colloquia will be written during the semester, each with a maximum score of 10%:  less than 50% correct answers = 0% of grade from  51% to 60% = 2% of grade  from 61% to 70% = 4% of grade  from 71% to 80% = 6% of grade  from 81% to 90% = 8% of grade  from 91% to 100% = 10% of grade</p> <p><b>Final exam</b>  The final knowledge review will be conducted with a final written examination. The final written exam will be graded as follows:  less than 50% correct answers = 0% of the grade  from 51% to 60% = 6% of the grade  from 61% to 70% = 12% of the grade</p>				

	<p>from 71% to 80% = 18% of the grade  from 81% to 90% = 24% of the grade  from 91% to 100% = 30% of the grade  A student who is unable to take the final knowledge test must cancel the exam registration in a timely manner or they will be considered to have taken and failed the exam.</p>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. participate in the courses</li> <li>2. deliver an oral presentation of the seminar paper on the chosen topic, according to the presentation plan agreed upon at the first meeting and posted on the Distance Learning Portal.</li> <li>3. pass the colloquia</li> <li>4. pass the examination.</li> </ol>
Mid-term and final exam term	Exam deadlines are published in ISVU.
Additional information on the course	<p>In the case of distance learning, variations are possible in:</p> <ul style="list-style-type: none"> <li>- implementation of the course,</li> <li>- implementation of activities,</li> <li>- methods of interpretation and teaching and assessment methods,</li> <li>- the obligations of the students and the available literature. The course instructor will inform students of this at the start of the distance learning course.</li> </ul> <p>The learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Čitajmo između redaka. Priručnik za razvoj medijske pismenosti. GONG i Kurziv, Zagreb, 2016.  <a href="https://www.gong.hr/media/uploads/med_pismenost_pub.pdf">https://www.gong.hr/media/uploads/med_pismenost_pub.pdf</a></li> <li>2. Komunikacija odgaja — odgoj komunicira. Emocionalna i medijska pismenost, Pragma, Zagreb, 2015.</li> <li>3. (<a href="http://www.udruga-pragma.hr/wp-content/uploads/2015/10/komunikacija-odgaja-odgoj-komunicira.pdf">http://www.udruga-pragma.hr/wp-content/uploads/2015/10/komunikacija-odgaja-odgoj-komunicira.pdf</a>)</li> <li>4. Kolucki, B. i Lemish, D. Kakokomuniciratis djecom, Fond Ujedinjenih naroda za djecu (UNICEF), Ured za Hrvatsku, Zagreb 2013.</li> <li>5. Košir, M., Zgrabljic, N., Ranfl, R., Život s medijima, Doron, Zagreb, 1999.</li> <li>6. Mikić, K. Film u nastavi medijske kulture, Educa, Zagreb, 2001.</li> <li>7. Težak, S., Metodika nastave filma na općeobrazovnoj razini, Školska knjiga, Zagreb, 2002.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Časopisi za djecu i mladež, Knjižnice grada Zagreba, Zagreb, 2010.</li> <li>2. Ilišin, V., Marinović-Bobinac, A., Radin, F., Djeca i mediji – uloga medija u svakodnevnom životu djece, Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb, 2001.</li> </ol>

3. Izazovi nastave hrvatskoga jezika: zbornik radova sa Simpozija Učitelja i nastavnika Hrvatskoga jezika (8; 2017 ; Sveti Martin na Muri) i Stručnog skupa Medijska pismenost (2017; Sinj) (ur. Listeš, S. i Belina, L.), Zagreb: Školska knjiga, 2017
4. Košir, M., Zgrabljic, N., Ranfl, R., Život s medijima, Doron, Zagreb, 1999.
5. Miliša, Z., Saravanja, M., Analiza medijskih sadržaja u čitankama za osnovne škole, Medianali, Vol. 5., No. 9. 2001.
6. Mučalo, M., Radio – medij 20. stoljeća, AGM, Zagreb, 2010.
7. Penjak, A., Mozart ili Pocoyo – drugi roditelji KGYO generacije, Školski vjesnik, Vol. 59., No. 4. 2010.
8. Peterlić, A., Osnove teorije filma, Hrvatska sveučilišna naklada, Zagreb, 2001.
9. Rončević, A., Multimediji u nastavi, Web knjižara, Split, 2011.
10. Sindik, J., Kako roditelji percipiraju utjecaj televizije na predškolsku djecu, Medijska istraživanja, Vol. 18., No. 1., 2012.
11. Škrabalo, I., Hrvatska filmska povijest ukratko (1896-2006), V.B.Z., Zagreb, 2008.
12. Težak, D., Dječji junak u romanu i filmu. Školske novine, Zagreb, 1990.
13. Tolić, M., Medijsko-pedagoške implikacije za razvoj medijske kulture u školskom kurikulumu, Medianali, Vol. 5., No. 9., 2011.
14. Uvanović, Ž. Književnost i film: teorija filmske ekranizacije književnosti s primjerima iz hrvatske i svjetske književnosti, Matica hrvatska, Osijek, 2009.
15. Vučković, D., Metodički pristup književnome djelu i njegovoj filmskoj adaptaciji u nižim razredima osnovne škole u Crnoj Gori, The Faculty of Teacher Education University of Zagreb Conference –
16. Researching Paradigms of Childhood and Education – UFZG2015, Opatija, 2015.,101-122
17. Vukonić-Žunić, J., Delaš, B., Lutkarski medij u školi: priručnik za učitelje i voditelje lutkarskih družina, Školska knjiga, Zagreb, 2006.
18. Žderić, J., Medijska kultura djece i mladih – mogućnosti i zamke, Sretna knjiga, Zagreb, 2009.

Referential:

1. Filmski leksikon (<http://film.lzmk.hr/>)
2. <https://www.medijskapismenost.hr/>

Course Syllabus					
Course Code and Title	288195 Fundamentals of ecology				
Names of Lecturers	<a href="#">Full professor Mauro Štifanić, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Summer	Study year	III		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	3	Number of hours per semester	30L – 15S – 0T		
Prerequisites	The right to register for the exam in the course Science.				
Correlativity	Natural Sciences, Methodology of Nature and Society I, Methodology of Nature and Society II, Methodology of Nature and Society III				
Objective of the course	to acquire facts and theoretical knowledge in the domain of ecology, the development of cognitive skills, independence and responsibility. To interpret the basic terms and principles of interactions of living organisms with the environment, environmental protection and the possibilities of action in order to reduce human impact on the environment and sustainable development				
Learning outcomes	1. describe the basic concepts and principles of interactions of living organisms with the environment 2. apply the acquired factual and theoretical knowledge in the planning of education for sustainable development 3. design, create and present a seminar paper on a specific topic in the field of ecology 4. critically and argumentatively evaluate the presented conclusions and theses 5. interpret the possibilities of reducing one's own impact on the environment 6. carry out simpler research tasks in the field of ecology and development of environmental awareness, evaluate the results obtained and point out the possibilities of improving ecological and pedagogical practice.				
Course content (syllabus)	1. Introduction to ecology and ecology as a science 2. Biotic and abiotic ecological factors 3. Populations 4. Living communities 5. Trophic relationships, connection between animate and inanimate nature 6. Anthropogenic Environmental Impact and Opportunities to Reduce Impacts 7. Nature protection				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hou rs	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1., 2., 4., 5.	34	1,1	15%
	Seminar paper	2. – 5.	14	0,5	15%

	Colloquium (2 written)	1., 4.	20	0,7	40%
	Exam (written and oral)	1., 4., 5.	20	0,7	30%
	Total		90	3	100%
	<p>Further clarifications:</p> <p>For the successful completion of the course, the student must achieve at least half of the anticipated points from each of the anticipated obligations.</p> <p>Colloquiums are not mandatory, but they provide students with the opportunity to be exempted from the written part of the exam (with at least 50% of points in the colloquium) or both the written and oral part of the exam (with at least 70% of the points in the colloquium), regardless of the first and second part of the material.</p> <p>The exemption from the exam (based on the results achieved in the colloquiums) is valid until the end of the extraordinary exam period in April.</p> <p>The written exam is eliminatory (at least 50% of points must be scored to pass the oral exam). If the student achieves at least 70% of points in the written exam, the student does not have to take the oral exam.</p>				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> <li>1. Regularly attend and actively participate in all forms of classes. Absences of up to 30% of the hourly rate are tolerated (separately for each form of teaching).</li> <li>2. Individually cover one predetermined topic from which, according to the instructions received, they will prepare and hold one oral presentation (seminar paper) lasting 5 - 7 minutes.</li> <li>3. Pass both colloquiums with more than 70% of points on each or Pass the final exam.</li> </ol>				
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"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <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"> <li>1. Jelenić, A., Kerovac, M., Ternjej, I., Mihaljević, Z. Biologija 4 – genetika, evolucija, ekologija. Udžbenik za 4. razred gimnazije (IV izdanje). Profil International, Zagreb, 2008. str. 165-245</li> <li>2. Scott M. Ekologija. SysPrint d.o.o. Zagreb, 1998.</li> <li>3. Internet stranica: Državni zavod za zaštitu prirode <a href="http://www.dzzp.hr">www.dzzp.hr</a></li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Udžbenici nastavnog predmeta Priroda i društvo</li> <li>2. Delić A, Vijtiuk N. Prirodoslovlje. Školska knjiga Zagreb, 2004.</li> <li>3. Blatarić, Z. Biološki leksikon 2, Alfa, 2009.</li> <li>4. Bralić V. Nacionalni parkovi Hrvatske. Školska knjiga. Zagreb, 1991.</li> <li>5. Litvinoff, M. Atlas zaštite okoliša: &lt;veliki ilustrirani vodič za skrb o našem planetu&gt;. ABC naklada. Zagreb, 2001.</li> <li>6. Rischard, J. Točno u podne: 20 globalnih problema: 20 godina za rješavanje. Golden marketing - Tehnička knjiga. Zagreb, 2005.</li> <li>7. Rogers, E. K. Zeleni priručnik: svaki dan za zdraviji planet.</li> </ol>				

	<p>Planetopija. Zagreb, 2008.</p> <p>8. Springer O. Ekološki leksikon. MZOPU. Barbat, Zagreb, 2001.</p> <p>9. Springer, O. Otrovani modrozeleni planet: priručnik iz ekologije, ekotoksikologije i zaštite prirode i okoliša. Meridijani. Samobor, 2008.</p>
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Course Syllabus			
Course Code and Title	288196 Croatian language teaching methodology II		
Lecturers	<a href="#">Full professor Vjekoslava Jurdana, PhD</a> <a href="#">Alen Klančar, assistant</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Course level	Integrated
Semester	Summer	Year of study	III
Classroom location	Classroom	Execution language	Croatian
ECTS credits	4	Number of hours per semester	15L – 0S – 30T
Prerequisites	There are no prerequisites		
Correlativity	Croatian Language I, Croatian Language II, Children's Literature, Written Expression, Methodology of the Croatian Language I, Methodology of the Croatian Language III, as well as other language-artistic courses. Prior knowledge of written expression and knowledge of spelling rules are expected.		
Objective of the course	train them to apply the same in work with students from 1st to 4th grade of elementary school, develop skills of written expression, develop skills of working in a team and certainly the ability to apply knowledge in practice		
Learning outcomes	<ol style="list-style-type: none"> <li>1. correctly interpret the basic concepts of the methodology of the Croatian language</li> <li>2. analyze professional methodological literature in order to apply the acquired knowledge in teaching practice</li> <li>3. write printed and written letters correctly and adopt basic rules for initial reading</li> <li>4. to analyze the teaching methods of the Croatian language</li> </ol>		
Course content (syllabus)	<ul style="list-style-type: none"> <li>- Methodology of initial reading and writing: prerequisites for successful reading and writing, review of current methodological literature</li> </ul>		

	<ul style="list-style-type: none"> <li>- Methodology of literature: an overview of current methodology of literature and the representation of literary content in curricula, compulsory textbooks and other work material in primary education. Lists of compulsory student reading in primary education. Examples of teaching units (different approaches), possibilities of inter-area and inter-subject correlation.</li> <li>- Methodology of media culture: review of methodological literature and representation of content in curricula, compulsory textbooks and other work material in primary education. Lists of magazines for primary education students. Examples of teaching units (different approaches), possibilities of inter-area and inter-subject correlation.</li> <li>- Language methodology: review of methodological literature and representation of content in teaching programs, compulsory textbooks and other work material in primary education. Examples of teaching units and possibilities of cross-disciplinary correlation.</li> <li>- Methodology of linguistic and written expression: review of methodological literature and representation of content in curricula, compulsory textbooks and other work material in primary education. Examples of teaching units with the possibility of inter-area and inter-subject correlation.</li> </ul>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS Credits	Grade ratio (%)
	Activity on lectures	1.-4.	34	1.1	20%
	seminar work, exercises	1.-4.	30	1	20%
	colloquium and preparation for continuous knowledge testing	1.-4.	26	0,9	30%
	exam preparation and passing	1.-4.	30	1	30%
	in total		120	4	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>Class attendance is mandatory. 30% of absences are tolerated and do not need to be excused. Every week, students are required to create independent tasks and present them at the next meeting. In the semester, two colloquiums are written (knowledge of the spelling norms of the Croatian language and grammar, which is the content of work in primary education).</p> <p>At the end of the semester, there is a final exam (written). The</p>				

final grade includes the evaluation of the seminar work, exercises, colloquiums and class activities that include the analysis of independent tasks.

Participation in classes is evaluated as follows:

0% = Does not attend classes.

4% = Attends classes, but does not participate in work, i.e., independent assignments are not written more than 3 times.

8% = Prepared, but the independent tasks are incomplete - with major shortcomings (independent tasks regularly with errors, more than three times).

12% = Prepared, but the independent tasks are incomplete - with minor shortcomings (independent tasks with only a few mistakes).

16% = Regularly prepared, independent tasks are correct, voluntarily participates in the teaching process.

20% = Shows a high degree of interest in the course, is always prepared; asks questions and problematizes topics related and important to the course, brings additional materials related to the topic being discussed.

Seminar work/exercises are graded as follows:

0% = The seminar is written but contains many grammatical and spelling mistakes, the content of the seminar is not related to the title of the seminar.

4% = The seminar is incomplete - with major content deficiencies. Less than three sources of data were used (literature, Internet sources).

8% = The seminar is incomplete - with minor content deficiencies. Fewer than five data sources were used (literature, Internet sources)

12% = The seminar has minor content deficiencies. Less than seven data sources were used (literature, Internet sources).

16% = The seminar paper is correctly written, supported by data from domestic literature (more than 10) and all together form a content whole.

20% = The seminar paper is written in detail, supported by data from domestic and international literature (more than 10) and all together form a meaningful whole.

The paper will not be graded positively if parts of the text that have been copied verbatim, but not quoted, spelling and/or grammatical errors are noticed even after the professor's comments. At the first lecture, students will receive a copy of the seminar paper, which is considered exemplary, and will refer to similar papers published in periodicals.

Colloquiums

In order for the student to take the final written exam, both colloquiums must be positively passed. Given that the colloquium

	<p>examines content covered in primary education and the teacher (current students) must convey that content to the students, the colloquium will be positive if the candidate achieves at least 70%.</p> <p>from 70% to 80% good (3) – 10%</p> <p>from 81% to 90% very good (4) – 20%</p> <p>more than 91% excellent (5) – 30%</p>
Course requirements	To pass the course, the student must: attend and actively participate in lectures and exercises (possible absence is 30% of the total hourly rate)
Mid-term and final exam term	They are published on the Faculty's website and on Studomat.
Additional information on the course	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 instructor of the course will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.
Bibliography	<p>Compulsory:</p> <ol style="list-style-type: none"> <li>1. Bežen, A., (2008). Methodology - the science of teaching a</li> <li>1. Bežen, A., (2008). Metodika - znanost o poučavanju nastavnog predmeta, Učiteljski fakultet - Profil, Zagreb</li> <li>2. Rosandić, D., (2005). Metodika književnog odgoja i obrazovanja, Zagreb, Školska knjiga</li> <li>3. Rosandić, D., (1993). Novi metodički obzori: Prinosi metodici hrvatskog jezika i književnosti, Zagreb, Školske novine</li> <li>5. Težak, S., (1996). Teorija i praksa nastave hrvatskoga jezika 1 i 2, Školska knjiga, Zagreb</li> <li>6. Udžbenička literatura i nastavni programi za više razrede osnovne škole i srednju školu. Popis na: <a href="http://public.mzos.hr/Default.aspx?sec=3074">http://public.mzos.hr/Default.aspx?sec=3074</a> (popis odobrenih udžbenika za OŠ i SŠ)</li> <li>7. Časopisi: Metodički obzori, Metodički ogledi, Život i škola</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Biblioteka Ključ za književno djelo, Metodičke upute, Školska knjiga, Zagreb</li> <li>2. Benjak, M., (2001). Književnost(i) u kontaktu, Izdavački centar Rijeka, Rijeka</li> <li>3. Benjak, M., (2005). Požgaj Hadži, V., Bez predrasuda i stereotipa, Izdavački centar Rijeka</li> </ol>

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|  | <ol style="list-style-type: none"><li>4. Benjak, M., (2006). Stendhalovi i Flaubertovi romani u metodičkom obzoru, Sveučilište u Rijeci, Pula</li><li>5. Diklic' - Rosandic' - Šabic', (1990). Odzivi i dozivi lirske pjesme, PKZ, Zagreb.</li><li>6. Diklic', Z., (1989). Lik u književnoj, scenskoj i filmskoj umjetnosti, Školska knjiga, Zagreb,</li><li>7. Kajic', R., (1981). Roman u sustavu problemske nastave, Školska knjiga, Zagreb</li><li>8. Kermek-Sredanovic', M., (1991). Književni interesi djece i omladine, Zagreb, Školska knjiga</li><li>9. Kovačević', M., (1998). Književno-metodička motrišta, Zagreb, Školske novine</li><li>10. Lagumdžija, N., (2000). Basna u osnovnoškolskoj nastavi književnosti, Hena Com, Zagreb</li><li>11. Pavletic', V., (1995). Kako razumjeti poeziju, Školska knjiga, Zagreb, 1995.</li><li>12. Perotti, A., (1995). Pledoaje za interkulturalni odgoj i obrazovanje, Educa, Zagreb</li><li>13. Rosandic', D., (2003). Kurikulski metodički obzori, Školske novine, Zagreb</li><li>14. Šabic', A. G., (1983). Lirska poezija u razrednoj nastavi, Školska knjiga, Zagreb</li><li>15. Šabic', A. G., (1991). Učenik i lirika, Školska knjiga, Zagreb</li><li>16. Težak, S., (1977). Prilozi interpretaciji lirske pjesme, PKZ, Zagreb</li></ol> |
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Course Syllabus			
Course Code and Title	288198 Mathematics teaching methodology I		
Names of Lecturers	<a href="#">Assistant professor Siniša Miličić, PhD</a> <a href="#">Branka Antunović, PhD, senior assistant</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	III
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	4	Number of hours per semester	15L – 0S –30T
Prerequisites	Basic knowledge of elementary mathematics acquired during primary and secondary education. Basic knowledge of pedagogy and didactics. In order to take the exam, it is necessary to have passed the second-year courses: Fundamentals of Mathematics, Elementary Geometry and Didactics.		
Correlativity	Mathematics teaching methodology II and Mathematics teaching methodology III.		
Objective of the course	adopt basic knowledge and theoretical knowledge in the field of mathematics teaching methodology		
Learning outcomes	<ol style="list-style-type: none"> <li>1. describe the cognitive characteristics of the process of learning mathematics</li> <li>2. define modern standards of mathematical competences</li> <li>3. connect the cognitive abilities of children with the levels of acquisition of mathematical material and the valid curriculum</li> <li>4. apply the basics of methodical teaching design through teaching situations in the initial learning of mathematics</li> <li>5. create an annual/monthly/thematic curriculum</li> <li>6. analyse teaching preparations</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Introduction to mathematics methodology as a scientific discipline. Defining basic concepts, goals, and tasks in mathematics methodology.</li> <li>2. Introduction to the curriculum of the subject of mathematics.</li> <li>3. Scientific methods in mathematics teaching.</li> <li>4. Connecting mathematics with other subjects, interdisciplinary topics and everyday life.</li> <li>5. Psychological foundations of mathematics teaching. Subjective assumptions for the formation of basic mathematical concepts.</li> <li>6. Cognitive foundations of initial mathematics teaching. Methodical approach to the formation of basic mathematical concepts.</li> <li>7. Principles in mathematics teaching.</li> <li>8. Methods and forms of work in mathematics teaching.</li> <li>9. Teaching aids in mathematics teaching.</li> <li>10. Organization of the lesson.</li> <li>11. Planning, from curriculum to lesson preparation.</li> <li>12. Evaluation of mathematical content.</li> <li>13. Interesting facts from the world of mathematics.</li> </ol>		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activities (classwork and fieldwork, workshop)	1.-6.	34	1.1	35%
	Exam (written)	1.-6.	45	1.5	30%
	Exam (oral)	1.-6.	41	1.4	35%
	Total		120	4	100%
	Additional information (assessment criteria): Colloquiums and/or written exams are graded as follows (but also in more detail in percentage, considering the share of points in the total number of points, and then the share in the total grade) less than 9 points       =       without grade from 9 to 10 points     =       grade 2 from 11 to 13 points    =       grade 3 from 14 to 15 points    =       grade 4 from 16 to 18 points    =       grade 5				
Course requirements	To pass the course, the student must: 1. attend classes regularly and actively participate in all forms of classes (at least 70% attendance at exercises and at least 70% attendance at lectures) 2. regularly create independent assignments and group assignments (at least 50% of grade points) 3. pass the written exam (at least 50% of grade points) 4. pass the oral exam (at least 50% of grade points)				
Mid-term and final exam term	Dates are available on the Department's website and the ISVU database.				
Additional information on the course	Materials for lectures and exercises are published on e-learning. In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Markovac, J. (2001.) <i>Metodika početne nastave matematike</i> . Školska knjiga. 2. Kurnik, Z. (2009.) <i>Znanstveni okviri nastave matematike</i> . Element. 3. Liebeck, P. (1985). <i>Kako djeca uče matematiku</i> . EDUCA. Referential: 1. Kurikulum nastavnog predmeta Matematika <a href="https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/predmetni-kurikulumi/539">https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/predmetni-kurikulumi/539</a> 2. Kurikulumi međupredmetnih tema <a href="https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/medjupredmetne-teme/3852">https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/medjupredmetne-teme/3852</a> 3. Aktualni udžbenici za matematiku od 1. do 4. razreda osnovne škole Optional: 1. Jensen, E. (1998) <i>Super nastava</i> . Naklada Slap. 2. Jurjević Jovanović, I., Rukljač, I., Viher, J. (2020), <i>Vrednovanje u razrednoj nastavi</i> , Školska knjiga. 3. Matijević, M. i Radovanović, D. (2011) <i>Nastava usmjerena na učenika</i> . Školske novine. 4. Mattes, W. (2007) <i>Rutinski planirati - učinkovito poučavati</i> : Naklada Ljevak. 5. MIŠ – Časopis <i>Matematika i škola</i> , Element. <a href="https://mis.element.hr/">https://mis.element.hr/</a>				

Course Syllabus			
Course Code and Title	288199 Music teaching methodology II		
Names of Lecturers	<a href="#">Assistant professor Anita Gergorić, PhD</a> <a href="#">MSc. Branko Radić, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	III
Classroom location	the classroom, exercise room in elementary school, room for public performance	Teaching language(s)	Croatian (Italian, Slovenian)
ECTS credits	5	Number of hours per semester	30L – 0S – 30T
Prerequisites	Passed exams in Musical Culture, Musical theory and instrument playing, Instrument playing 1, Instrument playing 2, Music teaching methodology I.		
Correlativity	Musical culture, Musical theory and instrument playing, Instrument playing I, Instrument playing II, Music teaching methodology I, Croatian language teaching methodology, Visual art teaching methodology, Kinesiology teaching methodology, Working with gifted pupils, Working with children with developmental disabilities		
Objective of the course	process all organizational forms of work in the field of singing and playing, using musical terminology, and present what has been learned in a public performance		
Learning outcomes	1. list the advantages and disadvantages of different teaching forms and methods of working in musical culture 2. recognize students' musical abilities 3. distinguish Croatian folk music 4. recognize students' musical hearing, rhythm and musical memory by singing, playing and working with nursery rhymes 5. demonstrate knowledge of music theory, musical art, singing and playing on a theoretical and practical level		
Course content (syllabus)	1. different approaches to teaching music culture 2. music culture in the lower grades of primary school 3. outcomes in the teaching of music culture in the lower grades of primary school 4. musical abilities 5. singing as an area of music culture		

	6. the process of learning to sing 7. musical instruments 8. playing as an area of music culture 9. nursery rhymes 10. observation of expressive elements 11. Croatian folk music 12. preparation for performance and public performance 13. fieldwork (theatre, concert)				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS Credits	Grade ratio (%)
	Activity L and T	1. - 5.	34	1.1	10 %
	Activities (general rehearsal and performance)	1. - 5.	8	0.3	20 %
	Written projects (making four preparations for the performance)	1. - 5.	30	1	30 %
	Exam (written)	1. - 5.	18	0.6	20 %
	Exam (oral)	1. - 5.	60	2	20 %
	Total		150	5	100 %
	Additional information (assessment criteria): Class attendance is mandatory. 30% of absences are tolerated (so a total of 12 hours). Class attendance is evaluated as follows: Four preparations are necessary for immediate work in elementary school, after which a public performance (concert) is prepared. The writing of the preparation is assessed: 0 % - no preparation was written. Each preparation is graded from 1 to 5. The grade is also a part of the final grade. 1% - the preparation was not written within the deadline, but it was done on time. 2% - the preparation written and done within the deadline and graded as sufficient 3% - the preparation is written and done within the deadline and graded as good 4% - the preparation is written and done within the deadline and graded as very good 5% - the preparation is written and done within the deadline and graded as excellent +10% - transfer of knowledge and skills to students Dress rehearsal and performance 0 % = At the performance, the criteria set in the lectures were not met or the performance was not attended (insufficient grade)				

	<p>5 % = The performance partially met the criteria set in the lectures (grade sufficient)</p> <p>10 % = The performance partially met the criteria set in the lectures (grade good)</p> <p>15 % = The performance met almost all the criteria set in the lectures (grade very good)</p> <p>20 % = At the performance, all the criteria set in the lectures were met</p> <p>The written exam (material from the curriculum) is graded as follows, and the max. share in the grade is 20 %.</p> <ul style="list-style-type: none"> <li>- Less than 50% of correct answers = 0%.</li> <li>- From 51% to 100%, each following correct answer carries a proportional percentage share.</li> </ul> <p>Oral exam</p> <p>The skill of playing melodic Orff instruments with a song and with a nursery rhyme is evaluated. The songs are chosen from the music culture textbook of the 2nd grade of elementary school. The textbook is chosen by the student.</p> <ul style="list-style-type: none"> <li>0 % = The student does not know how to play and sing</li> <li>7.5 % = The student can play and sing well enough</li> <li>15 % = The student can play and sing well</li> <li>22.5 % = The student is very good at playing and singing</li> <li>30 % = The student knows how to play and sing</li> </ul> <p>Students can take the exam if they have collected at least 20% of the grade during the class.</p> <p>In order to pass the course, the student must take and pass the written exam during the exam period.</p> <p>If the agreed deadlines are not respected, the set points are reduced by 25%.</p>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes</li> <li>2. make four preparations for the performance</li> <li>3. sing, play and conduct the performance</li> <li>4. pass the written exam</li> <li>5. pass the oral exam</li> </ol>
Mid-term and final exam term	<p>General rehearsal and performance take place during December. Deadlines are published on the website of the Faculty of Educational Sciences and via ISVU.</p>
Additional information on the course	<p>All written preparations are submitted in class or by e-mail within the agreed time.</p> <p>In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Rojko, P. (1996). Metodika nastave glazbe: teoretsko-tematski aspekti (Glazbena nastava u općeobrazovnoj školi). Osijek: Sveučilište Josipa Jurja Strossmayera, Pedagoški fakultet Osijek. (II. elektroničko izdanje. Zagreb, 2012.), str. 22 – 137. <a href="https://bib.irb.hr/datoteka/566005.ROJKO_Metodika_nastave_glazbe_Teorijsko_tematski_aspekti.pdf">https://bib.irb.hr/datoteka/566005.ROJKO_Metodika_nastave_glazbe_Teorijsko_tematski_aspekti.pdf</a></li> <li>2. Michels, U. (2004). Atlas glazbe. Zagreb: Golden marketing-Tehnička knjiga, sv. 1., str. 24-109.</li> <li>3. Mihelić, I. (2009). Hrvatska folklorna glazba. Zagreb: Profil, str. 260.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Dobrota, S. (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet u Splitu – Odsjek za učiteljski studij,</li> <li>2. Njirić, N. (1992). Pjevanka. Zagreb: Školska knjiga.</li> <li>3. Lebič, L., Loparnik, B. (1992). Osnove glasbene umjetnosti. Ljubljana: Mladinska knjiga.</li> <li>4. Pace, A. (2012). Musica e formazione primaria. Padova: libreriauniversitaria.it edizioni.</li> <li>5. Pesek, A. (1997). Otroci v svetu glasbe. Ljubljana: Mladinska knjiga.</li> <li>6. Vidulin-Orbanić, S. (ur.) (2013). Zbornik radova s Trećeg međunarodnog simpozija glazbenih pedagoga. Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 3. Pula: Sveučilište Jurja Dobrile u Puli.</li> <li>7. Vidulin-Orbanić, S. (ur.) (2011). Monografija radova s Drugog međunarodnog simpozija glazbenih pedagoga. Glazbena nastava i nastavna tehnologija: mogućnosti i ograničenja. Pula: Sveučilište Jurja Dobrile u Puli.</li> <li>8. Vidulin-Orbanić, S. (ur.) (2009). Zbornik radova s Prvog međunarodnog simpozija glazbenih pedagoga. Glazbena pedagogija u svjetlu sadašnjih i budućih promjena. Pula: Sveučilište Jurja Dobrile u Puli.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Kurikulum nastavnog predmeta Glazbena kultura za Osnovne škole i Glazbena umjetnost za Gimnazije (<a href="https://narodne-novine.nn.hr/clanci/sluzbeni/2019_01_7_151.html">https://narodne-novine.nn.hr/clanci/sluzbeni/2019_01_7_151.html</a>)</li> <li>2. various songbooks.</li> </ol>
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Course Syllabus			
Course Code and Title	96518 Kinesiology teaching methodology I		
Name of Lecturer	<a href="#">Full professor Iva Blažević, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	IV
Classroom location	Classroom and sports hall	Teaching language(s)	Croatian (English)
ECTS credits	4	Number of hours per semester	30L – 15S – 0T
Prerequisites	Kinesiology course. The final exam can be taken by students who have passed the kinesiology course.		
Correlativity	Kinesiological culture, Kinesiology, Pedagogy, Didactics, Sociology of education, Development psychology, Educational psychology, Social pedagogy, Research of education		
Objective of the course	to determine the educational goals of learning, teaching and exercise in the physical education area and familiarization with the motor content of the subject curriculum Physical education in primary school education		
Learning outcomes	1. interpret a critical and creative attitude towards kinesiology science and the physical education field 2. interpret basic concepts and technical terms from kinesiology teaching methodology 3. analyze the possibilities of applying kinesiological activities and other forms of educational work with school-age children 4. distinguish between the characteristics of growth and development of school-age children 5. interpret the structure and duration of a physical education class.		
Course content (syllabus)	1. Introduction to kinesiology teaching methodology 2. Anthropological characteristics of children 3. Education system: physical education area 4. Purpose and guidelines of work in the physical education field and types of educational work in the physical education field 5. Physical education curriculum for grades 1 to 4 of elementary school 6. Organization of physical exercise 7. Physical education class (introductory, preparatory, main and final part of the class) 8. Physical education class workload		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance and activity of L, S, T	1.-5.	34	1.1	0%
	Practical work	5.	18	0.6	20%
	Activities (classwork)	1.-5.	38	1.3	2x25%
	Oral presentations	1.-5.	30	1	30%
	Total		120	4	100%
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. 30% of absences are tolerated (4 absences) and do not need to be excused. Student monitoring and assessment are carried out during classes and at the final exam. During classes, the student achieves 70% of the grade, and at the final exam the remaining 30% of the grade are gained.</p> <p>Practical work refers to the development and implementation of physical education content in the gym, and is assessed as follows:</p> <p>0% = Practical work was not completed and carried out.</p> <p>2% = Practical work was not completed but was carried out with major shortcomings.</p> <p>4% = The practical work was designed with major shortcomings and implemented with major shortcomings.</p> <p>6% = The practical work was completed with major deficiencies and carried out with minor deficiencies.</p> <p>8% = The practical work was completed and carried out with minor shortcomings.</p> <p>10% = Very well-designed and implemented practical work.</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 course content. The oral exam consists of three questions.</p>				
Course requirements	<p>To pass the course, a student must:</p> <ol style="list-style-type: none"> <li>1. Attend more than 70% of the classes. If a student misses more than 30% to 50% of the classes, he/she will be required to complete additional assignments, or if he/she misses more than 50%, he/she will be denied the right to signature, take the exam, and receive points.</li> <li>2. Complete practical assignments.</li> <li>3. Pass the oral exam.</li> </ol>				
Mid-term and final exam term	They are given at the beginning of the academic year and published in ISVU.				
Additional information on the course	<p>Materials for lectures and seminars are published on the official e – learning platform.</p> <p>In the case of distance learning, there may be deviations in the location of the course, the implementation of activities, the methods of interpretation and teaching and assessment methods, student obligations and available literature. The course instructor will inform students about this when distance learning begins. The learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Findak, V. (2003). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga.</li> <li>2. Neljak, B. (2011). <i>Opća kineziološka metodika</i>. Zagreb: Kineziološki fakultet.</li> <li>3. Neljak, B. (2011). <i>Kineziološka metodika u osnovnom i srednjem školstvu</i>. Zagreb: Kineziološki fakultet.</li> </ol>				

	<p>4. Pejčić, A., &amp; Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.</p> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Mišigoj-Duraković, M. (2008). <i>Kinantropologija: Biološki aspekti tjelesnog vježbanja</i>. Zagreb: Kineziološki fakultet.</li> <li>2. Mišigoj-Duraković, M., i suradnici. (2018). <i>Tjelesno vježbanje i zdravlje</i>. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>3. Sekulić, D., &amp; Metikoš, D. (2007). <i>Uvod u transformacijske postupke u kineziologiji</i>. Split: Fakultet prirodoslovno-matematičkih znanosti i kineziologije Sveučilišta u Splitu.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Ministarstvo znanosti, obrazovanja i sporta. (2019). <i>Predmetni kurikulum</i>. Zagreb: MZOS.</li> </ol>
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Course Syllabus			
Course Code and Title	292059 Croatian children's novel		
Name of Lecturer	<a href="#">Full professor Kristina Riman, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Elective	Study level	Integrate
Semester	Summer	Study year	III
Classroom location	classroom	Teaching language(s)	Croatian, English
ECTS credits	3	Number of hours per semester	15L – 15S – 0T
Prerequisites	There are no prerequisites for enrollment.		
Correlativity	Literature for Children and Young People, Theory of Literature I and II, Croatian oral literature, Methodology of the Croatian language		
Objective of the course	The goal of this course is to familiarize students with the basic concepts of children's and young adult literature. Students should acquire basic knowledge of the types of children's and young adult literature and their development, and develop the ability to independently interpret literary content intended for children and young adults.		
Learning outcomes	<ol style="list-style-type: none"> <li>1. Correctly define basic terms in the field of children's and young adult literature.</li> <li>2. Interpret individual achievements in the field of children's and young adult literature.</li> <li>3. Analyze selected literary works for children and adolescents.</li> <li>4. Critically evaluate individual works for children and adolescents.</li> <li>5. Apply acquired skills to literary works for children and adolescents.</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Introduction to the study of the Croatian children's novel (Definition and name. Reception orientation).</li> <li>2. Characteristics of the Croatian children's novel (classification and periodization)</li> <li>3. The beginnings of the Croatian children's novel.</li> <li>4. A realistic children's novel.</li> <li>5. The mature age of the Croatian children's novel.</li> <li>6. Contemporary Croatian children's novel and novel for young adults.</li> </ol>		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities (delete the excessive)	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity of L, S, T	1.- 5.	23	0.8	10%
	Individual tasks (homework)	2.- 5.	7	0.2	30%
	Oral presentations	1.- 5.	15	0.5	30%
	Exam (oral, written, concert)	1.,2.,5.	45	1.5	30%
	Total		90	3	100%
<p>Additional information (assessment criteria):</p> <p>Class attendance It is desirable that students attend class and actively participate. A student can earn 10% of the points if he/she is absent less than 4 times in a lesson. 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>Preparation and evaluation of the seminar paper The main goal of the seminar paper is to interest and inform students about the chosen seminar topic. The duration of the seminar paper can be up to 20 minutes.</p> <p>Students are required to submit the presentation and other electronic materials they will use in the presentation to the Distance Education (e-learning) Forum at least 72 hours before the presentation.</p> <p>When evaluating the seminar paper, the following indicators are important:</p> <ol style="list-style-type: none"> <li>1. Coverage of the topic (are the main contents presented in an appropriate manner, are appropriate examples given)</li> <li>2. Presentation of the topic (certainty, without reading instructions, clarity, comprehensibility, freedom from errors - in terms of content and language)</li> <li>3. Student activity and motivation (ability to focus attention on the topics and activities presented; successful encouragement of students to actively participate)</li> </ol> <p>Final test The final knowledge test will be administered through a final oral exam. Selected reading titles and assigned literature chapters should be prepared for the exam.</p> <p>A student who cannot participate in the final knowledge test must withdraw from the exam registration in time, otherwise he/she will be considered to have taken the exam and failed it.</p>					
Course requirements	For a successful completion of the course, students must:				

	<ol style="list-style-type: none"> <li>1. Attend class.</li> <li>2. Present orally the seminar paper on the chosen topic according to the presentation plan agreed upon at the first meeting and posted on the Distance Learning Portal.</li> <li>3. Pass the exam.</li> </ol>
Mid-term and final exam term	Exam deadlines are announced at the beginning of the academic year at ISVU.
Additional information on the course	<p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> <li>- the place of the course</li> <li>- the conduct of the activities, the methods of interpretation and teaching, and the methods of evaluation</li> <li>- the obligations of the students</li> <li>- the available literature.</li> </ul> <p>The course teacher will inform students when distance learning takes place at noon. The learning outcomes will remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <p>Hameršak, M., Zima, D. (2015). Uvod u dječju književnost. Zagreb: Leykam International, str. 197.-224.</p> <p>Majhut, B. (2005). Pustolov, siroče i dječja družba: hrvatski dječji roman do 1945. Zagreb: FF press, Zagreb.</p> <p>Vrcić-Mataija, S. (2018). Hrvatski realistični dječji roman, Zadar: Sveučilište u Zadru</p> <p>Optional:</p> <p>Hranjec, S. (1998). Hrvatski dječji roman. Zagreb: Znanje.</p> <p>Kolar-Dimitrijević, M. (2012). Tragovi vremena u djelima Mate Lovraka. Zagreb: Srednja Europa.</p> <p>Majhut, B. (2008). Recepcija romana Čudnovate zgode Šegrta Hlapića Ivane Brlić Mažuranić, Nova Croatica 2 (2), 43-115.</p> <p>Težak, D. (1990). Dječji junak u romanu i filmu. Zagreb: Školske novine.</p> <p>Težak, D. (2006). Vitez i Kušan – začetnici moderne hrvatske dječje književnosti. Metodika 7 (3), 279-288.</p> <p>Vrcić-Mataija, S. (2012). Prilog tipologiji hrvatskog dječjeg romana. Fluminensia, 3 (2), 143-154.</p> <p>Zima, D. (2011). Kraći ljudi: povijest dječjeg lika u hrvatskom dječjem romanu, Zagreb: Školska knjiga.</p> <p>Referential:</p> <p>Libri &amp; Liberi: časopis za istraživanje dječje književnosti i kulture Književnost i dijete</p> <p>Reading (select 10 titles):</p> <p>I. Brlić Mažuranić: Čudnovate zgode Šegrta Hlapića</p>

	<p>M. Lovrak: Vlak u snijegu; Družba Pere Kvržice</p> <p>I. Kušan: Uzbuna na Zelenom Vrh; Koko i duhovi; Koko u Parizu; Lažeš, Melita; Ljubav ili smrt</p> <p>M. Matošec: Tiki traži neznanca; Strah u Ulici lipa; Suvišan u svemiru</p> <p>A. Gardaš: Duh u močvari; Miron u škripcu; Filip dječak bez imena</p> <p>M. Gavran: Sretni dani; Kako je tata osvojio mamu; Zaljubljen do ušiju; Svašta u mojoj glavi</p> <p>H. Kovačević: Tajna Ribljeg Oka; Tajna mačje šape; Tajna Tužnog psa; Tajna graditelja straha; Tajna zlatnog zuba</p> <p>Z. Krilić: Čudnovata istina; Zabranjena vrata; Veliki zavodnik</p> <p>P. Pavličić: Zeleni tigar; Petlja; Trojica u Trnju</p> <p>T. Horvat: Tajna Gornjega grada;</p> <p>B. Dovjak-Matković: Zagrebačka priča</p> <p>D. Horvatić: Junačina Mijat Tomić</p> <p>I. Šajatović: Tajna ogrlice sa sedam rubina</p> <p>J. Cvenić: Čvrsto drži joy-stick</p> <p>J. Bitenc: Twist na bazenu</p> <p>Š. Storić: Poljubit ću je uskoro, možda</p> <p>J. Horvat: Waitapu</p> <p>N. Pulić: Maksimirci; Ključić oko vrata</p> <p>M. Rundek: Psima ulaz zabranjen</p> <p>B. Prosenjak: Divlji konj</p> <p>H. Hitrec: Smogovci, Eko Eko</p> <p>D. Miloš: Bijeli klaun</p> <p>Z. Pongrašić: Gumi-gumi</p> <p>B. Primorac: Maturalac</p> <p>D. Jelačić-Bužimski: Sportski život Letećeg Martina; Balkanska mafija; Martin protiv CIA-e i KGB-a</p> <p>V. Stahuljak: Don od Tromede</p> <p>M. Jurić Zagorka: Kći Lotrščaka</p> <p>S. Škrinjarić: Ulica predaka; Čarobni prosjak</p> <p>S. Šesto: Debela; Vanda; Tko je ubio Pašteticu</p> <p>N. Mihelčić: Bilješke jedne gimnazijalke</p> <p>M. Brajko Livaković: Kad pobijedi ljubav</p> <p>S. Pilić: O mamama sve najbolje; Sasvim sam popubertetio; Mrvice iz dnevnog boravka</p> <p>G. Tribuson: Legija stranaca; Rani dani; Ne dao Bog većeg zla</p>
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Course Syllabus					
Course Code and Title	291742 Fundamentals of choir singing				
Names of Lecturers	<a href="#">Full professor Ivana Paula Gortan Carlin, PhD</a> <a href="#">MSc Branko Radić, lecturer</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Elective	Study level	Integrate		
Semester	Summer	Study year	III		
Classroom location	classroom	Teaching language(s)	Croatian (Italian, Slovenian)		
ECTS credits	3	Number of hours per semester	15L – 0S – 15T		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Methodology of Music Culture I., Methodology of Music Culture II., Work with Gifted Children, Croatian Musical Heritage				
Objective of the course	adopt the general principles of leading different types of choirs, with an emphasis on children's choirs of preschool and school age				
Learning outcomes	1. process the selected song to sing 2. define the criteria for the selection of quality and aesthetically valuable choral literature 3. conduct using the basic techniques of choral conducting 4. make music in a group performance of a musical work 5. use the acquired interpretive knowledge and skills				
Course content (syllabus)	1. Basics of music theory 2. Elements of musical expression 3. Basics of vocal technique 4. Accurate intonation, phrasing, articulation and agogics when singing 5. Group music-making 6. Basics of conducting (timing) 7. Processing the composition 8. Memorization of textual and melodic units 9. Work with the choir 10. Getting to know the choral literature 11. Getting to know the communication between the conductor and the choir 12. Visits to various choirs and vocal ensembles				
	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity of L, T	1.- 5.	22.5	0.75	20%
	Individual tasks	1.- 5.	22.5	0.75	30%

	(homework)				
	Review from the visit to the choirs	1.- 5.	9	0.3	10%
	Review of the vocal concert	1.- 5.	9	0.3	10%
	Going to the concert	1.- 5.	3	0.1	0%
	Exam (written)	1.- 5.	24	0.8	30%
	Total		90	3	100%
	<p>Further clarifications (evaluation criteria):</p> <p>Attendance is compulsory. 30% of absences that do not need to be justified are tolerated.</p> <p>Attendance is assessed as follows:</p> <p>0 % = Does not attend lectures and exercises (from 5 absences onwards)</p> <p>20 % = Attends lectures</p> <p>Activity in class (singing and conducting) is evaluated as follows:</p> <p>2.5% = conducts with difficulty.</p> <p>5 % = conducts without difficulty</p> <p>+</p> <p>2.5% = sings with difficulty.</p> <p>5 % = sings without difficulty.</p> <p>+ 10% sings the song by heart (soloist)</p> <p>+ 10% sing the song by heart (in a group or choir)</p> <p>Reviews from out-of-classroom classes are evaluated as follows:</p> <p>0 % = Review not written</p> <p>10 % = A review of the visits to the choirs was written</p> <p>+</p> <p>10 % = Written review of the vocal concert attended.</p> <p>The review is submitted in electronic or printed form 7 days after the music event has been attended. The delay reduces the points by 25% of the anticipated.</p> <p>A written exam can be obtained at most 30% of the share in the grade.</p> <p>0% = less than 50% correct answers</p> <p>Each subsequent % carries a 0.6 share in the rating.</p>				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> <li>1. actively follow classes and participate in all forms of teaching</li> <li>2. attend a choir rehearsal</li> <li>3. attend to a vocal music concert</li> <li>4. write 2 reviews from the rehearsal and the concert</li> <li>5. pass a written exam</li> </ol> <p>To pass the course, the student must earn a total of 50% of points in any segment.</p>				
Mid-term and final exam term	Deadlines are published in the ISVU system and in Studomat.				
Additional information	<p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> <li>- the place of the course</li> <li>- the conduct of the activities, the methods of interpretation and teaching, and the methods of evaluation</li> </ul>				

on the course	<ul style="list-style-type: none"> <li>- the obligations of the students</li> <li>- the available literature.</li> </ul> <p>The course teacher will inform students when distance learning takes place at noon. The learning outcomes will remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Gjadrov, I. (2002). Umijeće dirigiranja. Zagreb: Music play. (14-24, 72)</li> <li>2. Manasteriotti, V. (1987). Muzički odgoj na početnom stupnju. Zagreb: Školska knjiga. (str. 82-124)</li> <li>3. Njirić, N. (2001). Put do glazbe. Zagreb: Školska knjiga. (str. 9-46)</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Jerković, J. (2003). Osnove dirigiranja I: taktiranje. Osijek: Sveučilište Jurja Strossmayera.</li> <li>2. Jerković, J. (2001). Osnove dirigiranja II: interpretacija. Osijek: Sveučilište Jurja Strossmayera.</li> </ol> <p>Poems from various songbooks</p>

Course Syllabus					
Course Code and Title	288966 Children's motor development				
Name of Lecturer	<a href="#">Full Professor Iva Blažević, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Elective	Study level	Integrated		
Semester	Summer	Study year	III		
Classroom location	Classroom Sport Hall	Teaching language(s)	Croatian (Italian)		
ECTS credits	3	Number of hours per semester	15L – 0S – 15T		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Kinesiological Culture, Kinesiology, Kinesiological Methodology I., Kinesiological Methodology II., Kinesiological Methodology III., Pedagogy, Didactics, Sociology of Education, Developmental Psychology, Educational Psychology, Social Pedagogy				
Objective of the course	interpret and analyze the motor development of the child in accordance with the developmental periods and the possibility of stimulating motor development in children				
Learning outcomes	1. Interpret the biological laws of growth and development 2. analyze developmental characteristics, phases of growth and development, and factors on which motor development depends 3. analyze developmental motor disorders 4. evaluate the possibilities of encouraging children's motor development				
Course content (syllabus)	1. Biological laws of growth and development 2. Motor development 3. Motor development factors 4. The connection between motor development and emotional, social and cognitive development 5. Development of motor and functional skills 6. Developmental motor disorders 7. Encouraging motor development in children 8. Evaluation of the effects of motor development promotion programs				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hou rs	ECTS credits	Grade ratio (%)
	Class activities (L, T)	1. – 4.	17	0.6	10%
	Seminar paper	4.	28	0.9	10%
	Exam (oral)	1. – 4.	45	1.5	80%
	Total		90	3	100%
	Further clarifications (evaluation criteria): The seminar paper is evaluated as follows: 0% = Term paper not written and presented. 2% = The term paper is not written, but it is presented with major flaws. 4% = The term paper was written with major flaws and presented with major flaws. 6% = The seminar paper was made with major defects and presented with				

	<p>minor defects.</p> <p>8% = The seminar paper was made and exhibited with minor defects.</p> <p>10% = Very well made and exhibited seminar paper.</p> <p>The oral exam is a kind of recapitulation of everything learned during the semester and reflects the general preparation and readiness to apply the learned course content. The oral exam consists of three questions on which a maximum of 80% of the grade can be achieved.</p>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. research and present a program to encourage children's motor development</li> <li>2. pass the oral exam.</li> </ol>
Mid-term and final exam term	<p>They are given at the beginning of the academic year, they are published on the University's website and in ISVU.</p>
Additional information on the course	<p>Materials for lectures and seminars are published on the official e-learning portal.</p> <p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <p>Teacher will inform students about the changes when distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Gallahue, D., Ozmun, J. C., &amp; Goodway, J. D. (2012). Understanding Motor Development: Infants, Children, Adolescents, Adults (7th ed.). New York: McGraw-Hill Companies, Inc. (odabrana poglavlja)</li> <li>2. Malina, R., Bouchard, C., Bar-Or, O. (2004). Growth, Maturation and Physical Activity. 2nd ed. Champaign, IL: Human Kinetics. (odabrana poglavlja).</li> <li>3. Mišigoj-Duraković, M. (2008). Kinantropologija: biološki aspekti tjelesnog vježbanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>4. Haibach-Beach, P., Reid, G., Collier, D. (2018). Motor learning and development. Champaign, IL: Human Kinetics.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Kosinac, Z. (2011). Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine. Split: Savez školskih športskih društava grada Splita.</li> <li>2. Mardešić, D. i sur. (2016). Pedijatrija. Zagreb: Školska knjiga.</li> </ol>

#### 4<sup>th</sup> YEAR

Course Syllabus			
Course Code and Title	96500 Croatian language teaching methodology II		
Names of Lecturers	<a href="#">Assistant professor Ivana Nežić, PhD</a> <a href="#">Samanta Paronić, PhD lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Course level	Integrated
Semester	Winter	Year of study	IV
Classroom location	Classroom	Execution language	Croatian
ECTS credits	5	Number of hours per semester	30L – 0S – 30T
Prerequisites	There are no prerequisites		
Correlativity	Croatian Language I, Croatian Language II, Children's Literature, Written Expression, Methodology of the Croatian Language I, Methodology of the Croatian Language III, as well as other language-artistic courses. Prior knowledge of written expression and knowledge of spelling rules are expected.		
Objective of the course	train them to apply the same in work with students from 1st to 4th grade of elementary school, develop skills of written expression, develop skills of working in a team and certainly the ability to apply knowledge in practice		
Learning outcomes	<ol style="list-style-type: none"> <li>1. correctly interpret the basic concepts of the methodology of the Croatian language</li> <li>2. analyze professional methodological literature in order to apply the acquired knowledge in teaching practice</li> <li>3. write printed and written letters correctly and adopt basic rules for initial reading</li> <li>4. to analyze the teaching methods of the Croatian language</li> </ol>		
Course content (syllabus)	<ul style="list-style-type: none"> <li>- Methodology of initial reading and writing: prerequisites for successful reading and writing, review of current methodological literature</li> </ul>		

	<ul style="list-style-type: none"> <li>- Methodology of literature: an overview of current methodology of literature and the representation of literary content in curricula, compulsory textbooks and other work material in primary education. Lists of compulsory student reading in primary education. Examples of teaching units (different approaches), possibilities of inter-area and inter-subject correlation.</li> <li>- Methodology of media culture: review of methodological literature and representation of content in curricula, compulsory textbooks and other work material in primary education. Lists of magazines for primary education students. Examples of teaching units (different approaches), possibilities of inter-area and inter-subject correlation.</li> <li>- Language methodology: review of methodological literature and representation of content in teaching programs, compulsory textbooks and other work material in primary education. Examples of teaching units and possibilities of cross-disciplinary correlation.</li> <li>- Methodology of linguistic and written expression: review of methodological literature and representation of content in curricula, compulsory textbooks and other work material in primary education. Examples of teaching units with the possibility of inter-area and inter-subject correlation.</li> </ul>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS Credits	Grade ratio (%)
	Activity on lectures	1.-4.	45	1.6	20%
	seminar work, exercises	1.-4.	24	0.8	20%
	colloquium and preparation for continuous knowledge testing	1.-4.	39	1.3	30%
	exam preparation and passing	1.-4.	42	1.4	30%
	in total		150	5	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>Class attendance is mandatory. 30% of absences are tolerated and do not need to be excused. Every week, students are required to create independent tasks and present them at the next meeting. In the semester, two colloquiums are written (knowledge of the spelling norms of the Croatian language and grammar, which is the content of work in primary education).</p> <p>At the end of the semester, there is a final exam (written). The</p>				

final grade includes the evaluation of the seminar work, exercises, colloquiums and class activities that include the analysis of independent tasks.

Participation in classes is evaluated as follows:

0% = Does not attend classes.

4% = Attends classes, but does not participate in work, i.e., independent assignments are not written more than 3 times.

8% = Prepared, but the independent tasks are incomplete  
- with major shortcomings (independent tasks regularly with errors, more than three times).

12% = Prepared, but the independent tasks are incomplete - with minor shortcomings (independent tasks with only a few mistakes).

16% = Regularly prepared, independent tasks are correct, voluntarily participates in the teaching process.

20% = Shows a high degree of interest in the course, is always prepared; asks questions and problematizes topics related and important to the course, brings additional materials related to the topic being discussed.

Seminar work/exercises are graded as follows:

0% = The seminar is written but contains many grammatical and spelling mistakes, the content of the seminar is not related to the title of the seminar.

4% = The seminar is incomplete - with major content deficiencies. Less than three sources of data were used (literature, Internet sources).

8% = The seminar is incomplete - with minor content deficiencies. Fewer than five data sources were used (literature, Internet sources)

12% = The seminar has minor content deficiencies. Less than seven data sources were used (literature, Internet sources).

16% = The seminar paper is correctly written, supported by data from domestic literature (more than 10) and all together form a content whole.

20% = The seminar paper is written in detail, supported by data from domestic and international literature (more than 10) and all together form a meaningful whole.

The paper will not be graded positively if parts of the text that have been copied verbatim, but not quoted, spelling and/or grammatical errors are noticed even after the professor's comments. At the first lecture, students will receive a copy of the seminar paper, which is considered exemplary, and will refer to similar papers published in periodicals.

Colloquiums

In order for the student to take the final written exam, both colloquiums must be positively passed. Given that the colloquium

	<p>examines content covered in primary education and the teacher (current students) must convey that content to the students, the colloquium will be positive if the candidate achieves at least 70%.</p> <p>from 70% to 80% good (3) – 10%</p> <p>from 81% to 90% very good (4) – 20%</p> <p>more than 91% excellent (5) – 30%</p>
Course requirements	To pass the course, the student must: attend and actively participate in lectures and exercises (possible absence is 30% of the total hourly rate)
Mid-term and final exam term	They are published on the Faculty's website and on Studomat.
Additional information on the course	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 instructor of the course will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.
Bibliography	<p>Compulsory:</p> <ol style="list-style-type: none"> <li>1. Bežen, A., (2008). Methodology - the science of teaching a</li> <li>2. Bežen, A., (2008). Metodika - znanost o poučavanju nastavnog predmeta, Učiteljski fakultet - Profil, Zagreb</li> <li>3. Rosandic', D., (2005). Metodika književnog odgoja i obrazovanja, Zagreb, Školska knjiga</li> <li>4. Rosandic', D., (1993). Novi metodički obzori: Prinosi metodici hrvatskog jezika i književnosti, Zagreb, Školske novine</li> <li>5. Težak, S., (1996). Teorija i praksa nastave hrvatskoga jezika 1 i 2, Školska knjiga, Zagreb</li> <li>6. Udžbenička literatura i nastavni programi za više razrede osnovne škole i srednju školu. Popis na: <a href="http://public.mzos.hr/Default.aspx?sec=3074">http://public.mzos.hr/Default.aspx?sec=3074</a> (popis odobrenih udžbenika za OŠ i SŠ)</li> <li>7. Časopisi: Metodički obzori, Metodički ogledi, Život i škola</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Biblioteka Ključ za književno djelo, Metodičke upute, Školska knjiga, Zagreb</li> <li>2. Benjak, M., (2001). Književnost(i) u kontaktu, Izdavački centar Rijeka, Rijeka</li> <li>3. Benjak, M., (2005). Požgaj Hadži, V., Bez predrasuda i stereotipa, Izdavački centar Rijeka</li> <li>4. Benjak, M., (2006). Stendhalovi i Flaubertovi romani u metodičkom obzoru, Sveučilište u Rijeci, Pula</li> <li>5. Diklić - Rosandić - Šabić, (1990). Odzivi i dozivi lirske pjesme, PKZ, Zagreb.</li> <li>6. Diklić, Z., (1989). Lik u književnoj, scenskoj i filmskoj umjetnosti, Školska knjiga, Zagreb</li> <li>7. Kajić, R., (1981). Roman u sustavu problemske nastave, Školska knjiga, Zagreb</li> <li>8. Kermek-Sredanović, M., (1991). Književni interesi djece i omladine, Zagreb, Školska knjiga</li> <li>9. Kovačević', M., (1998). Književno-metodička motrišta, Zagreb, Školske novine</li> <li>10. Lagumdžija, N., (2000). Basna u osnovnoškolskoj nastavi književnosti, Hena Com, Zagreb</li> <li>11. Pavletić, V., (1995). Kako razumjeti poeziju, Školska knjiga,</li> </ol>

	<p>Zagreb, 1995.</p> <p>12. Perotti, A. (1995). Pleoaje za interkulturalni ogoj i obrazovanje, Educa, Zagreb</p> <p>13. Rosandić, D., (2003). Kurikulski metodički obzori, Školske novine, Zagreb</p> <p>14. Šabić, A. G., (1983). Lirska poezija u razrednoj nastavi, Školska knjiga, Zagreb</p> <p>15. Šabić, A. G., (1991). Učenik i lirika, Školska knjiga, Zagreb.</p> <p>16. Težak, S. (1977). Prilozi interpretaciji lirske pjesme, PKZ, Zagreb</p>
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Course Syllabus			
Course Code and Title	156756 Mathematics teaching methodology I		
Names of Lecturers	<a href="#">Associate Professor Sandra Kadum, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winnter	Study year	IV
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	5	Number of hours per semester	30L – 0S –15T
Prerequisites	Basic knowledge of elementary mathematics acquired during primary and secondary education. Basic knowledge of pedagogy and didactics. In order to take the exam, it is necessary to have passed the second-year courses: Fundamentals of Mathematics, Elementary Geometry and Didactics.		
Correlativity	Mathematics teaching methodology II and Mathematics teaching methodology III.		
Objective of the course	adopt basic knowledge and theoretical knowledge in the field of mathematics teaching methodology		
Learning outcomes	<ol style="list-style-type: none"> <li>1. describe the cognitive characteristics of the process of learning mathematics</li> <li>2. define modern standards of mathematical competences</li> <li>3. connect the cognitive abilities of children with the levels of acquisition of mathematical material and the valid curriculum</li> <li>4. apply the basics of methodical teaching design through teaching situations in the initial learning of mathematics</li> <li>5. create an annual/monthly/thematic curriculum</li> <li>6. analyse teaching preparations</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Introduction to mathematics methodology as a scientific discipline. Defining basic concepts, goals, and tasks in mathematics methodology.</li> <li>2. Introduction to the curriculum of the subject of mathematics.</li> <li>3. Scientific methods in mathematics teaching.</li> <li>4. Connecting mathematics with other subjects, interdisciplinary topics and everyday life.</li> <li>5. Psychological foundations of mathematics teaching. Subjective assumptions for the formation of basic mathematical concepts.</li> <li>6. Cognitive foundations of initial mathematics teaching. Methodical approach to the formation of basic mathematical concepts.</li> <li>7. Principles in mathematics teaching.</li> <li>8. Methods and forms of work in mathematics teaching.</li> <li>9. Teaching aids in mathematics teaching.</li> <li>10. Organization of the lesson.</li> <li>11. Planning, from curriculum to lesson preparation.</li> </ol>		

	12. Evaluation of mathematical content. 13. Interesting facts from the world of mathematics.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activities (classwork and fieldwork, workshop)	1.-6.	34	1.1	35%
	Exam (written)	1.-6.	45	1.5	30%
	Exam (oral)	1.-6.	71	2	35%
	Total		150	5	100%
	Additional information (assessment criteria): Colloquiums and/or written exams are graded as follows (but also in more detail in percentage, considering the share of points in the total number of points, and then the share in the total grade) less than 9 points = without grade from 9 to 10 points = grade 2 from 11 to 13 points = grade 3 from 14 to 15 points = grade 4 from 16 to 18 points = grade 5				
Course requirements	To pass the course, the student must: 1. attend classes regularly and actively participate in all forms of classes (at least 70% attendance at exercises and at least 70% attendance at lectures) 2. regularly create independent assignments and group assignments (at least 50% of grade points) 3. pass the written exam (at least 50% of grade points) 4. pass the oral exam (at least 50% of grade points)				
Mid-term and final exam term	Dates are available on the Department's website and the ISVU database.				
Additional information on the course	Materials for lectures and exercises are published on e-learning. In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Markovac, J. (2001.) <i>Metodika početne nastave matematike</i> . Školska knjiga. 2. Kurnik, Z. (2009.) <i>Znanstveni okviri nastave matematike</i> . Element. 3. Liebeck, P. (1985). <i>Kako djeca uče matematiku</i> . EDUCA.  Referential: 1. Kurikulum nastavnog predmeta Matematika <a href="https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/predmetni-kurikulumi/539">https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/predmetni-kurikulumi/539</a> 2. Kurikulumi međupredmetnih tema <a href="https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/međupredmetne-teme/3852">https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/međupredmetne-teme/3852</a> 3. Aktualni udžbenici za matematiku od 1. do 4. razreda osnovne škole  Optional: 1. Jensen, E. (1998) <i>Super nastava</i> . Naklada Slap.				

	<p>2. Jurjević Jovanović, I., Rukljač, I., Viher, J. (2020), <i>Vrednovanje u razrednoj nastavi</i>, Školska knjiga.</p> <p>3. Matijević, M. i Radovanović, D. (2011) <i>Nastava usmjerena na učenika</i>. Školske novine.</p> <p>4. Mattes, W. (2007) <i>Rutinski planirati - učinkovito poučavati</i>: Naklada Ljevak.</p> <p>5. MIŠ – Časopis <i>Matematika i škola</i>, Element. <a href="https://mis.element.hr/">https://mis.element.hr/</a></p>
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Course Syllabus			
Course Code and Title	96502 Music teaching methodology II		
Names of Lecturers	<a href="#">Assistant professor Anita Gergorić, PhD</a> <a href="#">MSc. Branko Radić, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	IV
Classroom location	the classroom, exercise room in elementary school, room for public performance	Teaching language(s)	Croatian (Italian, Slovenian)
ECTS credits	4	Number of hours per semester	30L – 0S – 15T
Prerequisites	Passed exams in Musical Culture, Musical theory and instrument playing, Instrument playing 1, Instrument playing 2, Music teaching methodology I.		
Correlativity	Musical culture, Musical theory and instrument playing, Instrument playing I, Instrument playing II, Music teaching methodology I, Croatian language teaching methodology, Visual art teaching methodology, Kinesiology teaching methodology, Working with gifted pupils, Working with children with developmental disabilities		
Objective of the course	process all organizational forms of work in the field of singing and playing, using musical terminology, and present what has been learned in a public performance		
Learning outcomes	1. list the advantages and disadvantages of different teaching forms and methods of working in musical culture 2. recognize students' musical abilities 3. distinguish Croatian folk music 4. recognize students' musical hearing, rhythm and musical memory by singing, playing and working with nursery rhymes 5. demonstrate knowledge of music theory, musical art, singing and playing on a theoretical and practical level		
Course content (syllabus)	1. different approaches to teaching music culture 2. music culture in the lower grades of primary school 3. outcomes in the teaching of music culture in the lower grades of primary school 4. musical abilities 5. singing as an area of music culture		

	6. the process of learning to sing 7. musical instruments 8. playing as an area of music culture 9. nursery rhymes 10. observation of expressive elements 11. Croatian folk music 12. preparation for performance and public performance 13. fieldwork (theatre, concert)				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS Credits	Grade ratio (%)
	Activity L and T	1. – 5.	34	1.1	10 %
	Activities (general rehearsal and performance)	1. – 5.	8	0.3	20 %
	Written projects (making four preparations for the performance)	1. – 5.	30	1	30 %
	Exam (written)	1. – 5.	18	0.6	20 %
	Exam (oral)	1. – 5.	30	1	20 %
	Total		120	4	100 %
	Additional information (assessment criteria): Class attendance is mandatory. 30% of absences are tolerated (so a total of 12 hours). Class attendance is evaluated as follows: Four preparations are necessary for immediate work in elementary school, after which a public performance (concert) is prepared. The writing of the preparation is assessed: 0 % - no preparation was written. Each preparation is graded from 1 to 5. The grade is also a part of the final grade. 1% - the preparation was not written within the deadline, but it was done on time. 2% - the preparation written and done within the deadline and graded as sufficient 3% - the preparation is written and done within the deadline and graded as good 4% - the preparation is written and done within the deadline and graded as very good 5% - the preparation is written and done within the deadline and graded as excellent +10% - transfer of knowledge and skills to students Dress rehearsal and performance 0 % = At the performance, the criteria set in the lectures were not met or the performance was not attended (insufficient grade)				

	<p>5 % = The performance partially met the criteria set in the lectures (grade sufficient)</p> <p>10 % = The performance partially met the criteria set in the lectures (grade good)</p> <p>15 % = The performance met almost all the criteria set in the lectures (grade very good)</p> <p>20 % = At the performance, all the criteria set in the lectures were met</p> <p>The written exam (material from the curriculum) is graded as follows, and the max. share in the grade is 20 %.</p> <ul style="list-style-type: none"> <li>- Less than 50% of correct answers = 0%.</li> <li>- From 51% to 100%, each following correct answer carries a proportional percentage share.</li> </ul> <p>Oral exam</p> <p>The skill of playing melodic Orff instruments with a song and with a nursery rhyme is evaluated. The songs are chosen from the music culture textbook of the 2nd grade of elementary school. The textbook is chosen by the student.</p> <ul style="list-style-type: none"> <li>0 % = The student does not know how to play and sing</li> <li>7.5 % = The student can play and sing well enough</li> <li>15 % = The student can play and sing well</li> <li>22.5 % = The student is very good at playing and singing</li> <li>30 % = The student knows how to play and sing</li> </ul> <p>Students can take the exam if they have collected at least 20% of the grade during the class.</p> <p>In order to pass the course, the student must take and pass the written exam during the exam period.</p> <p>If the agreed deadlines are not respected, the set points are reduced by 25%.</p>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>6. attend classes</li> <li>7. make four preparations for the performance</li> <li>8. sing, play and conduct the performance</li> <li>9. pass the written exam</li> <li>10. pass the oral exam</li> </ol>
Mid-term and final exam term	<p>General rehearsal and performance take place during December. Deadlines are published on the website of the Faculty of Educational Sciences and via ISVU.</p>
Additional information on the course	<p>All written preparations are submitted in class or by e-mail within the agreed time.</p> <p>In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>4. Rojko, P. (1996). Metodika nastave glazbe: teoretsko-tematski aspekti (Glazbena nastava u općeobrazovnoj školi). Osijek: Sveučilište Josipa Jurja Strossmayera, Pedagoški fakultet Osijek. (II. elektroničko izdanje. Zagreb, 2012.), str. 22 – 137.  <a href="https://bib.irb.hr/datoteka/566005.ROJKO_Metodika_nastave_glazbe_Teorijsko_tematski_aspekti.pdf">https://bib.irb.hr/datoteka/566005.ROJKO_Metodika_nastave_glazbe_Teorijsko_tematski_aspekti.pdf</a></li> <li>5. Michels, U. (2004). Atlas glazbe. Zagreb: Golden marketing-Tehnička knjiga, sv. 1., str. 24-109.</li> <li>6. Mihelić, I. (2009). Hrvatska folklorna glazba. Zagreb: Profil, str. 260.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Dobrota, S. (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet u Splitu – Odsjek za učiteljski studij,</li> <li>2. Njirić, N. (1992). Pjevanka. Zagreb: Školska knjiga.</li> <li>3. Lebič, L., Loparnik, B. (1992). Osnove glasbene umetnosti. Ljubljana: Mladinska knjiga.</li> <li>4. Pace, A. (2012). Musica e formazione primaria. Padova: libreriauniversitaria.it edizioni.</li> <li>5. Pesek, A. (1997). Otroci v svetu glasbe. Ljubljana: Mladinska knjiga.</li> <li>6. Vidulin-Orbanić, S. (ur.) (2013). Zbornik radova s Trećeg međunarodnog simpozija glazbenih pedagoga. Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 3. Pula: Sveučilište Jurja Dobrile u Puli.</li> <li>7. Vidulin-Orbanić, S. (ur.) (2011). Monografija radova s Drugog međunarodnog simpozija glazbenih pedagoga. Glazbena nastava i nastavna tehnologija: mogućnosti i ograničenja. Pula: Sveučilište Jurja Dobrile u Puli.</li> <li>8. Vidulin-Orbanić, S. (ur.) (2009). Zbornik radova s Prvog međunarodnog simpozija glazbenih pedagoga. Glazbena pedagogija u svjetlu sadašnjih i budućih promjena. Pula: Sveučilište Jurja Dobrile u Puli.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Kurikulum nastavnog predmeta Glazbena kultura za Osnovne škole i Glazbena umjetnost za Gimnazije (<a href="https://narodne-novine.nn.hr/clanci/sluzbeni/2019_01_7_151.html">https://narodne-novine.nn.hr/clanci/sluzbeni/2019_01_7_151.html</a>)</li> <li>2. various songbooks.</li> </ol>
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Course Syllabus			
Code and Title of Course	96503 Visual arts teaching methodology I		
Teacher	<a href="#">Associate Professor Aleksandra Rotar</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Type of course	Mandatory	Level of course	Integrated
Semester	Winter	Year of study	4
Location	Lecture hall	Language	Croatian
ECTS Points	4	No. of hours in a semester	30L – 0S – 15T
Prerequisites	No requirements for enrolment		
Correlativity	Art Education, Art Education Methodology 2 and 3, Visual Communication and Cultural Heritage, Artistic Creativity - Graphics, Music Education, Music Education Methodology, Nature and Society, Croatian Language and Literature, Children's Literature,		
Objective of the course	To develop creative and motivational competences (to vary, experiment, analyse, describe for preparation for quality work in an elementary school in the Republic of Croatia)		
Learning outcomes	<ol style="list-style-type: none"> <li>1. To apply the competences and knowledge acquired in the field of art (artistic language, art history, artistic techniques and motifs) for artistic expression by children through different fields of art.</li> <li>2. To analyse specific features and deviations in the application of artistic techniques.</li> <li>3. To analyse original works of art by children (phase of development, types of methods, principles, forms of work).</li> <li>4. To apply creative museum education in art education classes.</li> </ol>		
Course Content	<ol style="list-style-type: none"> <li>1. Introduction to the course, literature, aims, students' obligations</li> <li>2. What is art education methodology? The history of AEM.</li> <li>3. Analysis of a contemporary approach to children's artistic creativity. Correlation with classical music and original music performances in situ and literature. Use of e-media in work.</li> <li>4. Analysis of original works by children according to phases of development.</li> </ol>		
	<ol style="list-style-type: none"> <li>5. Picture books for pre-school children, grades 1-4, and professional illustrators and writers of picture books for children</li> <li>6. Museum and gallery education.</li> <li>7. Creation of original works of art by students in all techniques.</li> <li>8. An exhibition poster.</li> </ol>		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Outcomes	Hours	ECTS Credits	Grade ratio (%)
	Activity on Lectures, Exercises	1. – 4.	34	1.1	20%
	Practical Work	1. – 4.	47	1.6	50% (5 x 10 %)
	Oral Examination	1. – 4.	39	1.3	30%
	Total		120	4	100%
Course requirements	<p>1 Attend classes regularly and take an active part in all forms of classes, especially exercises</p> <p>2. Create practical and original works of art</p> <p>3. Attend at least five different exhibitions by professional visual artists and/or pre-school children in a gallery or museum</p> <p>4. Pass the oral examination</p> <p>Note (applies to no. 2): Students must create their practical pieces outside the institution and in situ, in class, according to instructions by the teacher. If students fail to meet all the requirements within the given deadline, they lose the right to the ECTS credits in that academic year. Deadlines must be met in full in this course.</p>				
Mid-term and final exam term	Issued at the beginning of the semester, published on the University web site and ISVU				
Additional information on the course	If classes are held remotely, there may be differences in the location where courses are held, the conduct of activities, the method of interpreting and teaching and forms of evaluation, students' obligations and the available literature. The learning outcomes remain unchanged.				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Belamarić, D. (1986): „Dijete i oblik“. Zagreb: Školska knjiga.</li> <li>2. Grgurić, N.; Jakubin, M. (1996): „Vizualno-likovni odgoj i obrazovanje, metodički priručnik“. Zagreb: Educa.</li> </ol>				

	<p>3. Herceg, L.; Rončević, A.; Karlavaris, B. (2010): „Metodika likovne kulture djece rane i predškolske dobi“. Zagreb: Alfa.</p> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Babić, A. (1997): „Likovna kultura, pregled povijesti umjetnosti“. Osijek.</li> <li>2. Bačić, M. i Bačić J. (2004): „Likovno mišljenje“. Zagreb: Školska knjiga.</li> <li>3. Damjanov, J. (2006): „Metafizika crteža“. Zagreb: Sipar.</li> <li>4. Dorfles, G. (1997): „Kič, antologija lošeg ukusa“. Zagreb: Golden marketing.</li> <li>5. Finci, P. (2014): „Estetska terminologija“. Zagreb: Antibarbarus.</li> <li>6. Fučić, B. (2007): „Iz istarske spomeničke baštine“. Zagreb: Matica hrvatska.</li> <li>7. Jakubin, M.: „Osnove likovnoga jezika i likovne tehnike“. Zagreb.</li> <li>8. Miharija, Ž.; Leko Kolbah, A. (ur.) (1994): „Pomozimo djeci stradaloj u ratu“. Zagreb: Ministarstvo kulture i prosvjete Zavod za školstvo, Zagreb. Ured UNICEF-a u Zagrebu.</li> <li>9. Petrač, L. (2015): „Dijete i likovno umjetničko djelo. Metodički pristupi likovno-umjetničkom djelu s djecom vrtićke i školske dobi“. Zagreb: Alfa.</li> <li>10. Škrbina, D. (2013): „Art terapija i kreativnost. Multidimenzionalni pristup u odgoju, obrazovanju, dijagnostici i terapiji“. Zagreb: Veble commerce.</li> <li>11. Wagner, M. (2000): „Stoppt das Kulturgeschwätz, Eine zeitgemäße Differenzierung von Kunst und/oder Kultur“. Wien-Köln-Weimar: Böhlau.</li> <li>12. Winner, E. (2005): „Darovita djeca – mitovi i stvarnost“. Lekenik: Ostvarenje.</li> <li>13. Zeri, F. (1998): „Picasso, Guernica“. Milano: Rizzoli.</li> </ol>
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Course Syllabus					
Course Code and Title	96504 Programming classmasters' activities				
Name of Lecturer	<a href="#">Associate Professor Sandra Kadum, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	IV		
Classroom location	Classroom	Teaching language(s)	Croatian (Italian)		
ECTS credits	2	Number of hours per semester	15L – 0S – 15T		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Pedagogy, Didactics, teaching methodologies				
Objective of the course	to understand the importance of the classmasters' activities in the school and their role and the possibility of acting in the processes of improving the overall activity of the school				
Learning outcomes	1. to interpret the role of the classmaster in the school context, bearing in mind the complexity and multidimensionality of the phenomenon 2. to design the program for classmaster, arguing the chosen approach 3. to analyze the training program of the classmaster 4. to determine the organizational culture of the school and its influence on the quality of work of classmasters 5. to compare normative acts from education				
Course content (syllabus)	1. School as a complex organization 2. Typology of classmasters 3. The role and significance of the classmaster 4. Area of work of the classmaster 5. Planning and programming the work of classmaster 6. School cooperation with parents 7. Cooperation with the local community 8. Organization and conduct of excursions 9. School culture 10. Normative basis in education				
Course activities, teaching methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS Credits	Grade ratio (%)
	Activity of L, T	1. – 5.	23	0.8	10%
	Practical works	2. – 4.	6	0.2	40% (4 x 10%)
	Exam (written)	1. – 5.	28	0.9	40%

	Exam (oral)	1. – 5.	3	0.1	10%
	Total		60	2	100%
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. regularly attend classes and actively participate in all forms of classes, especially in exercises</li> <li>2. create practical works (1. annual and monthly class plan and program, 2. teaching preparation, 3. realization of school in nature, 4. pedagogical documentation)</li> <li>3. pass a written and oral exam.</li> </ol> <p>Note (valid for obligation 2.): The student should write practical works within the given deadline. If they do not settle their obligations by the given deadline, they lose the right to ECTS credits in that academic year. Deadlines are fully respected in this course.</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 the official e-learning platform. In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> <li>- the location of the course delivery</li> <li>- the activities' implementation, interpretation and teaching methods, and evaluation methods</li> <li>- students' obligations</li> <li>- available (literature) sources.</li> </ul> <p>The teacher will inform students about the changes when distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Jakovac, T., Petelin, K., Možgon Kauzlarić, N., Šimičić, I., Bajt Stepčić, M. (2014). Priručnik pedagoške dokumentacije: za učitelje i pedagoge [Handbook of pedagogical documentation: for teachers and pedagogues]. Zagreb: Naklada Ljevak.</li> <li>2. Rađenović, A., Smiljanić, M. (2007). Priručnik za razrednike [Handbook for classmasters]. Zagreb: Alinea.</li> <li>3. Vrgoč, H. (arranged) (2005). Strategija odgojnog rada razrednika [The strategy of educational work of classmasters]. Zagreb: Hrvatski pedagoško-književni zbor.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Bićanić, J. (2001). Vježbanje životnih vještina: priručnik za razrednike [Practicing life skills: a manual for classmasters]. Zagreb: Alinea.</li> <li>2. Buljubašić-Kuzmanović, V. (2003). Dobar pristup sebi i drugima: priručnik za razrednike [A good approach to yourself and others: a manual for classmasters]. Đakovo: Tempo.</li> <li>3. Ivanek, A. (2004). Kreativni razrednik/razrednica: 40 primjera pedagoških radionica [Creative classroom teacher: 40 examples of pedagogical workshops]. Zagreb: Profil international.</li> <li>4. Ivanek, A. (2005). Razrednik(-ica), pedagoško-psihološki voditelj(-ica) razrednog odjela (s primjerima vođenja radionice) [Classmaster,</li> </ol>				

	<p>pedagogical-psychological head of the class department (with examples of workshop management)]. Zagreb: Profil international.</p> <p>5. Živković, Ž. (2009). Susreti s učenicima: priče i radionice za sat razrednika 1. – 2. [Meetings with students: stories and workshops for 1st-2nd graders.]. Đakovo: Tempo.</p> <p>Referential:</p> <p>Laws and regulations in the field of education.</p>
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Course Syllabus					
Course Code andTitle	97830 Professional practice IV				
Lecturer	<a href="#">Assistant Professor Irena Kiss, PhD</a> (main course teacher)				
Study program	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	IV		
Classroom location	Educational institution (primary school or related institution)	Teaching language	Croatian		
ECTS credits	3	Number of hours per semester	0L – 0S – 100T		
Prerequisites	There are no prerequisites.				
Correlation	Professional practice correlates with professional-methodicalcourses that have to be completed during teacher studies				
The objective of the course	develop general and specific students’ competencies important for their professional and personal development				
Learning outcomes	1. to describe the process of leading and managing the school 2. to use school documentation and records 3. to associate the principles of creating special programs 4. to identify the practical knowledge required for working with children with special needs 5. to analyze activities related to direct work with students, teachers,and parents 6. to conduct two lessons in both subjects Croatian and Music				
Course content(syllabus)	1. Introduction to planning, programming, and preparation of educational work in classes 2. Introduction to health, social and environmental care of students 3. Getting acquainted with the school's cooperation with relevant subjects and educational institutions 4. Attending the work of experts and other professionals in the school 5. Attending lectures for teachers and professional activities 6. Participate in regular teaching work, additional, elective classes, and extracurricular activities 7. Conducting at least two lessons in the subject Croatian Language and Music under the guidance of a teacher-mentor				
	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

Course activities,teaching and learning methods, assessmentcriteria	Classroom observation (V)	1.- 6.	75	2.5	60%
	Professional Practice Diary	1.- 6.	15	0.5	40%
	Total		90	3	100%
Course requirements	<p>For a successful completion of the course, a student has to:</p> <ol style="list-style-type: none"> <li>1. submit the completed and certified Application form confirming the choice of primary school to the head of Professional practice (before attending the professional practice).</li> <li>2. attend regular, additional, remedial, elective classes and extracurricular activities</li> <li>3. participate in various forms of educational work at school</li> <li>4. conduct two lessons in the subjects Music or Croatian Language under the guidance of a teacher-mentor at the school, who signs the lesson plans and gives an overview of the carried out activities</li> <li>5. attend e-consultations of the Ministry of Science and Education, related to primary school education.</li> <li>6. write a Professional Practice Diary (following the Instructions for keeping a Diary)</li> <li>7. submit the Professional Practice Diary and Certificate of completed professional practice for signature and certification to the school principal and mentor, who gives a professional opinion on thecarried-out activities</li> <li>8. submit the certified and signed documents from the previous paragraph to the head of Professional Practice at the Faculty, no later than 15 days before the exam deadline.</li> </ol>				
Mid-term and finalexam term	Exam deadlines are published at the beginning of the academic yearon the University's website and in the ISVU system.				
Additional information on thecourse	<p>E-learning portal of the course contains published materials and instructions required for Professional practice. Students are obliged to read the notifications posted by the head of professional practice on the e-learning portal.</p> <p>In the case of distance learning, there may be changes in the course venue, the implementation of activities, interpretation and teaching methods and methods of evaluation, students' obligations, and available literature. The teacher will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Bruner, J. (2000). Kultura obrazovanja. Zagreb: Educa.</li> <li>2. Hollins, E.R. (2009). Culture in school learning. New York: Routledge.</li> <li>3. Jurčić, M. (2012). Pedagoške kompetencije suvremenog učitelja. Zagreb: Alinea.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Glasser, W. (1994). Kvalitetna škola. Zagreb: Educa.</li> </ol>				

	<p>2. Koren, I. (1989). Kako prepoznati I identificirati nadarenog učenika. Zagreb: Školske novine.</p> <p>3. Sekulić-Majurec, A. (1988). Djeca s teškoćama u razvoju u vrtiću i školi. Zagreb: Školska knjiga.</p> <p>Referential:</p> <p>1. Kurikulumi nastavnih predmeta i međupredmetnih tema (2019). Zagreb: MZORH.</p>
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Course Syllabus			
Course Code and Title	169171 Contemporary English language IV		
Names of Lecturera	<a href="#">Full Professor Silva Bratož, PhD</a> <a href="#">Ivan Žufić, lecturer</a>		
Study program	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course type	Mandatory	Course level	Integrated
Semester	winter	Year of study	IV
Classroom location	hall, library	language (other languages)	English
ECTS credits	2	Number of hours per semester	15P – 0S –30T
Prerequisites	There are no prerequisites for enrolling in the course. To take the exam, students must first pass the following courses: Contemporary English I, Contemporary English 2, Contemporary English 3		
Correlativity	English language I., English language II. Speaking skill practice I, Speaking skill practice II, Contemporary English language 1, Contemporary English language 2, Contemporary English language 3, English language teaching methodology, Introduction to English grammar, English phonetics and phonology, Reading professional literature in English		
Objective of the course	Practice all four language skills (listening, speaking, reading and writing) at an advanced level (C1 according to the Common European Framework of Reference for Languages) using contemporary topics		
Learning outcomes	<ol style="list-style-type: none"> <li>1. use modern English vocabulary at an advanced level in order to be able to discuss contemporary topics</li> <li>2. use advanced speaking skills</li> <li>3. create functional written works</li> <li>4. use critical thinking techniques when evaluating ideas</li> <li>5. make formal presentations in a high-quality manner</li> </ol>		
Course content	<ol style="list-style-type: none"> <li>1. Same but different</li> <li>2. Food and sustainability</li> <li>3. Internet sensation</li> <li>4. The meaning of success</li> <li>5. Learning and memory</li> <li>6. Invention or innovation</li> </ol>		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity (L, T)	1. - 4.	34	1.1	0%
	exercises, homework, presentation	1. - 3.	6	0.2	30%
	two written exams or a final written exam	1. - 4.	20	0.7	2 x 35%
	in total		60	2	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>If the student does not pass the written colloquium, he/she takes the final written and oral exam during the exam periods.</p> <p>Passed colloquia and exercises are valid during the academic year in which the course was taken. If during that academic year the student does not pass the course, when taking the exam during the next academic year, he/she must take both the written and oral part of the exam.</p>				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> <li>1. Attend more than 70% of classes. If a student misses between 30% and 50% of classes, he/she will be assigned additional assignments. In the event that a student misses more than 50% of classes, he/she will be denied the right to signature, to take the exam and enter ECTS credits.</li> <li>2. Do the assigned exercises and homework. If the student is unsuccessful in fulfilling this obligation, he/she has to take the oral exam.</li> <li>3. Pass two written colloquiums. If the student is unsuccessful in fulfilling this obligation, he/she must pass the final written exam and take the oral exam. In this case, the written exam and the oral exam each carry 50% of the grade.</li> </ol>				
Mid-term and final exam term	They are published at the beginning of the academic year on the University's website and in the ISVU system.				
Additional information on the course	<p>Materials for lectures and seminars are published on the official e-learning platform.</p> <p>In the case of distance learning, deviations are possible in the place of the course, the implementation of 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 distance learning starts. Learning outcomes remain unchanged.</p>				

Bibliography	<p>Compulsory:</p> <ol style="list-style-type: none"> <li>1. H. Stephenson, L. Lansford, P. Dummett (2016)., Keynote, Advanced, National Geographic Learning</li> <li>2. R. Reppen (2011)., Grammar and Beyond 3, 4, Cambridge UP</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>3. Cory, H. Advanced Writing, With English in Use. Oxford: Oxford University Press, 1997 (selected chapters) Optional:</li> <li>1. Gude, K. Advanced Listening and Speaking. Oxford: Oxford University Press, 1997 (selected chapters)</li> <li>2. Gramley, S., Pätzold, K. A Survey of Modern English, Second Edition. Taylor &amp; Francis e-Library, 2004. p. 1- 21, 48 – 66, 189 – 194 (43 pages)</li> <li>3. Soars, J., Soars, L. Headway Advanced, New Edition. Oxford: Oxford University Press, 2004. p. 43 – 50, 84 – 95, 116 – 119, 132 – 133, (25 p.)</li> <li>4. Hewings, M. Advanced Grammar in Use. Cambridge: Cambridge University Press, 2000.</li> <li>5. Murphy, R. English Grammar in Use. Cambridge: Cambridge University Press, 2004.</li> </ol>
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Course Syllabus			
Course Code and Title	96505 Children's literature in the English language I		
Names of Lecturers	<a href="#">Assistant professor Ester Vidović, PhD</a>		
Study program	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course type	Mandatory	Course level	Integrated
Semester	Winter	Study year	IV
Classroom location	hall, libraries, book fair in Pula	Teaching language	English
ECTS credits	3	Number of hours per semester	45P – 30S – 0T
Prerequisites	There are no prerequisites for enrollment. The ability to follow literature in English is a prerequisite for mastering the course.		
Correlativity	English language I, English language II, Children's literature, English language teaching methodology, Speaking skill practice I, Speaking skill practice II, Introduction to English grammar		
Objective of the course	acquire competences for classifying, interpreting and analyzing children's literature in English		
Learning outcomes	<ol style="list-style-type: none"> <li>1. use basic concepts from the field of literary theory</li> <li>2. compare the attitudes, mood and atmosphere of certain literary eras, works and authors of children's literature in English</li> <li>3. critically consider selected theoretical topics</li> <li>4. thoroughly analyze the selected texts</li> <li>5. to argue the possibilities of more frequent and better application of children's literature in the teaching of English.</li> </ol>		
Course content	<ol style="list-style-type: none"> <li>1. The concept of children's literature and the place and role of original children's literature in the teaching of English as a foreign language</li> <li>2. Children's literature in the context of world literature: an overview of the history of children's literature in English</li> <li>3. Basic concepts of literary theory</li> </ol>		

	<p>4. Approaches to the analysis of works of children's literature: interpretation of works as part of English language teaching</p> <p>5. Genres and types of children's literature: problems of classification.</p> <p>6. Early childhood books: primers and picture books</p> <p>7. Genres of traditional (oral) literature. Translations of well-known works of children's literature into English</p> <p>8. Children's poetry: early writers of children's poetry</p> <p>9. Fictional literature: the rise of the novel as a genre</p> <p>10. The Victorian Period: The Golden Age of Children's Literature in English</p> <p>11. Multicultural literature for children</p> <p>12. Censorship in children's literature</p>				
Course activities, teaching and learning methods, assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Professional Practice	1. - 5.	56	1.8	10%
	oral and written retelling	4. - 5.	11	0.4	30%
	2 written colloquiums	1. - 5.	23	0.8	2 x 30%
	in total		90	3	100%
Course requirements	<p>To pass the course, the student must:</p> <p>1. Attend more than 70% of classes. One percentage point is deducted for each absence from lectures, and 0.5% is deducted for each absence from exercises in the class attendance segment. If a student misses between 30% and 50% of classes, he/she will be assigned additional assignments. In the event that a student misses more than 50% of classes, he/she will be denied the right to signature, to take the exam and enter ECTS credits.</p> <p>2. Retell the two given fairy tales in written form and design tasks related to them suitable for implementation in lower grades of primary school and present them orally to colleagues. If the student is unsuccessful in fulfilling this obligation, he/she has to take the oral exam.</p> <p>3. Pass two written colloquiums. If the student is unsuccessful in fulfilling this obligation, he/she must pass the final written and oral exams, which in that case carry 50% of the grade each.</p>				
Mid-term and final exam term	They are published at the beginning of the academic year on the University's website and in the ISVU system.				

<p>Additional information on the course</p>	<p>Materials for lectures and seminars are published on the official e-learning platform.</p> <p>In the case of distance learning, deviations are possible in the place of the course delivery, 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>
<p>Literature</p>	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Anderson, NA (2006). Elementary children's literature – the basics for teachers and parents. Boston: Pearson Education, 170-201, 205-207. (33 pages)</li> <li>2. Dujmović, M., Bančić, I. (2014). A handbook in children's literature. Pula: Jurja Dobrila University in Pula, 2014. 11-15, 39-44, 15-25, 31-33, 45-63, 63-77, 79-90, 91-94, 99-105. (55 p.)</li> <li>3. Russell, DL (2005). Literature for children – a short introduction. Boston: Pearson Education, 70-73, 75-88. (16 pages)</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Henderson, DL, May, Jill P. Exploring Culturally Diverse Literature for Children and Adolescents. Boston: Pearson Education. in 2005</li> <li>2. Hunt, P. Children's literature – an illustrated history. Oxford and New York: Oxford University Press, 1995 (selected chapters)</li> <li>3. Hunt, P. International companion. Encyclopedia of children's literature. London and New York: Routledge, 2004.</li> <li>4. Hunt, P. Understanding children's literature. London and New York: Routledge, 2005.</li> <li>5. Nikolajeva, M. Aspects and issues in the history of children's literature. Westport: Greenwood publishing group, 1995.</li> <li>6. Tatar, M. The classic fairy tales. New York and London: WW Norton &amp; Company, Inc., 1999.</li> <li>7. Thorough, DR The nursery rhymes of dreamland. Devon: Bluebell Lane, 1995.</li> <li>8. Zipes, J. When dreams came true – classical fairy tales and their tradition. London and New York: Routledge, 2007.</li> </ol> <p>Handy:</p> <ol style="list-style-type: none"> <li>1. Carpenter, H., Prichard, M. The Oxford Companion to Children's Literature. Oxford and New York: Oxford University Press, 1999.</li> </ol> <p>Selected excerpts from literary works.</p>

Course Syllabus			
Course Code and Title	169181 Speaking skill practice IV		
Names of Lecturers	<a href="#">Full Professor Moira Kostić Bobanović, Ph.D.</a> <a href="#">Ivan Žufić, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Elective	Study level	Integrated
Semester	Winter	Study year	IV
Classroom location	Classroom	Teaching language(s)	English
ECTS credits	2	Number of hours per semester	0L – 0S – 30T
Prerequisites	There are no prerequisites to enroll in the course.		
Correlativity	Speaking skill practice I – III		
Objective of the course	To hear and correctly pronounce English language sounds, understand the difference between certain phonemes and allophonic realisations and make students aware of the importance of correct pronunciation.		
Learning outcomes	1. recognize the specific sounds of the English language 2. differ the sounds of the Croatian and English language 3. apply the acquired knowledge on pronunciation principles to one's own pronunciation 4. apply the acquired knowledge on pronunciation principles to the interpretation of a story		
Course (syllabus) content	1. the aim of speaking 2. pronunciation of typical consonants of the English language 3. pronunciation of typical vowels of the English language 4. diphthongs and triphthongs of the English language 5. preparation for speaking – warming up 6. listening and retelling 7. working with the voice 8. objects, images and imagination as stimuli for speaking 9. working with words, phrases and sentences 10. working on a text 11. working on scenarios and scripts		

	12. interpretative reading				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS Credits	Grade ratio (%)
	Activity on L, S, T	1.-4.	23	0.8	25%
	Activities (classwork and fieldwork, workshop)	1.-4.	15	0.5	25%
	Exam (oral, written, concert)	1.-4.	22	0.7	50%
	Total		60	2	100%
	Additional information (assessment criteria): After completing the course students have to pass the oral exam by interpretatively reading two standard pages of text in the English language of a topic close to the children's age. Each word which will be incorrectly read diminishes the total percentage for one percent (1%).				
Course requirements	For a successful completion of the course, students must: 1. attend classes regularly (a maximum of 30% of absences are tolerated) 2. actively participate in the teaching process 3. pass the oral exam.				
Mid-term and final exam term	The terms are given at the beginning of the academic year and published on the University web pages and the ISVU system.				
Additional information on the course	In the case of distance learning there could be differences in the place where the course is taught, implementation of activities, methods of interpretation and teaching, assessment methods, student obligations and the available literature. Students will be notified when distance learning begins by the holder of the course and teaching assistant. The learning outcomes remain as given.				
Bibliography	There is no mandatory literature! Optional: 1. Ellis, G. & Brewster, J. (1991). The Storytelling Handbook for Primary Teachers. London: Penguin books 2. Maley, A. & Duff, A. (2005). Drama Techniques. Cambridge: Cambridge University Press 3. Morrison, M. (2001). Clear Speech. London: A & C Black 4. Rodenburg, P. (1992). The Right to Speak. Working with the Voice. Kent: Mackays of Chatham PLC				

Course Syllabus					
Course Code and Title	149206 Webpage design				
Names of Lecturers	<a href="#">Assistant Professor Elena Krelja Kurelović, PhD</a> <a href="#">Janko Žufić, senior lecturer</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	IV		
Classroom location	hall, classroom with computers	Teaching language	Croatian		
ECTS credits	7	Number of hours per semester	15L – 0S – 60T		
Prerequisites	For this course, it is necessary to take the course: Fundamentals of computer science and Image formatting and desktop publishing				
Correlativity	Fundamentals of computer science and Image formatting and desktop publishing				
Objective of the course	To acquire competencies for the use of computers in the creation of web pages.				
Learning outcomes	1. use basic concepts from the field of creating web pages 2. use HTML to create web pages 3. use the application for creating web pages 4. use CSS in creating web pages 5. use JavaScript in creating web pages				
Course content (syllabus)	1. The World Wide Web. Client-server technology. Basic terms of the web: HTML, URL, domain, IP, DNS, WEB hosting. Static and dynamic WEB pages. Web design. Steps in creating web pages. 2. Structure of the HTML document. HTML tags – Text formatting (Text, Paragraph, Lists). HTML – Images and links. 3. HTML – Tables. HTML – Frames. HTML - Forms. 4. CSS within an HTML document. 5. JavaScript inside an HTML document				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity of L, S, T	1.-5.	56	1.9	0%

	creation of a project assignment with presentation and defense	2. – 5.	154	5.1	100%
	Total		210	7	100%
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend lectures and exercises</li> <li>2. by the set deadline, prepare a seminar paper on the assigned topic and present it in class, and actively participate in the discussion (20% of the grade)</li> <li>3. create a project assignment, present it and defend all four components: HTML, CSS, JavaScript, application.</li> </ol>				
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>The final exam consists of practical tasks from all four components: HTML, CSS; JS and applications.</p> <p>The student should have a medium (Memory key) on which to store the project assignment.</p> <p>In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course instructor and associate will inform students about this when distance learning begins. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. SRCE (2016). Uvod u HTML – Priručnik za polaznike, Srce, Sveučilište u Zagrebu, <a href="https://www.srce.unizg.hr/files/srce/docs/edu/osnovni-tecajevi/c201_polaznik.pdf">https://www.srce.unizg.hr/files/srce/docs/edu/osnovni-tecajevi/c201_polaznik.pdf</a></li> <li>2. Essert, M., Šuvak, N. (2005). WEB programiranje. Zavodska skripta, Odjel za matematiku. Osijek Optional:</li> <li>1. Davis, G., H. (2009). HTML, XHTML &amp; CSS – QuickSteps. McGraw-Hill</li> <li>2. Petrić, D. (1995), Naučite HTML i oblikujte sami efektne WWW stranice, Znak, Zagreb</li> <li>3. Flanagan, D. (1998), JavaScript - The Definitive Guide, O'Reilly, USA</li> <li>4. Harris, A., McCulloh, C. (2008). HTML, XHTML, and CSS All- in- One Desk Reference for Dummies</li> </ol>				

Course Syllabus			
Course Code and Title	96509 Croatian language teaching methodology III		
Names of Lecturers	<a href="#">Assistant Professor ivana Nežić, PhD</a> <a href="#">Samanta Paronić, PhD lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	IV
Classroom location	Classroom	Teaching language (other languages)	Croatian
ECTS credits	5	Number of hours per semester	15L – 0SV – 45T
Prerequisites	There are no prerequisites.		
Correlativity	Croatian Language I, Croatian Language II, Children's Literature, Written Expression, Methodology of the Croatian Language I, Methodology of the Croatian Language II, as well as other language-artistic courses.		
Objective of the course	analyze the achievements of contemporary methodology of the Croatian language, with an emphasis on the methodological sub-disciplines of initial reading and writing, as well as language and literature		
Learning outcomes	<ol style="list-style-type: none"> <li>1. correctly interpret the basic concepts of the methodology of the Croatian language</li> <li>2. analyze professional methodological literature in order to be able to apply the acquired knowledge in teaching practice</li> <li>3. explain the content of the curriculum</li> <li>4. organize Croatian language lessons (structure of lessons)</li> <li>5. teach Croatian language in primary education.</li> </ol>		
Course content (syllabus)	<ul style="list-style-type: none"> <li>- Examples of teaching units (different approaches), possibilities of inter-area and inter-subject correlation.</li> <li>- Correct and high-quality understanding of the contents determined by the curriculum.</li> </ul>		

	<ul style="list-style-type: none"> <li>- Analysis of contemporary professional methodological literature and adequate application of acquired knowledge in teaching practice.</li> <li>- Methodical design and organization of the Croatian language lesson (structure of the lesson).</li> <li>- Independent teaching of the Croatian language in primary education.</li> </ul>				
Course activities, teaching and learning methods and assessment criteria	Obligations	Outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity of lectures (L)	1.-4.	45	1.5	20%
	seminar work, Exercises	1.-4.	45	1.5	20%
	practical work	1.-4.	30	1	30%
	exam preparation and passing	1.-4.	30	1	30%
	in total		150	5	100%
	<p>Additional clarifications (evaluation criteria):  Class attendance is mandatory. 30% of absences are tolerated and do not need to be excused. Students are required to create independent tasks every week and present them at the next meeting. In the semester, two colloquiums are written (knowledge of the spelling norms of the Croatian language and grammar, which is the content of work in primary education). At the end of the semester, there is a final exam (written). The final grade includes the evaluation of the seminar work, exercises, colloquiums and class activities that include the analysis of independent tasks.</p> <p>Participation in classes is evaluated as follows:  0% = Does not attend classes.  4% = Attends classes, but does not participate in work, i.e., independent assignments are not written more than three times.  8% = Prepared, but the independent tasks are incomplete - with major shortcomings (independent tasks regularly with errors, more than three times).  12% = prepared, but the independent tasks are incomplete - with minor shortcomings (independent tasks with only a few mistakes).</p> <p>16% = Regularly prepared, independent tasks are correct, voluntarily participates in the teaching process.  20% = Shows a high degree of interest in the course, is always prepared; asks questions and problematizes topics related and important to the course, brings additional materials related to the topic being discussed.</p>				

Seminar work/exercises are graded as follows:

0% = The seminar is written but contains many grammatical and spelling mistakes, the content of the seminar is not related to the title of the seminar.

4% = The seminar is incomplete - with major content deficiencies. Less than three sources of data were used (literature, Internet sources).

8% = The seminar is incomplete - with minor content deficiencies. Fewer than five data sources were used (literature, Internet sources)

12% = The seminar has minor content deficiencies. Less than seven data sources were used (literature, Internet sources).

16% = The seminar paper is correctly written, supported by data from domestic literature (more than 10) and all together form a content whole.

20% = The seminar paper is written in detail, supported by data from domestic and international literature (more than 10) and all together form a meaningful whole.

The paper will not be graded positively if parts of the text that have been copied verbatim but not quoted, spelling and/or grammatical errors are noticed even after the professor's comments. At the first lecture, students will receive a copy of the seminar paper, which is considered exemplary, and will refer to similar papers published in periodicals.

Practical work (grade class) is graded as follows:

0% = The lesson plan is good, but the didactic material was not applied to the students. The student held an assessment lecture unsuccessfully (he fails to establish discipline in class, the contents he interprets are unfounded). The student is instructed to repeat the assessment lecture. Two negatively graded lectures imply the re-enrollment in the course.

5% = Lesson plan good, but no didactic material.

10% = Lesson plan good, with low-quality didactic material.

15% = Lesson plan good, didactic material in order, but the class was held unsuccessfully (student unprepared)

20% = Lesson plan good, didactic material good, but inappropriate for students with special needs.

25% = Lesson plan good, didactic material good, did not involve all students in the work.

	30% = Lesson plan good, didactic material good, there is a successful work discipline in the classroom, he involved all students in the work.
Course requirements	To pass the course, the student must: attend and actively participate in lectures and exercises (possible absence is 30% of the total hourly rate)
Mid-term and final exam term	They are advertised on the Faculty's website and on Studomat.
Additional information on the course	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 instructor of the course will inform the students about this when distance learning starts. Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Bežen, A., (2008). Methodology - the science of teaching a subject, Faculty of Education - Profile, Zagreb</li> <li>2. Rosandić, D., (2005). Methodology of literary upbringing and education, Zagreb, School book</li> <li>3. Rosandić, D., (1993). New methodological horizons: Contributions to the methodology of the Croatian language and literature, Zagreb, Školske novine</li> <li>5. Težak, S., (1996). Theory and practice of teaching Croatian language 1 and 2, School book, Zagreb</li> <li>6. Textbook literature and teaching programs for upper grades of elementary school and high school. List at: <a href="http://public.mzos.hr/Default.aspx?sec=3074">http://public.mzos.hr/Default.aspx?sec=3074</a> (list of approved textbooks for primary and secondary schools)</li> <li>7. Magazines: Methodical horizons, Methodical experiments, Life and school</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Library Key to a literary work, Methodological instructions, School book, Zagreb</li> <li>2. Benjak, M., (2001). Literature(s) in contact, Publishing Center Rijeka, Rijeka</li> <li>3. Benjak, M., (2005). Požgaj Hadži, V., Without prejudices and stereotypes, Publishing Center Rijeka</li> <li>4. Benjak, M., (2006). Stendhal's and Flaubert's novels in a methodological perspective, University of Rijeka, Pula</li> </ol>

	<p>5. Diklić - Rosandić - Šabić (1990). Responses and experiences of lyric poetry, PKZ, Zagreb.</p> <p>6. Diklić, Z. (1989). Character in literary, stage and film art, School Book, Zagreb,</p> <p>7. Kajić, R., (1981). A novel in the system of problem-based teaching, Školska knjiga, Zagreb</p> <p>8. Kermek-Sredanović, M. (1991). Literary interests of children and youth, Zagreb, School book</p> <p>9. Kovačević, M., (1998). Literary-methodical watchtower, Zagreb, Školske novine</p> <p>10. Lagumdžija, N., (2000). A fable in elementary school literature classes, Hena Com , Zagreb</p> <p>11. Pavletić, V. (1995). How to understand poetry, School Book, Zagreb, 1995.</p> <p>12. Perotti, A., (1995). Pleas for intercultural upbringing and education, Educa, Zagreb</p> <p>13. Rosandić, D. (2003). Curricular methodical horizons, Školske novine, Zagreb</p> <p>14. Šabić, A.G. (1983). Lyrical poetry in classroom teaching, School book, Zagreb</p> <p>15. Šabić, AG, (1991). Student and Lyric, School Book, Zagreb</p> <p>16. Težak, S., (1977). Contributions to the interpretation of lyric poems, PKZ, Zagreb</p>
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Course Syllabus			
Course Code and Title	156757 Mathematics teaching methodology II		
Names of Lecturers	<a href="#">Assistant Professor Siniša Miličić, PhD</a> <a href="#">Branka Antunović, PhD, senior assistant</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	IV
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	5	Number of hours per semester	30L – 0S –30T
Prerequisites	To enrol in the Mathematics Teaching Methodology II course, the student must have completed the Mathematics Teaching Methodology I course. To take the exam from the Mathematics Teaching Methodology II course, the student must pass the Mathematics Teaching Methodology I course (related courses)		
Correlativity	Mathematics teaching methodology I and Mathematics teaching methodology III.		
Objective of the course	to acquire basic knowledge and skills in the field of methodical interpretation of mathematical content in mathematics classes with special emphasis on the methodical interpretation of arithmetic and geometric content		
Learning outcomes	<ol style="list-style-type: none"> <li>1. state the basic mathematical content and learning outcomes and their methodological arrangement according to the current mathematics curriculum</li> <li>2. methodically design teaching situations according to the current curriculum for processing lessons and exercises</li> <li>3. set different types of tasks and solving methods by each stage of teaching and the set outcomes</li> <li>4. write a lesson plan applying the principles of mathematics teaching as the basic principles on which mathematics teaching and various learning and teaching strategies are based</li> <li>5. methodically design teaching content in mathematics by adapting to differences in children's mathematical abilities</li> <li>6. make arguments about textbooks and analyse proposals for processing teaching topics and units</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Lesson plan for mathematics lessons</li> <li>2. Mathematical task - role and types</li> <li>3. Methods of solving problem tasks</li> <li>4. Methodological interpretation of mathematical content in primary education - domain Numbers.</li> </ol>		

	<ul style="list-style-type: none"> <li>a) Formation of the concept of number. How do children count? Numbers up to 10. Numbers up to 20.</li> <li>b) Comparing numbers. Numbers up to 100, 1,000, 1,000,000. Number systems throughout history.</li> <li>c) Addition and subtraction up to 20</li> <li>d) Number line. Algorithms for addition and subtraction</li> <li>e) Multiplication and division</li> <li>f) Multiplication and division up to 1,000: written multiplication, oral and written division</li> </ul> <p>5. Methodological interpretation of geometric content in primary education</p> <ul style="list-style-type: none"> <li>a) Development of geometric thinking. Visualization</li> <li>b) Methodological interpretation of mathematical content in primary education, building concepts from the domain Shape and space</li> <li>c) Methodological interpretation of mathematical content in primary school, construction of concepts from the Measurement domain</li> </ul> <p>6. Methodological interpretation of mathematical content in primary school – Data, statistics, and probability domain</p> <p>7. Supplementary and additional math class</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activities (classwork and fieldwork, workshop)	1.-6.	45	1.5	40%
	Exam (written)	1.-6.	45	1.5	30%
	Exam (oral)	1,2,5	60	2	30%
	Total		150	5	100%
	Additional information (assessment criteria): Colloquiums and/or written exams are graded as follows (but also in more detail in percentage, considering the share of points in the total number of points, and then the share in the total grade) less than 9 points       =       without grade from 9 to 10 points     =       grade 2 from 11 to 13 points    =       grade 3 from 14 to 15 points    =       grade 4 from 16 to 18 points    =       grade 5				
Course requirements	To pass the course, the student must 1. attend classes regularly and actively participate in all forms of teaching (at least 70% attendance) and complete individual and group assignments (at least 50% points) 2. pass the written exam (at least 50% points) 3. pass the oral exam (at least 50% points)				
Mid-term and final exam term	Dates are available on the Faculty's website and the ISVU database.				
Additional information on the course	Materials for lectures and exercises are published on the official e-learning platform. 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 teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Liebeck, P. (1985). <i>Kako djeca uče matematiku</i>. EDUCA.</li> <li>2. Markovac, J. (2001.) <i>Metodika početne nastave matematike</i>. Školska knjiga</li> <li>3. Polya, G. (1984.) <i>Kako ću riješiti matematički zadatak</i>. Školska knjiga.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Kurikulum nastavnog predmeta Matematika <a href="https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/predmetni-kurikulumi/539">https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/predmetni-kurikulumi/539</a></li> <li>2. Aktualni udžbenici iz matematike i pripadajući radni materijal za učenike od 1.do 4.razreda osnovne škole</li> <li>3. Kurikulumi međupredmetnih tema <a href="https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/međupredmetne-teme/3852">https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/međupredmetne-teme/3852</a></li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Cotič, M. i Felda, D. (2011). <i>Rješavanje realističkih problema kod početne nastave matematike. Metodički obzori</i>, 6(2011)1 (11), 49-61.</li> <li>2. Kurnik, Z. (2004). <i>Zadatci s više načina rješavanja</i>. Hrvatsko matematičko društvo.</li> <li>3. Kurnik, Z. (2010.) <i>Posebne metode rješavanja matematičkih problema</i>. Element.</li> <li>4. Jurjević Jovanović, I., Rukljač, I., Viher, J. (2020), <i>Vrednovanje u razrednoj nastavi</i>, Školska knjiga.</li> <li>5. Pavleković, M. (2009.) <i>Matematika i nadareni učenici – Razvoj kurikula na učiteljskim studijima za prepoznavanje, izobrazbu i podršku darovitih učenika</i>. Element.</li> <li>6. Sharma, M. (2001). <i>Matematika bez suza – kako pomoći djetetu s teškoćama u učenju matematike</i>. Ostvarenje</li> <li>7. Šporer, Z. (1990.) <i>Brbljanje o geometriji</i>. Školska knjiga.</li> <li>8. Vlahović-Štetić, V.(1995), <i>Kladim se da možeš... : psihološki aspekti početnog poučavanja matematike</i>. Udruga roditelja "Korak po korak".</li> <li>9. MATKA - Časopis za mlade matematičare. Hrvatsko matematičko društvo.</li> <li>1. MiŠ - Časopis Matematika i škola, Element. <a href="http://mis.element.hr">http://mis.element.hr</a></li> </ol>

Course Syllabus			
Course Code and Title	156758 Science teaching methodology I		
Name of Lecturer	<a href="#">Associate professor Ines Kovačić, PhD</a> *		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	IV
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	5	Number of hours per semester	30L – 0S – 15T
Prerequisites	There are no prerequisites for enrolment.		
Correlativity	Natural science, History, Basics of ecology, Geography, Psychology, Pedagogy, Didactics, Science teaching methodology II, Science teaching methodology III		
Objective of the course	The objective of this course is the acquisition of factual and theoretical knowledge from the field of nature and society teaching methodology, and development of cognitive skills, independence and responsibility in professional work.		
Learning outcomes	1. connect the topics of the Nature and Society Curriculum with social reality 2. use the expected level of theoretical knowledge and methodological competences in the skills of planning, programming and practical implementation of nature and society teaching 3. analyze the curriculum of the subject Nature and Society according to concepts, cross-curricular topics and research approach 4. valorize the competencies of reflection, evaluation and self-evaluation as part of the preparation for teaching nature and society		
Course content (syllabus)	1. Competencies of teachers in teaching nature and society. 2. Methodology of nature and society teaching methodology. 3. Comparative approach in researching the position of the subject Nature and Society in school curricula. 4. Program basics of teaching nature and society. 5. Curricular approach in creating the curriculum for the subject Nature and Society in elementary school.		

	6. Integration and correlation of the content of nature and society lessons with other subjects in classroom teaching. 7. Pedagogical-psychological-didactic foundations of teaching nature and society. 8. The process of getting to know nature and society. 9. Peculiarities of developing the opinions of younger school age students in the context of the content of the subject Nature and Society. 10. Contemporary approach to teaching nature and society.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS Credits	Grade ratio (%)
	Activity on L, S, T	1.-4.	34	1.1	0%
	Written projects	3.-4.	39	1.3	20%
	Exam (2 written)	1., 2., 4.	77	2.6	80%
	Total		150	5	100
	Additional clarifications: In order to successfully complete the course, the student must obtain at least half of the credits from the independent assignment and colloquium. Colloquiums are not mandatory, but they offer students the option of being exempted from the exam (with at least 50% of points on each colloquium). Exemption from the exam (based on the results of the colloquia) is valid until the end of the regular exam period in September. If the student does not pass the colloquium, he takes the written exam. The written exam is an elimination exam (to pass the oral exam, it is necessary to achieve at least 50% of points).				
Course requirements	To pass the course, the student must: 1. regularly attend and actively participate in all forms of teaching. Absences up to 30% of the hourly rate are tolerated (especially for each form of teaching) 2. independently process the given topic from the Curriculum of the subject Nature and Society 3. classify concept topics, cross-curricular topics and research approach in the Curriculum of the subject Nature and Society 4. pass two colloquia or pass a written exam.				
Mid-term and final exam term	They are determined at the beginning of the academic year, published on the University's website and in the ISVU system				
Additional information on the course	All materials and video projections are posted on e-learning. 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 distance learning starts. Learning outcomes remain unchanged.				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Babić A., Kovačić I., Dolenc Orbanić, N. Diversity of the living world, UNIPU, Pula 2021.</li> <li>2. Delić A, Vijtiuk N. Natural sciences. School book Zagreb, 2004.</li> <li>3. Bačić T, Erben R, Krajačić M. Diversity of the living world. Schoolbook. Zagreb 2009.</li> <li>4. Springer O, Pevalek-Kozlina B. The living world 3. Profil International, Zagreb 2009.</li> <li>5. Jelenić S, Kerovac M, Ternjej I, Mihaljević Z. Biology 4. Profil International, Zagreb 2008.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Keros P, Andreis I, Gamulin M. Anatomy and physiology. Schoolbook. Zagreb in 1998.</li> <li>2. Springer O. Man and health, Profil international, Zagreb, 1995</li> <li>3. Mader, S. (2005). Biology, McGraw-Hill</li> <li>4. Raven, HP, Johnson, GB; Singer, S., Salmon, J., (2004) Biology, McGraw-Hill</li> </ol>
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Course Syllabus			
Course Code and Title	96514 Music teaching methodology III		
Names of Lecturers	<a href="#">Assistant professor Anita Gergorić, PhD</a> <a href="#">MSc. Branko Radić, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	IV
Classroom location	the classroom, exercise room in elementary school	Teaching language(s)	Croatian (Italian, Slovenian)
ECTS credits	3	Number of hours per semester	15L – 0S – 45T
Prerequisites	Passed exam in Musical culture methodology II		
Correlativity	Musical culture, Musical theory and instrument playing, Instrument playing, Instrument playing II, Music teaching methodology I, II, Croatian language methodology, Visual art teaching methodology, Kinesiology teaching methodology, Science teaching methodology, Work with gifted pupils, Work with children with developmental disabilities		
Objective of the course	apply the acquired knowledge of musical culture methodology in the field of singing, playing, listening and music creation using musical terminology		
Learning outcomes	1. explain the methodical approach to listening to musical works 2. state the advantages and disadvantages of different methods in the field of listening to music 3. distinguish musical works according to their value 4. analyze a piece of music intended for students in class 5. recognize musical components in musical pieces 6. demonstrate knowledge of music theory, musical art, singing and playing on a theoretical and practical level		
Course content (syllabus)	1. Educational forms and methods of work - listening to music 2. Musical instruments 3. Playing as an area of musical culture 4. Preparation for listening to music (vocal, vocal-instrumental and instrumental compositions) as an area of musical culture 5. Listening to music: listening to vocal, vocal-instrumental and instrumental compositions 6. Observation of expressive elements - analysis of a piece of music		

	7. Creative approaches to music teaching 8. Introductory lecture (graded class)				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity on L, T	1. – 6.	45	1.5	10 %
	Activities (preparation of evaluation)	1. – 6.	18	0,6	30 %
	Written projects (preparation graded class)	1. – 6.	15	0.5	30 %
	Exam (written)	1. – 6.	12	0.4	30 %
	Total		90	3	100 %
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. 30% of absences are tolerated (so a total of 14 hours of absence).</p> <p>The creation of an evaluation lesson plan is necessary for holding a graded class in classroom teaching. Without the lesson plan, it is not possible to deliver the graded class.</p> <p>The writing of the preparation is assessed:</p> <p>0 % - no preparation was written</p> <p>7.5% - the preparation is fine, the didactic material was not applied to the students - graded as sufficient</p> <p>15% - the preparation is fine, but with low-quality didactic material – graded as good</p> <p>22.5% - the preparation is satisfactory with all required contents – graded as very good</p> <p>30% - the preparation has all the required contents - graded as excellent.</p> <p>Graded class</p> <p>0 % = No assessment class was held</p> <p>10% = During the graded class, the course of the lesson plan was not respected</p> <p>20% = During the graded class, the course of the lesson plan was respected, but the class did not contain all the elements of the methodology of music culture</p> <p>30% = During the graded class, the course of preparation was respected, the lesson contained all the elements of the methodology of music culture and the students actively participated during the lesson in which they acquired musical knowledge.</p> <p>If the agreed term for the delivery of the graded class is not respected, the set points are reduced by 25%.</p> <p>Written exam</p> <p>carries a maximum of 30%, and is evaluated as follows:</p> <ul style="list-style-type: none"> <li>- less than 50% of correct answers = 0%</li> <li>- each following percentage carries a share in the grade (in a proportional percentage).</li> </ul>				

	<p>or</p> <p>the same percentage comes from the written lesson plan and presentation of the prepared musical creative project</p>
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend lectures</li> <li>2. create an evaluation lesson plan</li> <li>3. hold a graded class</li> <li>4. take the written exam</li> </ol> <p>or</p> <ol style="list-style-type: none"> <li>4. start presenting a musically creative project</li> </ol> <p>Students must hold an assessment class and write a lesson plan before that. The assessment class is an elimination class. If they do not take it during the semester, they must re-enroll in the course.</p>
Mid-term and final exam term	<p>The graded class is conducted according to the school calendar. Deadlines are published on the Faculty of Educational Sciences 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 delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Njirić, N. (2001). Put do glazbe. Zagreb: Školska knjiga, str. 9- 157.</li> <li>2. Michels, U. (2004). Atlas glazbe. Zagreb: Golden marketing-Tehnička knjiga, sv. 2., str. 300-560.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Dobrota, S. (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet u Splitu – Odsjek za učiteljski studij.</li> <li>2. Rojko, P. (2004). Metodika glazbene nastave - praksa I. dio. Zagreb: Jakša Zlatar, 2004.</li> <li>3. Rojko, P. (2005). Metodika glazbene nastave - praksa II. dio: slušanje glazbe. Zagreb: Jakša Zlatar.</li> <li>4. Rojko, P. (1996). Metodika nastave glazbe: teoretsko-tematski aspekti (Glazbena nastava u općeobrazovnoj školi). Osijek: Sveučilište Josipa Jurja Strossmayera, Pedagoški fakultet Osijek. (II. elektroničko izdanje. Zagreb), 2012.</li> <li>5. Vidulin-Orbanić S. (ur.) (2013). Zbornik radova s Trećeg međunarodnog simpozija glazbenih pedagoga. Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 3. Pula: Sveučilište Jurja Dobrile u Puli,</li> </ol>

	<p>6. Vidulin-Orbanić S. (ur.) (2011). Monografija radova s Drugog međunarodnog simpozija glazbenih pedagoga. Glazbena nastava i nastavna tehnologija: mogućnosti i ograničenja. Pula: Sveučilište Jurja Dobrile u Puli.</p> <p>7. Vidulin-Orbanić S. (ur.) (2009). Zbornik radova s Prvog međunarodnog simpozija glazbenih pedagoga. Glazbena pedagogija u svjetlu sadašnjih i budućih promjena. Pula: Sveučilište Jurja Dobrile u Puli.</p> <p>Referential:</p> <p>1. Kurikulum nastavnog predmeta Glazbena kultura za Osnovne škole i Glazbena umjetnost za Gimnazije (<a href="https://narodne-novine.nn.hr/clanci/sluzbeni/2019_01_7_151.html">https://narodne-novine.nn.hr/clanci/sluzbeni/2019_01_7_151.html</a>)</p> <p>2. various songsbook, CD</p>
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Course Syllabus			
Code and Title of Course	96515 Visual arts teaching methodology II		
Name of Lecturer	<a href="#">Associate professor Aleksandra Rotar, Art. D.</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Type of course	Mandatory	Level course of	Integrated
Semester	Summer	Year study of	IV
Classroom location	Lecture hall	Language	Croatian
ECTS credits	4	No. of hours in a semester	30P – 0S – 15T
Prerequisites	No requirements for enrolment		
Correlativity	Art Education, Art Education Methodology 1, Art Education Methodology 3, Artistic Creativity - Graphics, Puppet Theatre and Theatre, Music Education, Music Education Methodology, Nature and Society, Croatian Language and Literature, Children's Literature, Computer Science...		
Objective of the course	To draw up a syllabus and teaching plan, preparations on a theme for Art Education for grades 1-4, with analysis of a work of art from the history of art, the use of other multimedia for preparation, independent analysis of original work by children, to master various artistic techniques and approaches to work.		
Learning outcomes	<ol style="list-style-type: none"> <li>1. To apply the competences and knowledge acquired (about artistic language, art history, artistic techniques and motifs) in preparations for artistic expression by children through different fields of art</li> <li>2. To correctly interpret the specific character of different artistic techniques, equipment and materials</li> <li>3. To analyse original works of art by students (phase of development, types of methods, principles, forms of work), to prepare for independent work with children in school</li> <li>4. To create a project, preparations, teaching plan and syllabus</li> </ol>		

	<ol style="list-style-type: none"> <li>5. To master the principles and possibilities of the independent creativity of museum and gallery education</li> <li>6. During the semester, to create original work and an exhibition in a gallery or museum.</li> </ol>				
Course Content	<ol style="list-style-type: none"> <li>1. Introduction to the course, literature, aims, tasks</li> <li>2. Analysis of a contemporary approach to children's artistic creativity</li> <li>3. Syllabus and teaching plan for art education</li> <li>4. Analysis of original works of art (phase of development, motifs, techniques, artistic language, types...)</li> <li>5. Analysis of original children's picture books for pre-school and school children, professional writers and illustrators of picture books and books for children</li> <li>6. To approach the written verification of analyses of works of art</li> <li>7. To design lesson plans for future practical immediate performances in a school, on the basis of a motif, technique and artistic language, with the stress on the realization of a complex project in combination with music, puppetry (dramatic) and literary art</li> </ol>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance, lectures, exercises	1 - 4	34	1.1	20%
	Practical work	1 - 4	50	1.65	50% (5 x 10 %)
	Oral Examination	1 - 4	46	1.25	30%
	Total		120	4	100%
Course requirements	<p>To pass the course, students must:</p> <ol style="list-style-type: none"> <li>1. Regularly attend classes and actively participate in all forms of classes, especially exercises</li> <li>2. Create original works of art</li> <li>3. Attend at least five different exhibitions of professional artists and/or pre-school or school children in a gallery or museum</li> <li>4. Pass the oral examination</li> </ol> <p>Note:(applies to no. 2): Students must create their practical work in situ, during classes.</p>				
Other important information for the course	<p>If classes are held remotely, there may be differences in the location where courses are held, the conduction of activities, the method of interpreting and teaching and forms of evaluation, students' obligations and the available literature. The learning outcomes remain unchanged.</p>				

Mid-term and final exam term	Issued at the beginning of the semester, published on the University web site and ISVU
Additional information on the course	In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course lecturers will inform students when distance learning begins. Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Belamarić, D. (1986): „Dijete i oblik“. Zagreb: Školska knjiga.</li> <li>2. Grgurić, N. – Jakubin, M. (1996): „Vizualno-likovni odgoj i obrazovanje, metodički priručnik“. Zagreb: Educa 23.</li> <li>3. Herceg, L.; Rončević, A.; Karlavaris, B. (2010): „Metodika likovne kulture djece rane i predškolske dobi“. Zagreb: Alfa.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Finci, P. (2014): „Estetska terminologija“, Zagreb: Antibarbarus.</li> <li>2. Petrač, L. (2015): „Dijete i likovno umjetničko djelo. Metodički pristupi likovno-umjetničkom djelu s djecom vrtićke i školske dobi“. Zagreb: Alfa.</li> <li>3. Škrbina, D. (2013): „Art terapija i kreativnost. Multidimenzionalni pristup u odgoju, obrazovanju, dijagnostici i terapiji“. Zagreb: Veble commerce.</li> <li>4. Wagner, M. (2000): „Stoppt das Kulturgeschwätz, Eine zeitgemäße Differenzierung von Kunst und/oder Kultur“. Wien-Köln-Weimar: Böhlau.</li> <li>5. Winner, E. (2005): „Darovita djeca – mitovi i stvarnost“. Lekenik: Ostvarenje.</li> <li>6. Zeri, F. (1998): „Picasso, Guernica“. Milano: Rizzoli.</li> </ol>

Course Syllabus			
Course Code and Title	96518 Kinesiology teaching methodology I		
Name of Lecturer	<a href="#">Full professor Iva Blažević, Ph.D.</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	IV
Classroom location	Classroom and sports hall	Teaching language(s)	Croatian (English)
ECTS credits	4	Number of hours per semester	30L – 15S – 0T
Prerequisites	Kinesiology course. The final exam can be taken by students who have passed the kinesiology course.		
Correlativity	Kinesiological culture, Kinesiology, Pedagogy, Didactics, Sociology of education, Development psychology, Educational psychology, Social pedagogy, Research of education		
Objective of the course	to determine the educational goals of learning, teaching and exercise in the physical education area and familiarization with the motor content of the subject curriculum Physical education in primary school education		
Learning outcomes	1. interpret a critical and creative attitude towards kinesiology science and the physical education field 2. interpret basic concepts and technical terms from kinesiology teaching methodology 3. analyze the possibilities of applying kinesiological activities and other forms of educational work with school-age children 4. distinguish between the characteristics of growth and development of school-age children 5. interpret the structure and duration of a physical education class.		
Course content (syllabus)	1. Introduction to kinesiology teaching methodology 2. Anthropological characteristics of children 3. Education system: physical education area 4. Purpose and guidelines of work in the physical education field and types of educational work in the physical education field 5. Physical education curriculum for grades 1 to 4 of elementary school 6. Organization of physical exercise 7. Physical education class (introductory, preparatory, main and final part of the class) 8. Physical education class workload		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance and activity of L, S, T	1.-5.	34	1.1	0%
	Practical work	5.	18	0.6	20%
	Activities (classwork)	1.-5.	38	1.3	2x25%
	Oral presentations	1.-5.	30	1	30%
	Total		120	4	100%
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. 30% of absences are tolerated (4 absences) and do not need to be excused. Student monitoring and assessment are carried out during classes and at the final exam. During classes, the student achieves 70% of the grade, and at the final exam the remaining 30% of the grade are gained.</p> <p>Practical work refers to the development and implementation of physical education content in the gym, and is assessed as follows:</p> <p>0% = Practical work was not completed and carried out.</p> <p>2% = Practical work was not completed but was carried out with major shortcomings.</p> <p>4% = The practical work was designed with major shortcomings and implemented with major shortcomings.</p> <p>6% = The practical work was completed with major deficiencies and carried out with minor deficiencies.</p> <p>8% = The practical work was completed and carried out with minor shortcomings.</p> <p>10% = Very well-designed and implemented practical work.</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 course content. The oral exam consists of three questions.</p>				
Course requirements	<p>To pass the course, a student must:</p> <ol style="list-style-type: none"> <li>1. Attend more than 70% of the classes. If a student misses more than 30% to 50% of the classes, he/she will be required to complete additional assignments, or if he/she misses more than 50%, he/she will be denied the right to signature, take the exam, and receive points.</li> <li>2. Complete practical assignments.</li> <li>3. Pass the oral exam.</li> </ol>				
Mid-term and final exam term	They are given at the beginning of the academic year and published in ISVU.				
Additional information on the course	<p>Materials for lectures and seminars are published on the official e – learning platform.</p> <p>In the case of distance learning, there may be deviations in the location of the course, the implementation of activities, the methods of interpretation and teaching and assessment methods, student obligations and available literature. The course instructor will inform students about this when distance learning begins. The learning outcomes remain unchanged.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>Findak, V. (2003). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga.</li> <li>Neljak, B. (2011). <i>Opća kineziološka metodika</i>. Zagreb: Kineziološki fakultet.</li> <li>Neljak, B. (2011). <i>Kineziološka metodika u osnovnom i srednjem školstvu</i>. Zagreb: Kineziološki fakultet.</li> <li>Pejčić, A., &amp; Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>Mišigoj-Duraković, M. (2008). <i>Kinantropologija: Biološki aspekti tjelesnog vježbanja</i>. Zagreb: Kineziološki fakultet.</li> <li>Mišigoj-Duraković, M., i suradnici. (2018). <i>Tjelesno vježbanje i zdravlje</i>. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>Sekulić, D., &amp; Metikoš, D. (2007). <i>Uvod u transformacijske postupke u kineziologiji</i>. Split: Fakultet prirodoslovno-matematičkih znanosti i kineziologije Sveučilišta u Splitu.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>Ministarstvo znanosti, obrazovanja i sporta. (2019). <i>Predmetni kurikulum</i>. Zagreb: MZOS.</li> </ol>
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Course Syllabus			
Course code and Title	96519 Children's literature in the English language II		
Names of Lecturers	<a href="#">Assistant professor Ester Vidović, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Course level	Integrated
Semester	Summer	Year of study	IV
Classroom location	hall, library	language (other languages)	English
ECTS credits	2	Number of hours per semester	15L – 15S– 0T
Prerequisites	The prerequisite for enrolling in the course is the completion of the course Children's Literature in English I. The prerequisite for taking the exam is to pass the exam for the course Children's literature in English I.		
Correlativity	Children's literature in the English language I, English language I, English language II, Children's literature, English language teaching methodology, Speaking skill practice I and II, Introduction to grammar of the English language, pedagogical-psychological courses that students take in their mother tongue		
Objective of the course	acquire competences for classifying, interpreting and analyzing children's literature in English		
Learning outcomes	<ol style="list-style-type: none"> <li>1. use basic concepts from the field of literary theory</li> <li>2. compare the attitudes, mood and atmosphere of certain literary eras, works and authors of children's literature in English</li> <li>3. critically consider selected theoretical topics</li> <li>4. analyze the selected texts</li> <li>5. argue the possibilities of more frequent and better application of children's literature in the teaching of English.</li> </ol>		
Course content	<ol style="list-style-type: none"> <li>1. Realism in fictional literature for children</li> <li>2. Family stories. The theme of growing up in fictional literature for children.</li> <li>3. Social realism.</li> </ol>		

	4. Detective stories. Horror stories. 5. Historical literature in the teaching of English as a foreign language. 6. Multicultural perspectives. 7. Children's theater. Dramatic works. 8. Literature and audiovisual adaptations.				
Planned activities, methods and evaluation methods	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity on lectures L, S	1. - 5.	23	0.8	10%
	presentation of the paper	4. - 5.	7	0.2	30%
	two written colloquiums	1. - 5.	30	1	2 x 30%
	in total		60	2	100%
Course requirements	<p>To pass the course, the student must:</p> <p>1. Attend more than 70% of classes. One percentage point is deducted for each absence from lectures, and 0.5% is deducted for each absence from exercises in the class attendance segment. If a student misses between 30% and 50% of classes, he/she will be assigned additional assignments. In the event that a student misses more than 50% of classes, he/she will be denied the right to signature, take the exam and enter ECTS credits.</p> <p>2. Write and present a report on a given topic and design tasks for testing knowledge. If the student is unsuccessful in fulfilling this obligation, he/she takes the oral exam.</p> <p>3. Pass two written colloquiums. If the student is unsuccessful in fulfilling this obligation, he/she must pass the final written and oral exam, which in that case carry 50% of the grade each.</p>				
Mid-term and final exam term	They are published at the beginning of the academic year on the University's website and in the ISVU system.				
Additional information on the course	<p>Materials for lectures and seminars are published on the official e-learning platform.</p> <p>In the case of distance learning, deviations are possible in the place of the course delivery, 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 distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	Mandatory:				

1. Anderson, NA (2006). Elementary children's literature – the basics for teachers and parents. Boston: Pearson Education, 170-201, 205-207. (33 pages)
2. Dujmović, M., Bančić, I. (2014). A handbook in children's literature. Pula: Jurja Dobrila University in Pula, 2014. 11-15, 39-44, 15-25, 31-33, 45-63, 63-77, 79-90, 91-94, 99-105. (55 p.)
3. Russell, DL (2005). Literature for children – a short introduction. Boston: Pearson Education, 70-73, 75-88. (16 pages)

Optional:

1. Henderson, DL, May, Jill P. Exploring Culturally Diverse Literature for Children and Adolescents. Boston: Pearson Education. in 2005
2. Hunt, P. Children's literature – an illustrated history. Oxford and New York: Oxford University Press, 1995 (selected chapters)
3. Hunt, P. International companion. Encyclopedia of children's literature. London and New York: Routledge, 2004.
4. Hunt, P. Understanding children's literature. London and New York: Routledge, 2005.
5. Nikolajeva, M. Aspects and issues in the history of children's literature. Westport: Greenwood publishing group, 1995.
6. Tatar, M. The classic fairy you fail. New York and London: WW Norton & Company, Inc., 1999.
7. Thorough, DR The nursery rhymes of dreamland. Devon: Bluebell Lane, 1995.
8. Zipes, J. When dreams came true - classical fairy tales and their tradition. London and New York: Routledge, 2007.

Handy:

1. Carpenter, H., Prichard, M. The Oxford Companion to Children's Literature. Oxford and New York: Oxford University Press, 1999. Selected excerpts from literary works.

Course Syllabus			
Course Code and Title	247985 English language teaching methodology I		
Names of Lecturers	<a href="#">Assistant professor Marina Jajić Novogradec, PhD</a> <a href="#">Jelena Gugić, teaching assistant</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	IV
Classroom location	Classroom	Teaching language(s)	English
ECTS credits	2	Number of hours per semester	15L – 15S – 0T
Prerequisites	No prerequisites		
Correlativity	English language teaching methodology II English language teaching methodology III		
Objective of the course	gain fundamental knowledge in the field of foreign language teaching; understand fundamental principles of language teaching methodology		
Learning outcomes	<ol style="list-style-type: none"> <li>1. define basic concepts in the field of language teaching methodology with special emphasis on early foreign language teaching and learning</li> <li>2. explain various methods and approaches in (early) foreign language teaching and learning</li> <li>3. explain the importance of early foreign language learning</li> <li>4. define various contextual and individual factors which may act as (de)motivators in the process of early foreign language learning</li> <li>5. critically reason on the importance of teacher's competences in the context of early language learning</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Introductory lesson: students' obligations; instructions for writing a seminar paper</li> <li>2. Factors which influence foreign language learning success</li> <li>3. Characteristics of children of an early age</li> <li>4. An overview of historical and contemporary methods</li> <li>5. Methods appropriate for early foreign language teaching</li> <li>6. Introduction to the Croatian national curriculum and the Croatian national educational standard</li> <li>7. Foreign language teacher competences</li> <li>8. Teaching listening and reading</li> <li>9. Teaching writing and speaking</li> </ol>		

	10. Planning and assessment 11. Midterm exam 12. Materials in early language learning				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance of L, S	1. – 4.	22	0.8	10%
	Seminar	2.,3.	12	0.4	30%
	Oral presentation	1.- 4.	7	0.2	30%
	Mid-term (written)	1.- 4.	19	06	30%
	Total		60	2	100%
	Additional information (assessment criteria): Student work is monitored and evaluated during lectures and seminars. In this case, a student may receive a grade based on points earned in class (100%). Attendance is compulsory. A student may be absent a maximum of 3 times. In order to be eligible for the midterm exam, students must fulfill all their obligations, especially regarding attendance and classes participation, since the course structure requires attendance in lectures and seminars. Students write one midterm exam at the end of the semester. Students are required to write and present a seminar paper (individual work) which must be submitted in paper and electronic format. During the last week of January, the make-up exam is given to all students who did not take or pass the midterm exam. The final grade will be made up of the points for the midterm, seminar and attendance points. Students who scored less than 50% in class must take the final oral exam. Mid-term exam is graded according to the following distribution: 0% to 50% correct answers = 0% of the grade 51% to 60% = 6% 61% to 70% = 12% 71% to 80% = 18% 81% to 90% = 24% 91% to 100% = 30% Final-oral exam is graded according to the following distribution: 0 to 5 correct answers = 0% of the grade 6 correct answers = 5% 7 correct answers = 8% 8 correct answers = 12% 9 correct answers = 16% 10 correct answers = 20%				
Course requirements	For a successful completion of the course, students must: 1. attend classes regularly				

	2. write and present a seminar paper 3. pass the midterm exam 4. pass the exam
Mid-term and final exam term	Defined at the beginning of the semester, published on University's website and in ISVU.
Additional information on the course	In the case of distance learning, there may be a deviation in the location, delivery of activities, teaching and assessment methods, student commitments and available bibliography. The course holder will inform students of any changes if and when distance learning occurs. Learning outcomes remain unchanged
Bibliography	Mandatory: <ol style="list-style-type: none"> <li>1. Celce-Murcia, M., Brinton, D., Snow, M., &amp; Bohlke, D. (ur.) (2011). Teaching English as a Second or Foreign Language: Heinle.</li> <li>2. Richards, J. &amp; Renandya, W. (2002). Methodology in Language Teaching. CUP.</li> <li>3. Vrhovec i sur. (2019). Izazovi učenja stranoga jezika u osnovnoj školi. Ljevak.</li> </ol> Optional: <ol style="list-style-type: none"> <li>1. Enever, J. (2011). Early Language Learning in Europe. British Council.</li> <li>2. Vilke. M. &amp; Vrhovac, Y. (Ur.) (1993). Children and Foreign Languages 1 Zagreb: Filozofski fakultet. Sveučilište u Zagrebu.</li> <li>3. Vilke. M. &amp; Vrhovac, Y. (Ur.) (1995). Children and Foreign Languages 2 Zagreb: Filozofski fakultet. Sveučilište u Zagrebu.</li> <li>4. Vilke. M. &amp; Vrhovac, Y. (Ur.) (2001). Children and Foreign Languages 3 Zagreb: Filozofski fakultet. Sveučilište u Zagrebu.</li> <li>5. Vilke, M. (1991). Vaše dijete i jezik. Školska knjiga. Zagreb</li> </ol>

Course Syllabus					
Course Code and Title	96521 Computer science teaching methodology I				
Names of Lecturers	<a href="#">Full Professor Maja Ružić, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Summer	Study year	IV		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	2	Number of hours per semester	15L – 15S – 0T		
Prerequisites	There are no prerequisites for enrolment.				
Correlativity	Informatics, Information and communication technology in education, Programming.				
Objective of the course	Adopt the basic concepts of theoretical and practical knowledge about IT concepts (programming, algorithms, data structures).				
Learning outcomes	1. Describe the basic terms from the methodology of computer science teaching 2. define learning outcomes, principles, methods and forms of work 3. interpret literature, laws and regulations related to the topics of methodology in the teaching of computer science in elementary school. 4. interpret the curriculum of the computer science subject for elementary schools 5. implement a computer science lesson for elementary school using digital technology.				
Course content (syllabus)	1. Basic terms 2. Curriculum of the subject of informatics for elementary schools (educational goals of learning and teaching, domains in the organization of the subject curriculum of informatics, digital literacy and communication, e-society, learning and teaching of the subject of informatics) 3. Preparation of teaching activities 4. Evaluation of educational outcomes in the subject Informatics				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria					
	Activity on L, S, T	1.-5.	23	0.8	10
	Individual tasks (homework, research, oral and written tasks, sketching, making graphs, playing instrument, singing...)	2.-5.	15	0.5	40
	Exam (oral, written, concert)	1.-5.	22	0.7	50
	Total		60	2	100
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. Up to 30% of absences are tolerated. It is necessary to create an independent assignment (an essay of 5 to 8 standard pages of text with literature and without reference to the methodology). Make a presentation and present the given topic.</p> <p>Contacting the teacher</p> <p>Contacting the teacher outside of class usually takes place during consultations. Consultations can be arranged outside of the scheduled times when students are prevented by other study obligations. Daily (two-way) contact is possible by e-mail. 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 distance learning starts. Learning outcomes remain unchanged.</p>				
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. Attend classes regularly.</li> <li>2. Create and present a seminar paper</li> <li>3. Pass the exam (written/oral).</li> </ol>				
Mid-term and final exam term	They are given at the beginning of the academic year, ISVU				
Additional information on the course	In the case of distance learning, there may be a deviation in the location, delivery of activities, teaching and assessment methods, student commitments and available bibliography. The course holder will inform students of any changes if and when distance learning occurs. Learning outcomes remain unchanged				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. V. Galešev i dr. (2006). Informatika i računarstvo: metodički priručnik za nastavnike, SysPrint, Zagreb.</li> <li>2. Kurikulum nastavnog predmeta informatika za osnovne i srednje škole</li> <li>3. Bakić-Tomić, Lj., Dumančić, M. (2012). Odabrana poglavlja iz metodike nastave informatike. Sveučilišna skripta. Zagreb: Učiteljski fakultet.</li> </ol> <p>Mrežni izvor: <a href="http://2co.ufzg.hr/metodika-inf-izdanje/UFSKRIPTA_LJBTMD-2.pdf2">http://2co.ufzg.hr/metodika-inf-izdanje/UFSKRIPTA_LJBTMD-2.pdf2</a></p> <p>Optional:</p>				

	<ol style="list-style-type: none"><li>1. Matijević, M., Topolovčan, T. (2017). Multimedijaska didaktika. Zagreb: Školska knjiga.</li><li>2. Udžbenici iz informatike za prvi, drugi, treći i četvrti razred osnovne škole.</li></ol>
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Course Syllabus			
Course Code and Title	85806 Databases		
Names of Lecturers	<a href="#">Assistant professor Elena Krelja Kurelović, PhD</a> <a href="#">Igor Dobrača, senior lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	IV
Classroom location	hall, classroom with computers	Teaching language(s)	Croatian
ECTS credits	2	Number of hours per semester	15L – 0S – 15T
Prerequisites	For this course, it is necessary to take the course: Fundamentals of computer science.		
Correlativity	Fundamentals of computer science		
Objective of the course	Understand the term database, use MS Access to create a database and get to know relational and object-oriented databases.		
Learning outcomes	1. understand the basic terminology of databases 2. understand the organization of the database 3. create simple SQL queries 4. design a database through Access 5. use some of the Access database modules		
Course content (syllabus)	Lectures: 1. Terms: database, table, record, field, types and properties of fields 2. Entity, attribute and attribute value 3. Tabular display of information and connection of tables in the database: primary key, index, relations 4. Query language for working with databases (CQL) 5. Software support for databases. Examples in the MS Access program.		

	6. Object-oriented databases. Objects and classes  Tutorials: 1. Creating a database in MS Access 2. Creating a simpler information system				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity on L, S, T	1. – 3.	23	0.8	5%
	Creation and presentation of seminars	1. – 3.	9	0.3	15%
	creation of databases and modules (reports, queries, forms) in Access - practical	3. – 5.	28	0.9	80%
	Total		60	2	100%
	Additional information (assessment criteria):				
Course requirements	For a successful completion of the course, students must: 1. Create a seminar on the chosen topic and present it orally. Actively participate in the presentations of other students through questions and discussion. 2. Create a database and modules (reports, queries, forms) in Access. 3. Take the final 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	A student who has obtained a minimum of 30% of the grade through classes and who has presented a seminar paper can take the final exam. The final exam, which consists of practical tasks, will be organized only for those students who want to improve their grade. In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course instructor and associate will inform students about this when distance learning begins. Learning outcomes remain unchanged.				
Bibliography	Mandatory: Varga, M. (1994)., Baze podataka. Zagreb: DRIP <a href="http://www.ecdl.com.mt/downloads.html">http://www.ecdl.com.mt/downloads.html</a> (Syllabi & Sample Tests)  Optional:				

	Školska knjiga, udžbenik za sedmi razred osnovnih škola, poglavlje MS Access
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## 5th YEAR

Course Syllabus			
Course Code and Title	118962 Mathematics teaching methodology III		
Names of Lecturers	<a href="#">Assistant Professor Siniša Miličić, PhD</a> <a href="#">Branka Antunović, PhD, senior assistant</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	V
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	4	Number of hours per semester	15L – 0S – 45T
Prerequisites	To enroll in the Mathematics teaching methodology II course, the student must have completed the Mathematics teaching methodology I course. To take the exam in the Mathematics teaching methodology II course, the student must pass the Mathematics teaching methodology I course (related courses).		
Correlativity	Mathematics teaching methodology I and Mathematics teaching methodology III.		
Objective of the course	To acquire competences for teaching mathematics in the classroom		
Learning outcomes	<ol style="list-style-type: none"> <li>1. prepare a mathematics lesson using literature, updating mathematical content through modern learning and teaching strategies</li> <li>2. conduct the lesson according to the written lesson plan</li> <li>3. cooperate with other teachers, methodologists and other participants in the teaching process</li> <li>4. participate in a high-quality discussion on topics from the methodology of mathematics</li> <li>5. observe and evaluate the lesson</li> <li>6. write a document for the implementation of the project in class, respecting all the guidelines of the constructivist paradigm</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Projects in mathematics teaching and the constructivist paradigm in project planning. Teamwork.</li> <li>2. Preparation for a mathematics lesson. Types of teaching and methods in teaching mathematics. Workshop - teamwork. Discussion on the topic of preparing for the lesson.</li> </ol>		

	3. Getting to know how to take notes when observing classes. Writing a review of someone else's lesson. Discussion on the topic of writing notes and reviews. 4. Attending a lesson conducted by a mentor teacher. Discussion about the trial lesson. 5. Preparing and conducting a mathematics lesson in school. A weekly discussion about teaching lessons by individual students.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activities (L, T)	3.-6.	45	1.5	55%
	Assesment Cclass	1.-3.	75	2.5	45%
	Total		120	4	100%
	Additional information (assessment criteria): 1. Assessment lecture (45%): 1.1. Written preparation: 20% 1.2. Communication with teachers: 5% 1.3. Assessment class at school: 20% 2. Class activity (50%): 2.1. Project assignment: 30% 2.2. Exercise tasks 20%: - Review of own class: 5% - Review of a colleague's class: 5% - Written preparation based on a sample lesson: 5% - Activity during the implementation of sample evaluation hours: discussions / analysis: 5% 3. Class attendance 5% (lectures 2%, exercises 3%)				
Course requirements	To pass the course, the student must: 1. attend classes regularly and actively participate in all forms of classes (at least 70% attendance at exercises and at least 70% attendance at lectures) 2. regularly create independent assignments and group assignments (at least 50% of grade points) 3. pass the written exam (at least 50% of the grade points) 4. pass the oral exam (at least 50% of the grade points)				
Mid-term and final exam term	Dates are available on the Department's website and the ISVU database.				
Additional information on the course	Materials for lectures and exercises are published on e-learning. In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Markovac, J. (2001.) Metodika početne nastave matematike. Školska knjiga</li> <li>2. Liebeck, P. (1985). Kako djeca uče matematiku. EDUCA.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>4. Kurikulum nastavnog predmeta Matematika  <a href="https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/predmetni-kurikulumi/539">https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/predmetni-kurikulumi/539</a></li> <li>5. Aktualni udžbenici iz matematike i pripadajući radni materijal za učenike od 1. do 4. razreda osnovne škole</li> <li>6. Kurikulumi međupredmetnih tema  <a href="https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/medjupredmetne-teme/3852">https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/medjupredmetne-teme/3852</a></li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Chaillé, C. i McCormick Davis, S. (2016.) Integrating Math and Science in Early Childhood Classrooms through Big Ideas. A Constructivist Approach. Pearson.</li> <li>2. Garhart Mooney, C. (2013.) Theories of Childhood, second edition: An Introduction to Dewey, Montessori, Erikson, Piaget, Vygotsky. Redleaf Press.</li> <li>3. Jensen, E. (1998.) Super nastava. Naklada Slap.</li> <li>4. Kurnik, Z. (2004.) Zadaci s više načina rješavanja. Hrvatsko matematičko društvo.</li> <li>5. Matijević, M. i Radovanović, D. (2011.) Nastava usmjerena na učenika. Školske novine.</li> <li>6. Mattes, W. (2007.) Rutinski planirati-učinkovito poučavati. Naklada Ljevak.</li> <li>7. Polya, G. (1984.) Kako ću riješiti matematički zadatak. Školska knjiga</li> <li>8. Šporer, Z. (1990.) Brbljanje o geometriji. Školska knjiga.</li> </ol>
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Course Syllabus			
Course Code and Title	118950 Science teaching methodology II		
Names of Lecturers	<a href="#">Associate Professor Marina Diković, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	V
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	5	Number of hours per semester	30L – 0S – 30T
Prerequisites	There are no prerequisites for enrolment.		
Correlativity	Natural science, History, Fundamentals of ecology, Geography, Psychology, Pedagogy, Didactics, Science teaching methodology II, Science teaching methodology III		
Objective of the course	The objective of this course is to evaluate the didactic-methodical strategies of teaching and learning respecting the peculiarities of this methodology, and to integrate tasks of the curriculum forming a personal style in professional work.		
Learning outcomes	<ol style="list-style-type: none"> <li>critically analyze the planning, programming and implementation of the Nature and society curriculum (content and performance) as well as accompanying methodological manuals and textbooks and work materials for teachers and students</li> <li>create Nature and society classes based on learning outcomes</li> <li>demonstrate the expected level of methodical skills by nurturing personal style and creativity in the creation and practical implementation of Nature and society lessons</li> <li>critically evaluate (peer evaluation and self-evaluation) educational work in oral and written form.</li> </ol>		
Course content (syllabus)	1. Preparing students for teaching the subject Nature and society.		

	<p>2. Specificity of space and equipment for teaching Nature and society.</p> <p>3. Specifics of the application of teaching strategies, methods, forms of work and procedures in the subject Nature and society.</p> <p>4. Media in the teaching of Nature and society with special emphasis on the use of modern media (computer technology).</p> <p>5. Extracurricular teaching and teacher preparation for the "School in nature" program.</p> <p>6. Research teaching.</p> <p>7. Evaluation of teaching work.</p> <p>8. Evaluation of the achievements of student work.</p> <p>9. Introducing students to natural sciences and social studies.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity on L, T	1., 2., 4.	45	1.5	0%
	Written projects (seminars)	1.-4.	30	1	30%
	Exam (2 written)	1., 2., 4.	75	2.5	70%
	Total		150	5	100
	<p>Additional clarifications:</p> <p>In order to successfully complete the course, the student must obtain at least half of the credits from the independent assignment and colloquium.</p> <p>Colloquiums are not mandatory, but they offer students the option of being exempted from the exam (with at least 50% of points on each colloquium). Exemption from the exam (based on the results of the colloquia) is valid until the end of the regular exam period in September.</p> <p>If students do not pass the colloquium, they have to take the written exam. The written exam is an elimination exam (to pass the oral exam, it is necessary to achieve at least 50% of points).</p>				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> <li>regularly attend and actively participate in all forms of teaching. Absences up to 30% of the hourly rate are tolerated (especially for each form of teaching)</li> <li>make daily preparation for the lesson and hold a public practical lecture in the exercise room</li> <li>pass two colloquia or pass a written exam</li> <li>collect more than 50% points in all forms of teaching.</li> </ol>				
Mid-term and final exam term	They are determined at the beginning of the academic year, published on the University's website and in the ISVU system				
Additional information on the course	<p>All materials and video projections are posted on e-learning.</p> <p>In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course instructor</p>				

	and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. De Zan, I. (2005). Metodika nastave prirode i društva. Zagreb: Školska knjiga. (str. 157-369)</li> <li>2. Bezinović P., Marušić I., Ristić Dedić, Z. (2012). Opažanje i unapređivanje školske nastave, Agencija za odgoj i obrazovanje, Zagreb</li> <li>3. Kostović-Vranješ, V. (2015). Metodika nastave predmeta prirodoslovnog područja. Zagreb: Školska knjiga</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Anderson, L. W. &amp; David R. Krathwohl, D. R. (Eds.) (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Allyn &amp; Bacon. Boston, MA</li> <li>2. Beere, J. (2010). The primary learner's toolkit. Crown House Publishing Jensen</li> <li>3. Buzan, T. (2004). Kako izrađivati mentalne mape, Zagreb, Denona d. o.o.</li> <li>4. Jensen, E. (2003). Super-nastava, "Educa", Zagreb</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Ministarstvo znanosti, obrazovanja i sporta (2019). Kurikulum nastavnog predmeta Priroda i društvo. Zagreb</li> <li>2. Ministarstvo znanosti, obrazovanja i športa Republike Hrvatske (2014) Pravilnik o izvođenju izleta, ekskurzija i drugih odgojno-obrazovnih aktivnosti izvan škole. Zagreb</li> <li>3. Ministarstvo znanosti, obrazovanja i športa Republike Hrvatske (2010) Pravilnik o načinima, postupcima i elementima vrednovanja u osnovnoj i srednjoj školi. Zagreb</li> <li>4. Udžbenici prirode i društva od 1.- 4. razreda, radne bilježnice i metodički priručnici za učitelje</li> </ol>

COURSE SYLLABUS			
Code and Title of Course	118951 Visual arts teaching methodology III		
Teacher	<a href="#">Associate professor Aleksandra Rotar, Art. D.</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Type of course	Mandatory	Study Level	Integrated
Semester	Winter	Study Year	V
Location	Lecture hall	Language	Croatian
No. of ECTS Points	3	Hours in a semester	15L – 0S – 45T
Requirements for Enrolment and Passing	No requirements for enrolment		
Correlations	Art education, Art Education Methodology 1 and 2, Graphics and Design, Croatian Language and Literature, Children's Literature, Nature and Society, Music Education, Music Education Methodology, Computer Science		
The aim of the course	To creatively develop art education methodology for personal development and to apply the competences acquired in work with children in the lower grades of elementary school, to create graded lessons for elementary school based on the students' graded lessons, to independently create a syllabus for work in school, a project and lesson plans for Art Education		
Learning outcomes	<ol style="list-style-type: none"> <li>1. To apply a motif, artistic technique, artistic language in preparations for students' artistic expression in different fields of art, with the use of different artistic techniques, equipment and materials</li> <li>2. To produce original works of art using various techniques and approaches</li> <li>3. To independently apply different multimedia activities in class practice</li> <li>4. To analyse the specific features of the phases of development of drawing and other works in relation to the student's age, with children with special needs and other characteristics</li> </ol>		

	5. To actively follow artistic events in this country and abroad, for the sake of their future professional development				
Course Content	1. Introduction to the course, literature 2. To draw up preparations for art education classes in school, according to the subject of the project, the given motif, technique, or artistic language 3. To successfully analyse, in class and after classes, the children's original work (phase of development, techniques, artistic language, type of child...) 5. Children in museums and/or galleries, with professional work by a museum education expert 7. To meet all the requirements for a group exhibition of work arising from a project 8. To create a poster/invitations/catalogue to the exhibition				
Planned activities, learning and teaching methods, and forms of evaluation	Obligations	Outcomes	Hours	ECTS	Maximum percentage of grade
	Attendance	1. – 4.	45	1.5	20%
	Practical Work	1. – 4.	30	1.0	50% (5 x 10 %)
	Oral Examination	1. – 4.	15	0.5	30%
	Total		90	3	100%
Students' obligations	To pass the course, students must: 1. Regularly attend classes and actively participate in all forms of classes, especially exercises 2. Complete the practical work 3. Visit at least five recent exhibitions in museums and galleries and where possible attend at least five openings of recent exhibitions 4. Pass the oral examination Note (applies to no. 2): Students must produce practical works both outside classes and in situ, in class. 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.				
Examination schedules	Issued at the beginning of the semester, published on the University web site and ISVU				
Other important information for the course	If classes are held remotely, there may be differences in the location where courses are held, the conduction of activities, the method of interpreting and teaching and forms of evaluation, students' obligations and the available literature. The learning outcomes remain unchanged.				

Literature	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Grgurić, N. – Jakubin, M. (1996): „Vizualno-likovni odgoj i obrazovanje, metodički priručnik“. Zagreb: Educa 23.</li> <li>2. Jakubin, M. (2001): „Osnove likovnoga jezika i likovne tehnike“. Zagreb: Educa.</li> </ol> <p>Elective:</p> <ol style="list-style-type: none"> <li>1. Godec Schmidt, J. (1989): Danas slikam, Ljubljana: Mladinska knjiga.</li> <li>2. Janson, Anthony F. (2004): Povijest umjetnosti. Varaždin: Stanek.</li> <li>3. Likovne i druge enciklopedije, katalozi originalnih eksponata dijela zbirke muzeja i galerija, izvori s interneta – reprodukcije, video, glazba, djela iz književnosti.</li> </ol>
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Course Syllabus			
Course Code and Title	118952 Kinesiology teaching methodology II		
Name of Lecturer	<a href="#">Full Professor Iva Blažević, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	V
Classroom location	Classroom and sports hall	Teaching language(s)	Croatian (English)
ECTS credits	4	Number of hours per semester	30L – 0S – 15T
Prerequisites	Completed course Kinesiology and Kinesiology teaching methodology I. Students who have passed the course Kinesiology and Kinesiology teaching methodology I can take the final exam.		
Correlativity	Kinesiological culture, Kinesiology, Kinesiology teaching methodology I, Pedagogy, Didactics, Sociology of education, Developmental psychology, Educational psychology, Social pedagogy, Research of education		
Objective of the course	to introduce organizational exercise setups, work methods, methodological principles and the structure of the teaching process in the physical and health education area for school-age children		
Learning outcomes	1. analyze organizational training setups 2. apply simpler and more complex physical exercise routines 3. interpret work methods 4. distinguish between methodological principles 5. analyze the structure of the physical education teaching process		
Course content (syllabus)	1. Introduction to the organization of physical exercise 2. Organizational exercise setups (simpler and more complex organizational exercise setups) 3. Working methods: methods of presenting the motor task, learning methods, training methods, exercise methods, safety methods, methods of monitoring the exercise process, and auxiliary procedures of verbal and non-verbal communication 4. Methodological principles: the principle of comprehensibility and clarity, the principle of systematicity and gradualness, the principle of versatility and focus, the principle of diversity and efficiency, the principle of appropriateness and individualization, the principle of awareness and activity, and the principle of education and health. 5. Basics of the teaching process 6. Preparing the teaching process		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance and activity of L, T	1.-5.	34	1.2	0%
	Practical work	5.	17	0.6	20%
	Colloquium (written)	1.-5.	36	1.2	2x25%
	Oral presentations	1.-5.	33	1.1	30%
	Total		120	4	100%
	<p>Additional clarifications (assessment criteria):</p> <p>Class attendance is mandatory. Student monitoring and assessment is carried out during classes and at the final exam. During classes, students achieve 70% of the grade, and at the final exam 30% of the grade.</p> <p>Practical work refers to the development and implementation of physical education content in the gym, and is assessed as follows:</p> <p>0% = Practical work was not completed and carried out.</p> <p>2% = Practical work was not completed, but was carried out with major shortcomings.</p> <p>4% = The practical work was designed with major shortcomings and implemented with major shortcomings.</p> <p>6% = The practical work was completed with major deficiencies and carried out with minor deficiencies.</p> <p>8% = The practical work was completed and carried out with minor shortcomings.</p> <p>10% = Very well-designed and implemented practical work.</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 course content. The oral exam consists of three questions.</p>				
Course requirements	<p>To pass the course, a student must:</p> <ol style="list-style-type: none"> <li>1. Attend more than 70% of the classes. If a student misses more than 30% to 50% of the classes, he/she will be required to complete additional assignments, or if he/she misses more than 50% of classes, he/she will be denied the right to signature, take the exam, and receive points.</li> <li>2. Complete practical assignments.</li> <li>3. Pass the oral exam.</li> </ol>				
Mid-term and final exam term	They are given at the beginning of the academic year and published in ISVU.				
Additional information on the course	<p>Materials for lectures and seminars are published on the official e – learning platform.</p> <p>In the case of distance learning, there may be deviations in the location of the course, the implementation of activities, the methods of interpretation and teaching and assessment methods, student obligations and available literature. The course leader and teaching assistant will inform students about this when distance learning begins. The learning outcomes remain unchanged.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Findak, V. (2003). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga.</li> <li>2. Findak, V., Metikoš, D., Mraković, M., Neljak, B., &amp; Prot, F. (2000). <i>Motorička znanja</i>. Zagreb.</li> <li>3. Neljak, B. (2011). <i>Opća kineziološka metodika</i>. Zagreb: Kineziološki fakultet, Sveučilišta u Zagrebu.</li> <li>4. Pejčić, A., &amp; Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Neljak i suradnici. (2008). <i>Vježbajmo zajedno 1, 2, 3 i 4</i>. Zagreb: Profil.</li> <li>2. Živčić Marković, K., &amp; Breslauer, N. (2011). <i>Opisi nastavnih tema i kriterij ocjenjivanja: Tjelesna i zdravstvena kultura u razrednoj nastavi</i>. Čakovec: Međimursko veleučilište.</li> <li>3. Sekulić, D., &amp; Metikoš, D. (2007). <i>Uvod u transformacijske postupke u kineziologiji</i>. Split: Fakultet prirodnoslovno-matematičkih znanosti i kineziologije Sveučilišta u Splitu.</li> <li>4. Trajkovski, B. (2018). <i>Primjena elementarnih igara u radu s djecom u Tjelesnoj i zdravstvenoj kulturi</i>. Rijeka: Centar za istraživanje djetinjstva, Učiteljski fakultet u Rijeci.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Ministarstvo znanosti, obrazovanja i sporta. (2019). <i>Predmetni kurikulum</i>. Zagreb: MZOS.</li> </ol>
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Course Syllabus			
Course Code and Title	118953 Professional practice V		
Lecturer	<a href="#">Assistant professor Irena Kiss, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	integrated
Semester	Winter	Study year	V
Classroom location	Educational institution (primary school or related institution)	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	0L – 0S – 100T
Prerequisites	There are no prerequisites		
Correlation	Professional practice correlates with professional-methodical courses that are completed in the teacher study programme.		
The objective of the course	Train students to independently apply appropriate forms and methods of work in classroom teaching and implement strategies for innovative educational activities		
Learning outcomes	<ol style="list-style-type: none"> <li>1. explain the organizational components of teaching and interactional relationships between teachers and students</li> <li>2. show the monitoring of student progress using different methods</li> <li>3. describe the specific strengths and difficulties of students as basis for an individualized approach to teaching</li> <li>4. propose an example of an appropriate method of problem-based teaching in teaching students</li> <li>5. apply the basic forms and methods of work in classroom teaching</li> <li>6. conduct two lessons each in Mathematics, Nature and society, Art, Physical education, English or Computer science</li> </ol>		

Course content (syllabus)	<p>Students complete Professional practice in the selected school during the winter semester and in February (100 hours), under the guidance of a teacher-mentor.</p> <p>The course content of Professional practice V includes:</p> <ol style="list-style-type: none"> <li>1. monitoring, analyzing and interpreting organizational components of teaching</li> <li>2. analyzing class group dynamics, student workload, activities, attention and interest, work discipline, classroom arrangement, evaluation of students' knowledge and work</li> <li>3. observing, analyzing and actively participating in various forms of educational work, working with gifted students and students with developmental disabilities</li> <li>4. Conducting at least two lessons each in the following subjects: Mathematics, Art, Physical education, Nature and society, English or Computer science under the guidance of a teacher-mentor</li> </ol>				
Course activities, teaching and learning methods, assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity during Professional practice	1.- 6.	75	2.5	65%
	Individual task - Professional practice diary	1.- 6.	45	1.5	35%
	Total		120	4	100%
Course requirements	<p>For successful completion of the course, a student has to:</p> <ol style="list-style-type: none"> <li>1. submit the completed and certified Application form confirming the choice of primary school to the head of Professional practice (before attending the professional practice).</li> <li>2. attend regular, additional, remedial, elective classes and extracurricular activities</li> <li>3. participate in various forms of educational work at school</li> <li>4. conduct two lessons each in the subjects: Mathematics, Nature and society, Physical education, Art, English or Computer science under the guidance of the teacher-mentor at the school, who signs the lesson plans and gives feedback on the carried-out activities</li> <li>5. attend e-consultations of the Ministry of Science and Education, related to primary school education.</li> <li>6. write a Professional practice diary (following the Instructions for keeping a Diary)</li> <li>7. submit the Professional practice diary and Certificate of completed professional practice for signature and certification to the school principal and mentor, who gives a professional opinion on the activities carried out.</li> </ol>				
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	<p>E-learning portal of the course contains published materials and instructions required for Professional practice. Students are obliged to read the notifications posted by the head of professional practice on the official e-learning portal.</p> <p>In the case of distance learning, there may be changes in the course venue, the implementation of activities, interpretation and teaching methods and methods of evaluation, students' obligations, and available literature. The teacher will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Hechler, O. (2010). Pedagoško savjetovanje. Zagreb: Erudita.</li> <li>2. Matijević, M. (2017). Nastava i škola za net-generacije. Zagreb: Faculty of Teacher Education. University of Zagreb.</li> <li>3. Meyer, H. (2002). Didaktika razredne kvake. Zagreb: Educa.</li> <li>4. Rosandić, D. (2002). Od slova do teksta i metateksta. Zagreb: Bulletin of the Institute of Education.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Bouillet, D. (2010). Izazovi integriranog odgoja i obrazovanja. Zagreb: Školska knjiga.</li> <li>2. Cindrić, M. (1995). Profesija učitelj u svijetu i u Hrvatskoj. Velika Gorica-Zagreb: Persona.</li> <li>3. Farren, M., Whitehead, J., &amp; Bogner, B. (eds.) (2011). Action research in the educational workplace. Bethesda; Dublin; Palo Alto: Academic Press.</li> <li>4. George, D. (2005). Obrazovanje darovitih: kako identificirati i obrazovati darovite i talentirane učenike. Zagreb: Educa.</li> <li>5. Rosić, V., Zloković, J. (2003). Modeli suradnje obitelji i škole. Đakovo: Tempo d.o.o.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Kurikulumi nastavnih predmeta i međupredmetnih tema (2019). Zagreb: MZORH.</li> </ol>

Course Syllabus			
Course Code and Title	118954 Children's literature in English III		
Name of Lecturer	<a href="#">Assistant professor Ester Vidović, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher study in the Croatian language		
Course status	Mandatory	Study level	integrated
Semester	Winter	Year of study	V
Classroom location	hall, library, Book Fair in Pula	language (other languages)	English
ECTS credits	3	Number of hours per semester	15L – 15S – 0T
Prerequisites	To take the exam, students must first pass the following courses: Children's Literature in English I, Children's Literature in English II.		
Correlativity	English language I, English language II, Children's literature, English language teaching methodology, Speaking skill practice I, Speaking skill practice II, Introduction to English grammar, pedagogical-psychological courses that students attend in their mother tongue.		
Objective of the course	acquire competences for classifying, interpreting and analyzing children's literature in English		
Learning outcomes	<ol style="list-style-type: none"> <li>properly define and use basic concepts from the field of literary theory</li> <li>compare the attitudes, mood and atmosphere of certain literary eras, works and authors of children's literature in English</li> <li>critically consider selected theoretical topics</li> <li>thoroughly analyze the selected texts</li> <li>argue the possibilities of using children's literature in the teaching of the English language as often as possible and with better quality</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>Children's literature: fantasy.</li> <li>Types of children's fantasy literature and historical overview.</li> <li>Science fiction in children's literature.</li> <li>Non-fiction genres. Biographies, autobiographies. Travelogues.</li> </ol>		

	5. Children's literature and visual arts. Comic.				
Course activities, teaching and learning methods and assessment criteria	Students' responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance of lectures	1.-5.	23	0.8	10%
	oral presentation and written coverage of the topic	4.-5.	23	0.8	30%
	two written colloquiums	1.-5.	44	1.4	2 x 30%
	in total		90	3	100%
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> <li>1. attend more than 70% of classes. If a student misses between 30% and 50% of classes, he/she will be assigned additional assignments. In the event that a student misses more than 50% of classes, he/she will be denied the right to signature, take the exam and enter ECTS credits.</li> <li>2. Write and present a paper on a given topic and design tasks to test knowledge. If the student is unsuccessful in fulfilling this obligation, he/she has to take the oral exam. If the student is unsuccessful in fulfilling this obligation, he/she takes the oral exam.</li> <li>3. Pass two written colloquiums. If the student is unsuccessful in fulfilling this obligation, he/she must pass the final written and oral exams, which in that case carry 50% of the grade each.</li> </ol>				
Mid-term and final exam term	They are published at the beginning of the academic year on the University's website and in the ISVU system.				
Additional information on the course	<p>Materials for lectures and seminars are published on the official e-learning platform.</p> <p>In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course instructor will inform students about this when distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <p>Anderson, Nancy A. Elementary children's literature – the basics for teachers and parents. Boston: Pearson Education, 2006. Pages: 113-165, 267-280, 286-293 (72 pages)</p> <p>Dujmović, Mauro, Bančić, Ivana. A handbook in children's literature. Pula: Jurja Dobrila University in Pula, 2014. Pages: 125-152, 161-168. (34 pages)</p>				

	<p>Russell, David L. Literature for children – a short introduction . Boston: Pearson Education, 2005. Pages: 194- 215, 242-266 (45 pages)</p> <p>Optional:</p> <p>Hunt, Peter. Children's literature – an illustrated history. Oxford and New York: Oxford University Press, 1995 (selected chapters)</p> <p>Hunt, Peter. International companion. Encyclopedia of children's literature . London and New York: Routledge, 2004.</p> <p>Hunt, Peter. Understanding children's literature. London and New York: Routledge, 2005.</p> <p>Nikolajeva, Maria . Aspects and issues in the history of children's literature. Westport: Greenwood publishing group, 1995.</p> <p>Tatar, Maria. The classic fairy tales . New York and London: WW Norton &amp; Company, Inc., 1999.</p> <p>Thorough, Darren R. The nursery rhymes of dreamland . Devon: Bluebell Lane, 1995.</p> <p>Zips, Jack. When dreams came true – classical fairy tales and their tradition. London and New York: Routledge, 2007.</p> <p>Handy:</p> <p>Carpenter, H., Prichard, M. The Oxford Companion to Children's Literature. Oxford and New York: Oxford University Press, 1999.</p>
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Course Syllabus			
Course Code and Title	118955 English language teaching methodology II		
Names of Lecturers	<a href="#">Assistant Professor Marina Jajić Novogradec, PhD</a> <a href="#">Jelena Gugić, teaching assistant</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	V
Classroom location	Classroom	Teaching language(s)	English
ECTS credits	3	Number of hours per semester	15L – 0S – 30T
Prerequisites	To have taken the course English language teaching methodology I		
Correlativity	English language teaching methodology I English language I – II Speaking skill practice I - IV		
Objective of the course	The basic objective of the course is to introduce the students with contemporary English language teaching methodology achievements in order for them to attain the competencies necessary to work with children attending lower grades of primary school.		
Learning outcomes	<ol style="list-style-type: none"> <li>1. define the basic notions in the area of glottodidactics of English as a foreign language with special attention to early learning</li> <li>2. explain the different methods and approaches to learning and teaching foreign languages with special attention to the English language</li> <li>3. number and classify learning and teaching strategies according to different authors</li> <li>4. analyse character traits and identify various types of intelligences</li> </ol>		

	5. understand the division between cognitive, psychomotor and affective levels of knowledge 6. produce tasks to practice the four language skills				
Course (syllabus) content	1. Theories of language acquisition 2. Theoretical foundation to early English language learning in the Republic of Croatia 3. Cooperative learning 4. Conceptual and terminological differentiation between the first, second and third foreign language 5. Foreign language learning strategies 6. Learning strategies linked to the multiple intelligence model 7. Evaluation in foreign language teaching 8. Bloom's taxonomy 9. Teaching the four language skills: listening, speaking, reading and writing				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity L, S, T	1. – 6.	34	1.1	10%
	oral presentations	1. – 6.	14	0.5	10%
	mid-term(s) 2x (written)	1. – 6.	28	0.9	2 x 25%
	exam (oral)	1. – 6.	14	0.5	30%
	Total		90	3	100%
	additional information (assessment criteria):				
Course requirements	For a successful completion of the course, students must: 1. attend classes (max. 30% of absences) regularly 2. do all assignments 3. pass two mid-term exams 4. pass the oral exam				
Mid-term and final exam term	The terms are given at the beginning of the academic year and published on the University web pages and the ISVU system.				
Additional information on the course	Attendance is mandatory. It is allowed to have a maximum of 30% of absences. There are two mid-terms per semester (in the middle and at the end of the semester). Students have to make and present their individual work or project (group work), depending on the number of students on the course. The mid-term exams consist of essay-type questions which have to be answered by applying the knowledge acquired during the course and if possible, by giving examples of their own experience which can be applied in early English language teaching. The comprehensiveness of the answers is assessed (the student gives full and complete answers and offers personal practical examples; students give extensive answers, but some parts are missing, they give their own examples; students show understanding of the				

	<p>course subject but are not able to give examples; students name and define only the basic terms, without personal examples), correctness and fluency in written tasks. The same criteria are applied to the final oral exam.</p> <p>In the case of distance learning there could be differences in the place where the course is taught, implementation of activities, methods of interpretation and teaching, assessment methods, student obligations and the available literature. Students will be notified when distance learning begins by the holder of the course and teaching assistant. The learning outcomes remain as given.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Ellis, R. (1997; 2003). Second Language Acquisition. Oxford: Oxford University Press</li> <li>2. O'Malley, J. M. &amp; Uhl Chamot, A. (1990; 1995). Learning Strategies in Second Language Acquisition. Cambridge: Cambridge University Press</li> <li>3. Ur, P. (1999). A Course in Language Teaching. Cambridge: Cambridge University Press</li> <li>4. Vilke, M. (1991). Vaše dijete i jezik. Zagreb: Školska knjiga</li> </ol> <p>Referential:</p> <p>Daily newspapers, magazines, brochures, guidelines, encyclopedias, lexicons, web pages and other printed or electronic material.</p>

Course Syllabus			
Code and Course Title	118957 Reading professional literature in the English language		
Lecturer Assistant	<a href="#">Full Professor Silva Bratož, PhD</a> <a href="#">Jelena Gugić, assistant</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Elective	Study level	Integrated
Semester	Winter	Study year	V
Classroom location	Hall	Teaching language(s)	English
ECTS credits	2	Number of hours per semester	0L – 0S – 30T
Prerequisites	There are no prerequisites for enrolment, however, students have to be able to read literature and do exercises in English (level C1).		
Correlativity	English language teaching methodology I		
Objective of the course	improve the techniques of critical reading of professional texts in order to follow the latest professional literature and write quality reviews		
Learning outcomes	<ol style="list-style-type: none"> <li>1. critically approach the reading of professional literature</li> <li>2. use critical thinking</li> <li>3. write a good summary, introduction, chapter, conclusion</li> <li>4. correctly use the rules in quoting, paraphrasing and in writing bibliography</li> <li>5. use relevant databases for the purpose of monitoring contemporary trends</li> <li>6. analyse contemporary trends in the field of education based on the analysed texts</li> </ol>		
Course (syllabus) content	<ol style="list-style-type: none"> <li>1. Surface and deep approach to reading</li> <li>2. Critical thinking and critical reading</li> <li>3. Techniques and methods of reading professional texts with comprehension, 'Previewing', 'scanning', 'skimming', 'topic sentence', 'discourse markers', 'prediction', 'summarizing'.</li> <li>4. Different types of professional and scientific texts</li> <li>5. Structure of summary, introduction, chapter, conclusion</li> <li>6. Quoting, paraphrasing, bibliography</li> <li>7. Analysis of texts related to work with schoolchildren and teaching children a foreign language</li> <li>8. Trends in EU language policy</li> </ol>		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance and participation in tutorials	1-6	23	0.8	0%
	Written project (seminar)	1-6	12	0.4	50%
	Mid-term (written)	1-6	25	0.8	50 %
	Total		60	2	100%
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend more than 70% of classes and actively participate in the tutorials</li> <li>2. write an essay (written project)</li> <li>3. present one professional text of their choice</li> <li>4. pass the written mid-term exam.</li> </ol>				
Mid-term and final exam term	They are defined at the beginning of the academic year, 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 the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course lecturer and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Jordan, M.K., Plakans, L. (2003). Reading and Writing for Academic Success, Ann Arbor: University of Michigan Press</li> <li>2. Reppen, R. (2011). Grammar And Beyond 4 , Cambridge UP</li> <li>3. Council of Europe (2003). Common European Framework of Reference for Languages: Learning, teaching, assessment, Language Policy Division, Council of Europe, Strasbourg (electronic version)</li> </ol> <p>Referential:</p> <p>Various original texts from professional literature  <a href="http://www.phrasebank.manchester.ac.uk/">http://www.phrasebank.manchester.ac.uk/</a></p>				

Course Syllabus			
Course Code and Title	118958 Computer science teaching methodology II		
Names of Lecturers	<a href="#">Full professor Maja Ružić, PhD</a> <a href="#">Janko Žufić, senior lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Winter	Study year	V
Classroom location	Lecture hall, elementary school	Teaching language(s)	English, Croatian
ECTS credits	4	Number of hours per semester	15L – 0S – 45T
Prerequisites	Pedagogy, Didactics, Developmental psychology, Informatics teaching methodology I		
Correlativity	Informatics teaching methodology I and III.		
Objective of the course	train students to acquire knowledge and skills that will achieve the intended learning outcomes		
Learning outcomes	1. to identify the psychological type of students as a condition of good teaching 2. to identify different types of information technology and approaches for their use in the teaching of information technology 3. define what e-education is 4. analyze different approaches to e-education in order to select the best one for specific needs 5. distinguish between forms of online communication and knowledge testing 6. implement simpler forms in hypermedia program support for learning		
Course content (syllabus)	Lectures: 1. Cognitive aspect of learning development (different schools). 2. Psychological types and IT education. 3. Difficulties in learning IT content and overcoming them.		

	<p>4. Methods used to check the level of acquired knowledge and monitor student progress.</p> <p>5. Teaching of certain areas of computer science in primary and secondary schools.</p> <p>6. IT access to the contents of other courses.</p> <p>Exercises:</p> <p>1. Curriculum and program for elementary school - informatics.</p> <p>2. Writing the lesson plan for a computer science lesson.</p> <p>3. Preparation for computer science classes.</p> <p>4. Analysis of hours held.</p> <p>5. Creation of teaching material for the entire subject (e.g. Nature and society) in one of the remote learning systems (Moodle)</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcome s	Hours	ECTS credits	Grade ratio (%)
	regular activity in classes P, T	1.– 6.	45	1.5	0%
	activities during classes	1.– 6.	7,5	0.5	10%
	lesson plans	1.– 6.	15	0.5	35%
	performance of the lesson	1.– 6.	15	0.5	35%
	final exam (written)	1.– 6.	30	1	20%
	Total		120	4	100%
	<p>Additional information (assessment criteria):</p> <p>Attendance and activity in class: the student is obliged to attend at least 70% of classes.</p> <p>The topic of the lesson is assigned by the assistant, and the student prepares the topic and submits it for examination. In case of more serious deficiencies, the lesson plan is returned to the student for correction according to the given instructions. By realizing/performing a lesson with the presence of a mentor and an assistant, he realizes up to max. 30% success rate. Preparation and lectures held in the current academic year are accepted until the end of the next academic year at the latest.</p>				
Course requirements	<p>For a successful completion of the course, students must:</p> <p>1. attend lectures and seminars - at least 70%, prepare for classes every week by determining and revising the material presented at the lectures and seminars of the previous week, actively participate in the teaching process by solving tasks, answering questions, participating in discussions, etc. All students must be prepared for each lecture and seminar</p> <p>2. prepare the lesson, submit it within the deadline set by the subject teacher or assistant, and deliver the lesson according to the agreement with the subject teacher/assistant,</p> <p>3. Take the final exam according to the performance plan published by the subject teacher after the completion of the total lecture hours.</p>				

	4. The final grade for the subject is derived from the overall percentage of the success of the preparation and implementation of the class, attendance and activities in class, and the final test.
Mid-term and final exam term	they are published at the beginning of the academic year at ISVU
Additional information on the course	<p>Part of the teaching related to seminar preparations and discussions of individual teaching topics will be conducted online through the Moodle version of the course (max. 10 hours). Virtual attendance is mandatory and will be monitored through Moodle tools.</p> <p>In the case of distance learning, deviations are possible in the place of the course delivery, 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 distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Ikic, Z. – Gvozdanović, T. (2004), Internet, e-mail, web – kako koristiti? Zagreb: Pro-Mil</li> <li>2. Milijaš, Lj. (2002), PC škola – Office XP. Zagreb: Pro-Mil</li> <li>3. Bruner, J. S., Process of education, Harvard University Press, 1966.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Članci iz časopisa: ACI/SIGCSE Bulletin; Journal of Research in Computing in Education; Journal of Educational Computing Research.</li> <li>2. x x x (2007), Informatika za 1, 2, 3, 4, 5, 6, 7, 8 razred. Zagreb: Sysprint</li> <li>3. Piaget, J. Strukturalizam / Psihologija inteligencije /Intelektualni razvoj djeteta i sl.</li> <li>4. Vigotski, L. Mišljenje i govor, Moskva 1956.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. x x x Metodički priručnici za nastavu informatike 1, 2, 3, 4, 5, 6, 7, 8 razred + CD. Zagreb: Sysprint</li> </ol> <p>Internet links:  <a href="http://ahyco.ffri.hr">http://ahyco.ffri.hr</a> i sve preporučene internetske poveznice aktualne u određenom trenutku</p>

Course Syllabus					
Course Code and Title	118959 Computer practicum				
Names of Lecturers	<a href="#">Assistant Professor Elena Krelja Kurelović, PhD</a> <a href="#">Janko Žufić, senior lecturer</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Winter	Study year	V		
Classroom location	Lecture hall, on-line	Teaching language(s)	English, Croatian		
ECTS credits	4	Number of hours per semester	15L – 0S – 30T		
Prerequisites	Completed Informatics course. No other prerequisites are required.				
Correlativity	The course correlates and corresponds with the Informatics and Computing Basics courses.				
Objective of the course	To acquire competencies for the use of newer applications that can be applied in the work of elementary school teachers as a tool for application in teaching, computer network administration, research or some other area of teacher work.				
Learning outcomes	1. apply new applications useful in the work of teachers and their use 2. apply useful applications that the student has not encountered in previous education and their use				
Course content (syllabus)	1. Overview of useful applications that will help teachers in their work in elementary school 2. Overview of new useful applications that will help the teacher in his work in elementary school				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

	Activity	1.- 2.	34	1.1	0%
	Creation of 2 projects: a) use of a useful application and b) use of a new application	1.- 2.	56	1.9	70%
	One colloquia	1. – 2.	30	1	30%
	Total		120	4	100%
Course requirements	To pass the course, the student must: 1. present both projects and defend them in front of the teacher 2. pass the colloquium				
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	Points are collected during classes, projects and colloquium. The final exam or exam is taken only if the student has not successfully defended the projects or has not successfully passed the colloquium.				
Bibliography	Mandatory: 1. Blagus, J. Sokol, G. (2020). Minecraft - a manual for learning programming, School book 2. Milanović, T. (2020). Mbot programming - a manual for learning programming  Optional: Literature about new programs				

Course Syllabus					
Course Code and Title	118961 Science teaching methodology III				
Names of Lecturers	<a href="#">Associate Professor Ines Kovačić, PhD</a> *				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Summer	Study year	V		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	4	Number of hours per semester	15L – 0S – 45T		
Prerequisites	There are no prerequisites for enrolment.				
Correlativity	Natural science, History, Basics of ecology, Geography, Psychology, Pedagogy, Didactics, Science teaching methodology II, Science teaching methodology III				
Objective of the course	The objective of this course is to develop competencies for modern teaching, adopt ecological and civic habits and abilities of lifelong education.				
Learning outcomes	1. critically analyze didactic-methodical manuals and textbooks for teachers and students in the first four grades in Nature and society 2. operationalize teaching goals from the student's position; respect their diversity (level of ability, knowledge, experience) 3. methodically competently master the skills of practical teaching of Nature and society, the processes of evaluation and self- evaluation of work in the practical implementation of one's own and others' methodical exercises, and know how to present this in written form 4. realize an assessment class in the methodical training room				
Course content (syllabus)	1. Critical monitoring of the realization of the curriculum content of the subject Nature and Society from the first to the fourth grade in relation to the daily and weekly workload of the students (intensity and extent of knowledge). 2. Possibilities of realizing the cross-curricular theme Sustainable Development and Health as contents in the program of the subject Nature and society in correlation with other subjects. 3. Proposal of the "School in Nature" program.				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Attendance and activity of L, T	1.-5.	45	1.5	0%
	Lecture in school	2.-5.	60	2	60%
	Individual assignments	3.-5.	15	0.5	40%
	Total		120	4	100%
	Additional clarifications: In order to successfully complete the course, the student must obtain at least half of the credits from the independent assignment.				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> <li>1. regularly attend and actively participate in all forms of teaching; field teaching is mandatory; absences up to 30% of the hourly rate are tolerated (especially for each form of teaching)</li> <li>2. create and present an activity as part of the Science Festival or Monte Librić in the group</li> <li>3. independently prepare and present a topic related to the field of teaching</li> <li>4. independently make daily lesson plans and hold a public lecture in the methodology training room</li> <li>5. collect more than 50% points in all forms of teaching.</li> </ol>				
Mid-term and final exam term	They are determined at the beginning of the academic year, published on the University's website and in the ISVU system				
Additional information on the course	<p>All materials and video projections are posted on e-learning. In the case of distance learning, deviations are possible in the place of the course, delivery, 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 distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. De Zan, I. (2005). Metodika nastave prirode i društva. Zagreb: Školska knjiga. (10. i 12. part)</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Anderson, L. W. &amp; David R. Krathwohl, D. R. (Eds.) (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Allyn &amp; Bacon. Boston, MA</li> <li>2. Beere, J. (2010). The primary learner's toolkit. Crown House Publishing Jensen</li> <li>3. Jensen, E. (2003). Super-nastava, "Educa", Zagreb</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Ministarstvo znanosti, obrazovanja i sporta (2019). Kurikulum nastavnog predmeta Priroda i društvo. Zagreb</li> <li>2. Udžbenici prirode i društva od 1.- 4. razreda, radne bilježnice i metodički priručnici za učitelje</li> </ol>				

Course Syllabus					
Course Code and Title	118963 Kinesiology teaching methodology III				
Name of Lecturer	<a href="#">Full professor Iva Blažević, Ph.D.</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	V		
Classroom location	Ronjgova sports hall	Teaching language(s)	Croatian (English)		
ECTS credits	3	Number of hours per semester	15L – 0S – 45T		
Prerequisites	Completed the course Kinesiology, Kinesiology teaching methodology I and Kinesiology teaching methodology II. Students who have passed the course Kinesiology, Kinesiology teaching methodology I and Kinesiology teaching methodology II can take the final exam.				
Correlativity	Kinesiological culture, Kinesiology, Kinesiology teaching methodology I, Kinesiology teaching methodology II, Pedagogy, Didactics, Sociology of education, Developmental psychology, Educational psychology, Social pedagogy				
Objective of the course	to master the principles of planning and programming the teaching process in the field of physical education, as well as creating a curriculum and preparation for a physical education class				
Learning outcomes	1. prepare for the physical education lesson and the annual curriculum 2. interpret the elements of the physical education annual curriculum (GIK) 3. analyze the preparation for physical education class 4. analyze the components of evaluation in physical education 5. describe the use of different spaces and equipment for work 6. independently conduct a physical education class with children.				
Course content (syllabus)	1. Preparation of the teaching process: peculiarities of work in physical and health education classes 2. Planning and programming of the teaching process 3. Development of an executive curriculum 4. Daily preparation for physical education class 5. Professional documentation and evaluation of educational work 6. Monitoring and checking the student's educational work 7. Assessment: elements of assessment and evaluation 8. Students with special educational needs 9. Kinesiological specificities of educational work 10. Spaces and equipment for physical and health culture 11. Development of an implementation plan and program for physical education and health education for one grade of primary school				
Course activities,	Student	Learning	Hours	ECTS	Grade

teaching and learning methods and assessment criteria	responsibilities	outcomes		credits	ratio (%)
	activity of L, S, T	1.-6.	45	1.5	10%
	Practical work	1.-6.	21	0.7	40%
	Oral presentation	1.-6.	24	0.8	50%
	Total		90	3	100%
	<p>Additional clarifications (assessment criteria):</p> <p>Attendance is mandatory. 30% of absences are tolerated (4 absences) and do not need to be justified. Student monitoring and assessment are carried out during classes and at the final exam. Students are required to complete practical work (assessment lecture) with a minimum score of 10%. During classes, students earn 50% of their grade, and at the final exam they can earn 30% of their grade.</p> <p>Practical work (assessment lecture) refers to the preparation and implementation of one physical education class in the gym and is assessed as follows:</p> <p>0% = Practical work was not completed and carried out.</p> <p>10% = The practical work was designed and carried out with major shortcomings.</p> <p>15% = The practical work was designed and carried out with major shortcomings.</p> <p>20% = The practical work was completed with major deficiencies and carried out with minor deficiencies.</p> <p>25% = The practical work was completed and carried out with minor shortcomings.</p> <p>30% = The practical work was well-designed and carried out with minor shortcomings.</p> <p>35% = Quality practical work done and implemented.</p> <p>40% = Very well-designed and implemented practical work.</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 course content. The oral exam consists of three questions.</p>				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> <li>1. Attend more than 70% of classes. If a student misses 30% to 50% of classes, they will be required to complete additional assignments, or if they miss more than 50%, they will be denied the right to signature, take the exam, and attain credits.</li> <li>2. Prepare and conduct a physical education class with students in the gym according to the agreed deadlines during the semester.</li> <li>3. Pass the oral exam.</li> </ol>				
Mid-term and final exam term	They are given at the beginning of the academic year and published in ISVU.				
Additional information on the course	<p>Materials for lectures and seminars are published on the official e – learning platform.</p> <p>In the case of distance learning, there may be deviations in the location of the course, the implementation of activities, the methods of interpretation and teaching and assessment methods, student obligations and available literature. The course leader and assistant will inform students about this when distance learning begins. Learning outcomes remain unchanged.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Findak, V. (2003). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga.</li> <li>2. Neljak, B., i suradnici. (2008). <i>Vježbajmo zajedno 1, 2, 3 i 4</i>. Zagreb: Profil.</li> <li>3. Pejčić, A., &amp; Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Findak, V., Metikoš, D., Mraković, M., Neljak, B., &amp; Prot, F. (2000). <i>Motorička znanja</i>.</li> <li>2. Findak, V., Metikoš, D., Mraković, M., &amp; Neljak, B. (1996). <i>Primijenjena kineziologija u školstvu: Norme</i>. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu.</li> <li>3. <i>Zbornici radova Ljetne škole kineziologa Republike Hrvatske</i> (2003–2019).</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Ministarstvo znanosti, obrazovanja i sporta. (2019). <i>Predmetni kurikulum</i>. Zagreb: MZOS.</li> </ol>
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Course Syllabus					
Course Code and Title	118974 English language teaching methodology III				
Names of Lecturers	<a href="#">Assistant professor Marina Jajić Novogradec, PhD</a> <a href="#">Jelena Gugić, teaching assistant</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Mandatory	Study level	Integrated		
Semester	Summer	Study year	V		
Classroom location	Classroom	Teaching language(s)	English		
ECTS credits	4	Number of hours per semester	15L – 0S – 30T		
Prerequisites	To have taken the course English language teaching methodology I and II				
Correlativity	English language teaching methodology I, II English language I – II Speaking skill practice I – IV				
Objective of the course	The basic objective of the course is to apply the key postulates of English language teaching methodology achievements through actual tasks and teaching techniques.				
Learning outcomes	<ol style="list-style-type: none"><li>1. use argumentation in the analysis of methodological aspects of different English language lessons in lower grades of primary school</li><li>2. compare the methodology literature for early EFL learning (domestic and international publishers)</li><li>3. analyse the possibilities for correlations with other subjects in English language teaching</li><li>4. hold a class in a real school environment (lower grades of primary school)</li></ol>				
Course content (syllabus)	<ol style="list-style-type: none"><li>1. the English language curriculum</li><li>2. Competencies of the 21<sup>st</sup> century teacher</li><li>3. Learning outcomes</li><li>4. Methodological arrangement of early foreign language teaching</li><li>5. Written lesson plans</li><li>6. Visuals in English language teaching</li><li>7. Storytelling in early foreign language learning</li><li>8. Teaching grammar in early foreign language learning</li><li>9. Students’ lessons (to be marked)</li></ol>				
Course activities,	Student responsibilities	Learning	Ho	ECTS	Grade

teaching and learning methods and assessment criteria		outcomes	urs	credits	ratio (%)
	Active participation	1.- 4.	34	1,1	10%
	Individual tasks – trial lesson	1.- 4.	9	0,3	10%
	Other – marked students' lessons	1.- 4.	47	1,6	50%
	exam (oral)	1.- 4.	30	1	30%
	Total		120	4	100%
	additional information (assessment criteria):				
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes (max. 30% of absences) regularly</li> <li>2. do all assignments (trial lesson)</li> <li>3. hold a lecture in real environment</li> <li>4. pass the oral exam</li> </ol>				
Mid-term and final exam term	The terms are given at the beginning of the academic year and published on the University web pages and the ISVU system.				
Additional information on the course	<p>Attendance is mandatory. Students have to prepare a trial lecture with a topic different from what they will be given for the marked lesson, and they have to write a lesson plan for it. Each student has to hold at least one lesson in school, while other students have to be present there as well, and analyse the observed lesson after it is delivered.</p> <p>The practical task (the marked lesson) implies the creation of a lesson plan and the delivery of an English language lecture in lower grades of primary school. The following elements will be marked, each with 5% of the total percentage attainable:</p> <ul style="list-style-type: none"> <li>- planning and preparation of the lesson</li> <li>- lesson management and course (introduction, main part, conclusion)</li> <li>- establishing discipline</li> <li>- topic announcement</li> <li>- correlation to previous activities</li> <li>- instructions/guidance</li> <li>- praising pupils</li> <li>- classroom discipline during the lesson</li> <li>- classroom atmosphere</li> <li>- correct use of the English language</li> </ul> <p>The final, oral exam consists of three questions and the highest possible percentage to attain is 30%. The correctness and fluency in oral communication and the comprehensiveness of the answers is assessed (the student gives full and complete answers and offers personal practical examples; students give extensive answers, but some parts are missing, they give their own examples; students show understanding of the course subject, but are not able to give examples; students name and define only the basic terms, without personal examples).</p> <p>In case of distance learning there could be differences in the place where the course is taught, implementation of activities, methods of interpretation and teaching, assessment methods, student obligations and the available literature. Students will be notified when distance learning begins by the holder of the course and teaching assistant. The learning outcomes remain as given.</p>				

Bibliography	<p><b>Mandatory:</b>  1.J. Brewster, G. Ellis, D. Girard (1991). <i>The Primary English Teacher's Guide</i>, Penguin English</p> <p><b>Optional:</b>  1. Ellis, G. &amp; Brewster, J. (1991), <i>The Storytelling Handbook for Primary Teachers</i>. London: Penguin English  2. Linse, C. (1983). <i>The Children's Response – TPR and Beyond toward Writing</i>. Alemany Press – Prentice-Hall International  Phillips, S. (2001), <i>Drama with Children</i>. Oxford: Oxford University Press  3. Phillips, S. (2001). <i>Young Learners</i>. Oxford: Oxford University Press  4. Phillips, S. &amp; Burwood, S. &amp; Dunford, H (2001). <i>Projects with Young Learners</i>. Oxford: Oxford University Press  5. Reilly, V. &amp; McWard, S. (2000). <i>Very Young Learners</i>. Oxford: Oxford University Press  6. Wright, A. (1997). <i>Creating Stories with Children</i>. Oxford: Oxford University Press</p> <p><b>Referential:</b>  Coursebooks for early EFL by various Croatian and foreign publishers (especially those prescribed by a Ministry of Science and Education ordinance and recommended in Croatian primary schools).</p>
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Course Syllabus			
Course Code and Title	169173 Fundamentals of English linguistics		
Names of Lecturers	<a href="#">professor Silva Bratož, PhD</a> <a href="#">Viktor Vojnić, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	V
Classroom location	hall	Teaching language(s)	English
ECTS credits	3	Number of Hours per semester	30L – S – 15T
Prerequisites	There are no prerequisites for enrolment, and the ability to follow literature and exercises in English is a prerequisite for mastering (level C1).		
Correlativity	Phonetics and phonology of the English language I and II, Contemporary English language I, II, III and IV.		
Objective of the course	To describe the features of the English language, and the concept of language in general, through different disciplines		
Learning outcomes	1. apply basic theoretical and practical knowledge from applied linguistics in assignments 2. develop an interdisciplinary approach to analysing the concepts of language and speech 3. compare social language aspects and language variants 4. apply correct language expression in tasks 5. analyse how to apply modern knowledge about language acquisition in teaching work		
Course content (syllabus)	1. Basic information about language development (historical and contemporary perspective) 2. Contemporary language and speech research 3. Acquisition of first and second languages 4. Sign language 5. Grammatical linguistic aspects: Foundations of phonetics and phonology, morphology (grammatical structures and word formation), syntax (syntactic structure, categories...) and semantics (semantic properties of words, semantic field, vocabulary types...) 6. Social language aspect and language variants: Standard language versus dialects, styles and registers, slang, jargon, language taboos. 7. Cognitive language aspect		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance and activity L, S, T	1.-5.	34	1.1	0%
	Oral presentations	1.-5.	26	0.85	50%
	Mid-term(s) (oral or written)	1.-5.	30	1.05	25% + 25%
	Total		90	3	100%
	Additional information (assessment criteria): Class attendance is mandatory. Three (3) absences are tolerated. In order to take part in the mid-term, students must meet all obligations and especially attend classes regularly and actively participate in the teaching process, because the very structure of the course requires regular attendance at lectures and seminars. Students are required to create homework (analysis and comparison of given material). Two mid-terms are written in the semester. Students are required to write and present a seminar paper (individual work) which is submitted in printed and electronic form. In the last week of May, a remedial mid-term will be held for students who, for justified reasons, did not attend or did not pass the regular mid-term. The results of the mid-term, seminar/project evaluation and class attendance are included in the final grade.				
Course requirements	For a successful completion of the course, students must: 1. Attend classes regularly and actively participate in the teaching process 2. Regularly bring prescribed materials and write homework 3. Present a seminar paper 4. Take mid-terms				
Mid-term and final exam term	They are defined at the beginning of the academic year, published on the University's website and in the 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 ways of evaluation - student obligations - available literature. The course instructor and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Yule, G. (2006). The Study of Language, Cambridge University Press  Optional: 1. Widdowson, H.G. (2009). Linguistics, Oxford University press, Oxford and New York				

	2. Mc Arthur, T. (2005), Oxford Concise Companion to English Language, OUP (selected)
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Course Syllabus			
Course Code and Title	132980 Computer science teaching methodology III		
Names of Lecturers	<a href="#">Full Professor Maja Ružić, PhD</a> <a href="#">Janko Žufić, senior lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	V
Classroom location	Lecture hall, elementary school	Teaching language(s)	English, Croatian
ECTS credits	5	Number of hours per semester	15L – 0S – 45T
Prerequisites	Pedagogy, Didactics, Developmental psychology, Informatics Teaching Methodology I, Informatics Teaching Methodology II		
Correlativity	Informatics Teaching Methodology I, Informatics Teaching Methodology II		
Objective of the course	to teach students quality planning, preparation and evaluation of IT courses, and the application of information and communication technology in education		
Learning outcomes	1. to identify the psychological type of students as a condition for good teaching 2. to identify different types of information technology and approaches for their use in the teaching of information technology 3. define what e-education is 4. analyze different approaches to e-education in order to choose the best one for specific needs 5. distinguish between forms of online communication and knowledge testing 6. implement simpler forms in hypermedia program support for learning		
Course content (syllabus)	Lecture: 1.Cognitive aspect of learning development (different schools) 2.Psychological types and IT education. 3.Difficulties in learning IT content and overcoming them. 4.Methods used to check the level of acquired knowledge and monitor student progress. 5.Teaching of certain areas of computer science in primary and secondary schools. 6. Methodology of procedural and object programming languages. Methodology of program packages.		

	7. IT access to the contents of other courses. Exercises: 7. Curriculum for elementary school - computer science. 8. Writing the lesson plan for conducting two computer science lessons. 9. Conducting computer science classes. 10. Analysis of hours held.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity T, L, S	1.-6.	45	1.5	0%
	Analysis of hours	1.-6.	15	0.5	10%
	Preparation of the lesson	1.-6.	30	1	35%
	Lesson performance	1.-6.	15	0.5	35%
	Final test (written)	1.-6.	15	0.5	20%
	Total		150	5	100%
Course requirements	To pass the course, the student must: 1. attend lectures and seminars - at least 70%, prepare for classes every week by determining and revising the material presented at the lectures and seminars of the previous week, actively participate in the teaching process by solving tasks, answering questions, participating in discussions, etc. All students must be prepared for each lecture, and to analyze the lessons. 2. prepare two lesson plans, submit them within the deadline set by the subject teacher or assistant, and hold the lesson according to the agreement with the subject teacher/assistant, 3. deliver two lessons 4. take the colloquium and pass it.				
Mid-term and final exam term	They are published at the beginning of the academic year in ISVU.				

Additional information on the course	Part of the teaching related to seminar preparations and discussions of individual teaching topics will be conducted online through the Moodle version of the course (max. 10 hours). Virtual attendance is mandatory and will be monitored through Moodle tools. In the case of distance learning, deviations are possible in: the place of the course delivery, 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 distance learning starts. Learning outcomes remain unchanged.
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Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Bakić Tomić, LJ., Dumančić, M.: Odabrana poglavlja iz metodike nastave informatike, Sveučilište u Zagrebu, UFZG, Skripta, 2012</li> <li>2. eSfera – Udžbenici za nastavnu informatiku (2020.) od 1. do 8. razreda osnovne škole, Školska knjiga</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Blagus, J., Sokol, G. (2020.) Minecraft – priručnik za učenje programiranja, Školska knjiga</li> <li>2. Milanović, T. (2020.) Programiranje mbota – priručnik za učenje programiranja</li> </ol>
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Course Syllabus			
Course Code and Title	145493 Web 2.0 tools		
Name of Lecturer	<a href="#">Assistant professor Elena Krelja Kurelović, PhD</a> <a href="#">Janko Žufić, senior lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Elective	Study level	Integrated
Semester	Summer	Study year	V
Classroom location	Lecture hall	Teaching language(s)	English, Croatian
ECTS credits	2	Number of hours per semester	15L – 15S – 0T
Prerequisites	Attended courses Informatics, Basics of text and image formatting and Image processing and desktop publishing, Systems and tools for e-education.		
Correlativity	Basics of computer science, Basics of text and image formatting, Image processing and desktop publishing, Systems and tools for e- education		
Objective of the course	Train students to be able to: 1. Use terminology and choose the necessary group of tools 2. Use dozens of tools for e-education (web 2.0). 3. Build on knowledge from the course Systems and tools for e-education		
Learning outcomes	1. List the basic terms of e-education. 2. Analyze the teaching content from the aspect of the necessary tools 3. Synthesize teaching content and prepare for the application of certain tools 4. Use and combine some of the Web 2.0 tools 5. Plan and design classes with the help of eTools 6. Use eTools in communication with class participants		
Course (syllabus) content	Lectures and seminars: 1. Web 1.0 – consumerism. 2. About tools for e-education. Division. 3. Social and collaborative spaces: Facebook; Google+; LinkedIn; Twitter; Yammer; Buddypress 4. Tools for web meetings, conferences and virtualization: Big Blue Button; Ustream; Edusim 5. Web 2.0 - prosumerism		

	6. Other tools for collaboration and sharing: Delicious; Diigo; Paper.li; Scoop.it; Storify; Remember the Milk; Lino.it; WallWisher; Bubbl.us; Mindmeister; Google Maps; Dropbox; Livebinders 7. Personal tools: Zotero; ReadItLater; Evernote; Google Calendar; Wordle 8. Twitter applications 9. Web 3.0 – semantic web. Seminars: Create two seminars				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities (delete the excessive)	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance (and regular activity in classes) L, T (lab), S	1. – 6.	23	0.8	5%
	Activities during classes	1. – 6.	6	0.2	10%
	Preparation of seminar I	4. - 5.	13	0.4	35%
	Preparation of seminar II	4. – 5.	13	0.4	35%
	Final exam (written)	1. – 6.	5	0.2	15%
	Total		60	2	100%
	Additional information (assessment criteria): Attendance and activity in class: the student is obliged to attend at least 70% of class hours. The topics for the seminar are assigned by the assistant, and the student prepares the seminars and submits them for review. In case of more serious defects, the material is returned to the student for correction according to the given instructions. In this way, students can achieve a maximum of 35% for each seminar. The final check of the theoretical content is done with an exam at the end of the lecture. A passed exam is considered an exam in which the student obtained at least 50% of the total number of points. All realized activities in the current academic year will be accepted until the end of the next academic year at the latest.				
Course requirements	For a successful completion of the course, students must: 1. Attend lectures and exercises - at least 70%, prepare for classes every week by determining and repeating the material presented at the lectures and seminars of the previous week, actively participate in the teaching process by solving tasks, answering questions, participating in discussions, etc. All students must be prepared for each lecture and seminar. 2. Create the assigned courses, submit them within the deadline set by the subject teacher or assistant, and hold their presentation in agreement with the subject teacher/assistant,				

	3. Take the final knowledge test according to the performance plan published by the subject teacher after the completion of the total lecture hours.
Mid-term and final exam term	they are published at the beginning of the academic year in ISVU
Additional information on the course	<p>Part of the teaching related to seminar preparations and discussions of individual teaching topics will be conducted online through the Moodle version of the course (max. 10 hours). Virtual attendance is mandatory and will be monitored through Moodle tools.</p> <p>In the case of distance learning, deviations are possible in the place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1.<a href="http://c4lpt.co.uk/top100tools/">http://c4lpt.co.uk/top100tools/</a></li> <li>2.<a href="http://www.edudemic.com/50-education-technology-tools-every-teacher-should-know-about/">http://www.edudemic.com/50-education-technology-tools-every-teacher-should-know-about/</a></li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1.Prensky, M. Digitalni urođenici, digitalni pridošlice, Edupoint, 40 (V). 2005. <a href="http://www.carnet.hr/casopis/40/clanci/3">http://www.carnet.hr/casopis/40/clanci/3</a></li> <li>2.Ljubić Klemše, N. Web 2.0 alati i e-učenje u primarnom obrazovanju, Pogled kroz prozor, 2010. <a href="http://pogledkrozprozor.wordpress.com/2010/11/27/web-2-0-alati-i-e-ucenje-u-primarnom-obrazovanju">http://pogledkrozprozor.wordpress.com/2010/11/27/web-2-0-alati-i-e-ucenje-u-primarnom-obrazovanju</a></li> <li>3.Elliott, M. i McGreal, R. Tehnologije online učenja (e-learning), Edupoint, 37 (V). 2005 <a href="http://edupoint.carnet.hr/casopis/37/clanci/4.html">http://edupoint.carnet.hr/casopis/37/clanci/4.html</a></li> <li>4.Blažić, A. Glogster, Twiterova družina – nove tehnologije u nastavi. 2010. <a href="http://twitterovadruzina.wordpress.com/2010/01/04/glogster">http://twitterovadruzina.wordpress.com/2010/01/04/glogster</a></li> </ol> <p>Referential:</p> <p>all recommended internet links current at a given time</p>

Course Syllabus					
Course Code and Title	118970 Social skills training				
Name of Lecturer	<a href="#">Full professor Mirjana Radetić-Paić, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Elective	Study level	Integrated		
Semester	Winter	Study year	V		
Classroom location	classroom	Teaching language(s)	Croatian		
ECTS credits	2	Number of hours per semester	15L –0S –15T		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	General psychology, Developmental psychology, Preschool psychology				
Objective of the course	adopt the competencies necessary for encouraging and teaching social skills in children				
Learning outcomes	1. correctly interpret verbal and non-verbal signs of communication 2. analyze different individual and group aspects of social interaction 3. adequately apply constructive and creative conflict resolution techniques 4. devise ways of teaching and encouraging social skills				
Course content (syllabus)	1. Perception and interpretation of verbal and non-verbal signs of communication 2. Interaction, communication and interpersonal relations 3. Understanding the communication process 4. Conflicts as communication problems/Constructive conflict resolution 5. Cooperation/Competition 6. Empathy 7. Self-presentation and self-esteem 8. Mediation				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance of L, T	1. - 4.	23	0.80	10%
	Individual tasks (homework)	1. - 4.	7	0.20	40%

	Exam (oral, written, concert)	1. - 3.	30	1	50%
	Total		60	2	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 own initiative</p> <p>10% = comes to class prepared and actively participates in the teaching process and expresses a high degree of motivation in class, consults relevant literature, regularly fulfills agreed obligations, gives constructive suggestions and original ideas regarding various teaching solutions.</p> <p>The practical work consists of 4 tasks. Each is evaluated as follows:</p> <p>0% = task not completed</p> <p>1% = the task does not reflect the given instructions.</p> <p>2.5% = the assignment reflects the given instructions, but contains many linguistic and content errors, and is not adequately organized and coherent</p> <p>5% = the assignment reflects the given instructions, but has some linguistic and content errors, while it is adequately organized and coherent</p> <p>7.5% = the assignment reflects the given instructions, it is correct in terms of content and linguistics, but there is no personal contribution of the student</p> <p>10% = the assignment complies with the given instructions, is grammatically and linguistically correct and contains the student's critical contribution.</p> <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>To pass the course, the student must:</p> <p>1. attend more than 70% of classes and actively participate in the teaching process</p> <p>If a student misses more than 30% of classes, he/she will be denied the right to signature, take the exam and enter points and will have to re-enroll in the course.</p> <p>2. create independent tasks</p> <p>If the student does not fulfill this obligation in such a way that the assignments are not done on time and do not meet the minimum evaluation criteria, he/she will be denied the right to signature, take the exam and enter points and will have to re-</p>				

	enroll in the course. Deadlines are fully respected in this course. 3. Pass the oral exam
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	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 associate will inform students about this when distance learning begins. Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Ajduković, M., Pečnik, N. (1993). Non-violent conflict resolution. Zagreb: Alineja, (9-74)</li> <li>2. Bašić, J., Hudina, B., Koller - Trbović, N., Žižak, A. (2005). Integral method - manual for educators and professional associates in preschool institutions. Zagreb: Alineja, chapters 2 (37-44), 3 (47-58), 4 (61-76), 5 (79-86), 6 (89-94), 9 (121-124), 10 (127 -136), 13 (157-167), 15 (181-185), 16 (189-198), 18 (209-219).</li> <li>3. Rijavec, M. and Miljković, D. (2002). Nonverbal communication. Zagreb: IEP, VERN, (1-74)</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Bašić, J., Koller - Trbović, N., Žižak, A. (1994). Integral method – manual for educators. Zagreb: Alinea.</li> <li>2. Bašić, J., Koller - Trbović, N., Žižak, A. (1994). Integral method in working with preschool children and their parents. Zagreb: Alinea.</li> <li>3. Brajša, P. (1993). Pedagogical communication. Zagreb: School newspaper.</li> <li>4. Bunčić, K., Ivković, Đ., Janković, J., Penava, A. (1994). I play to myself. Zagreb: Alinea.</li> <li>5. Janković, J. (1994). Conflict or cooperation. Zagreb: Alinea.</li> <li>6. Uzelac, M., Bognar, L., Bagić, A. (1994). Let's be friends. Zagreb: Elephant.</li> </ol>

Course Syllabus			
Course Code and Title	212639 Education for human rights		
Names of Lecturers	<a href="#">Associate professor Marina Diković, PhD</a> <a href="#">Assistant professor Marlena Plavšić, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Elective	Study level	Integrated
Semester	Winter	Study year	V
Classroom location	Classroom, schools, civil society organizations	Teaching language(s)	Croatian (Italian and English)
ECTS credits	3	Number of hours per semester	15L – 15S – 0T
Prerequisites	There are no prerequisites.		
Correlativity	Philosophy of education, Sociology of education, Psychology of learning and teaching, Psychology of communication, Pedagogy, General pedagogy, Didactics, General didactics, subject teaching methodology, Workshop education		
Objective of the course	to acquire the necessary competencies for civic action and teaching based on the principles of human rights, non-discrimination, cultural pluralism and the rule of law as part of lifelong learning		
Learning outcomes	1. to use basic concepts from the fields of democracy, rule of law, human rights, as well as culture and intercultural relations in activities 2. to critically analyse the essential characteristics of human rights and the most significant generations of human rights 3. to explain the importance and interdependence of the European and Croatian contexts for the development of active/responsible/democratic citizenship as well as basic Croatian and European documents in the field of human rights and citizenship education 4. to analyse the basic elements (goal, purpose, outcomes, structure) of the curriculum of citizenship education 5. to conduct a workshop on human rights education		
Course content (syllabus)	1. Introduction to human rights. 2. Essential characteristics, areas and generations of human rights.		

	3. The need and ways of political and social participation of citizens in a democratic society. 4. Structure and functions of civil society. 5. Education for human rights and other related areas. 6. Citizenship education. 7. Development of international guidelines and programmes in human rights education. 8. Competencies of stakeholders in human rights education. 9. Workshop structure and implementation.				
Course activities, teaching and learning methods and assessment criteria	Students' responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity of L, S	1. – 5.	23	0.8	0%
	Individual tasks (research, workshop)	2., 3.	37	1.2	50%
	Written exam	1. – 5.	30	1	50%
	Total		90	3	100%
Course requirements	For a successful completion of the course, students must: 1. Attend at least 70% of classes. 2. Do an independent task according to the instructions that will be provided in class, and submit it based on the given deadline. 3. Design and implement a workshop on human rights education. 4. Pass the written 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	Materials for lectures and seminars are published on the official e-learning platform. In the case of distance learning, changes are possible in: - the location of the course delivery - activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. Teachers will inform students about the changes when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Batarelo, I., Čulig, B., Novak, J., Reškovac, T., Spajić-Vrkaš, V. (2010). Demokracija i ljudska prava u OŠ: Teorija i praksa [Democracy and human rights in primary school: Theory and practice]. Zagreb: Centar za ljudska prava. <a href="https://zaklada.civilnodrustvo.hr/upload/File/hr/izdavastvo/digitalna_zbirka/dem_i_ljudska_prava_u_os.pdf">https://zaklada.civilnodrustvo.hr/upload/File/hr/izdavastvo/digitalna_zbirka/dem_i_ljudska_prava_u_os.pdf</a> 2. Diković, M. (2011). Osposobljavanje nastavnika za promicanje i provođenje odgoja i obrazovanja za građanstvo [Teacher education for promotion and implementation of citizenship]				

	<p>education]. Život i škola, 26, 2/2011, 11-24. <a href="https://hrcak.srce.hr/file/114726">https://hrcak.srce.hr/file/114726</a></p> <p>3. European Commission. (2017). Građanski odgoj i obrazovanje u školama u Europi [Citizenship education in European schools]. Brussels: Eurydice European Unit. <a href="https://op.europa.eu/hr/publication-detail/-/publication/6b50c5b0-d651-11e7-a506-01aa75ed71a1/language-hr">https://op.europa.eu/hr/publication-detail/-/publication/6b50c5b0-d651-11e7-a506-01aa75ed71a1/language-hr</a></p> <p>4. Kesić Kiš, M., Plavšić, M. (2020). Veli Jože: To se može! [Big Jože says: It can be done!] Pula: Sveučilište Jurja Dobrile u Puli i Udruga Suncokret – Pula. (Chapter: Radionički pristup doživljavanju, stvaranju i učenju, 5-8.)</p> <p>5. Spajić-Vrkaš, V. (2014). Znam, razmišljam, sudjelujem: projekt. Novo doba ljudskih prava i demokracije u školama: eksperimentalna provedba kurikuluma građanskog odgoja i obrazovanja: istraživački izvještaj [I know, I think, I participate: project]. Zagreb: Mreža mladih Hrvatske. (Chapters: „Stvaranje” građana odgojem i obrazovanjem, 8-23; Osvrt na rezultate istraživanja, 147-161; Diskusija i zaključci, 162-177; Preporuke, 178-179)</p> <p>6. Spajić-Vrkaš, V., Stričević, I., Maleš, D., Matijević, M. (2004). Poučavati prava i slobode [Teaching rights and freedoms]. Priručnik za učitelje osnovne škole. Zagreb: Istraživačko- obrazovni centar za ljudska prava i demokratsko građanstvo i Filozofski fakultet Sveučilišta u Zagrebu. (Chapters: Što su ljudska prava? 15-23; Bitna obilježja i podjele ljudskih prava, 91-106; Obrazovanje za ljudska prava, 121-135; Obrazovanje za ljudska prava i druga srodna područja, 162-178; Učitelj i obrazovanje za ljudska prava, 193-198) <a href="https://wp.ffzg.unizg.hr/hre-edc/publikacije-2/izvori-za-nastavnikece/poucavati-prava-i-slobode-prirucnik-za-ucitelje-osnovne-skole/">https://wp.ffzg.unizg.hr/hre-edc/publikacije-2/izvori-za-nastavnikece/poucavati-prava-i-slobode-prirucnik-za-ucitelje-osnovne-skole/</a></p> <p>Optional:</p> <p>1. Diković, M. (2010). Odgoj i obrazovanje za građanstvo kao sastavnica zaštite ljudskih prava [Education for citizenship as a protective component of human rights]. Tabula 8, 112-123.</p> <p>2. Diković, M. (2014). Interculturalism, Human Rights and Citizenship in Compulsory Education in the South Eastern Europe. In: Bartulović, M., Bash, L., Spajić-Vrkaš, V. (Eds.), IAIE Zagreb 2013: Unity and disunity, connections and separations: intercultural education as a movement for promoting multiple identities, social inclusion and transformation, Conference proceedings. Zagreb: Interkultura / IAIE, 247-258.</p> <p>3. Diković, M., Piršl, E. (2014). Interkulturalizam, ljudska prava i građanstvo u inicijalnom obrazovanju nastavnika [Interculturalism, human rights and citizenship in initial teacher education]. In: Hrvatić, N., Lukenda, A., Pavlović, S., Spajić-Vrkaš, V., Vasilj, M. (Eds.), Pedagogija, obrazovanje i nastava, Zbornik</p>
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radova 2. međunarodne znanstvene konferencije, Mostar, 21. - 23. ožujka 2013., Mostar: Fakultet prirodoslovno-matematičkih i odgojnih znanosti Sveučilišta u Mostaru, 195-203.

4. Dürr, K., Spajić-Vrkaš, V., Ferreira Martins, I. (2002). Učenje za demokratsko građanstvo u Europi [Learning for democratic citizenship in Europe]. Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava I demokratsko građanstvo i Filozofski fakultet Sveučilišta u Zagrebu.
5. European Commission. (2017). Citizenship Education at School in Europe. Brussels: Eurydice European Unit.
6. Golja, T., Plavšić, M., Slivar, I. (2019). Collaborative learning guidelines. Pula: Sveučilište Jurja Dobrile u Puli.
7. Hagenaars, P., Plavšić, M., Sveaass, N., Wainwright, T. (Eds.) (2020). Human rights education for psychologists. Oxon: Routledge.
8. Piršl, E. (2002). Cooperation of Schools and NGOs in Intercultural Education. [http://www.ffzg.hr/hre-edc/Zd-Sem- Report\\_ENG.htm](http://www.ffzg.hr/hre-edc/Zd-Sem-Report_ENG.htm)
9. Spajić-Vrkaš, V. (2002). Odgoj i obrazovanje za demokratsko građanstvo u Hrvatskoj – izvješće [Education for democratic citizenship in Croatia – report]. Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava I demokratsko građanstvo i Filozofski fakultet Sveučilišta u Zagrebu.
10. Spajić-Vrkaš, V., Božić, J., Piršl, E. (2003). Project Education for Democratic Citizenship: From Policy to Effective Practice Through Quality Assurance (EDC-QA Project). Stocktaking in Southeast Europe – Country Report: Croatia. Zagreb: Research and Training Centre for Human Rights and Democratic Citizenship and Faculty of Philosophy University of Zagreb.
11. Spajić-Vrkaš, V. (2015). (Ne)moć građanskog odgoja i obrazovanja [Citizenship education power(lessness)]. Zagreb: Nacionalni centar za vanjsko vrednovanje obrazovanja i Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo Filozofskoga fakulteta Sveučilišta u Zagrebu.
12. Tatković, N., Diković, M., Štifanić, M. (2015). Odgoj i obrazovanje za razvoj danas i sutra. Ekološke i društvene paradigme [Education for development of today and tomorrow. Ecological and social paradigms]. Pula: Sveučilište Jurja Dobrile u Puli.

Referential:

1. Kurikulum građanskog odgoja i obrazovanja [Citizenship education curriculum]. (2012). Zagreb: Ministarstvo znanosti, obrazovanja i sporta i Agencija za odgoj i obrazovanje.
2. Program međupredmetnih i interdisciplinarnih sadržaja građanskog odgoja i obrazovanja za osnovne i srednje škole [Programme of the cross-subject and interdisciplinary topics of

	<p>the citizenship education for primary and secondary schools]. (2014). Zagreb: Ministarstvo znanosti i obrazovanja.</p> <p>3. Nacionalni Kurikulum međupredmetne teme – Građanski odgoj i obrazovanje [National curriculum for the cross-subject topics – Citizenship education]. (2019). Zagreb: Ministarstvo znanosti i obrazovanja (NN 10/2019).</p> <p>4. Spajić-Vrkaš, V. (1999). Temeljni međunarodni dokumenti iz područja odgoja i obrazovanja za ljudska prava [Basic international documents in the field of human rights education]. Zagreb: Vlada Republike Hrvatske.</p> <p>5. Spajić-Vrkaš, V., Kukoč, M., Bašić, S. (2001). Obrazovanje za ljudska prava i demokraciju: Interdisciplinarni rječnik [Education for human rights and democracy: Interdisciplinary dictionary]. Zagreb: Hrvatska komisija za UNESCO i Projekt „Obrazovanje za mir i ljudska prava za hrvatske osnovne škole“.</p>
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Course Syllabus					
Course Code and Title	208860 Oral homeland heritage				
Names of Lecturers	<a href="#">Full professor Vjekoslava Jurdana, PhD</a> <a href="#">Alen Klančar, aassistant</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Elective	Study level	Integrated		
Semester	Winter	Study year	V		
Classroom location	Hall	Teaching language(s)	Croatian		
ECTS credits	2	Number of hours per semester	15L – 15S - 0T		
Prerequisites	there are no prerequisites				
Correlativity	Children's literature, Croatian language teaching methodology, Media culture, Art culture, Musical culture, Croatian language				
Objective of the course	get to know the rich oral heritage of Istria and its homeland and the role of nurturing that heritage in primary education				
Learning outcomes	1. correctly interpret the oral heritage of Istria and its homeland 2. to apply concrete experiences on nurturing native heritage in field teaching 3. use professional and scientific literature and apply the acquired knowledge 4. creatively design a concrete educational model with oral heritage in work with students in primary education				
Course content (syllabus)	1. Oral native heritage: concept, recording, connection with long forms of folklore 2. Types in verse 3. Genres in prose 4. Dramatic forms 5. Records of oral literature in Istria 6. Oral motifs in written literature				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity on L, S	1. - 4.	23	0.8	10%
	Fieldwork	2.	4	0.1	0%

	Individual tasks (research)	3.	18	0.6	60%
	Exam (oral)	1. - 4.	15	0.5	30%
	Total		60	2	100%
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes and actively participate in lectures and seminars</li> <li>2. in accordance with the postulates of reception theory, actively and continuously participate in the monitoring and evaluation of seminar papers</li> <li>3. actively participate in field teaching: Book Fair in Istria; Monte Librić and certain local events</li> <li>4. study the theoretical literature and apply it in working with younger school children when designing a concrete model of work</li> <li>5. pass the oral exam.</li> </ol>				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	<p>Materials for lectures and seminars are published on the official e-learning platform. 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 will inform students about this when distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Bonifačić Rožin, N. (1963). Narodne drame, poslovice i zagonetke, PSHK, knjiga 27, MH i Zora, Zagreb.</li> <li>2. Bošković-Stulli, M. (1986). Zakopano zlato, Hrvatske usmene pripovijetke, predaje i legende iz Istre, Istra kroz stoljeća, Pula/Rijeka.</li> <li>3. Botica, S. (1995). Hrvatska usmenoknjiževna čitanka, Školska knjiga, Zagreb.</li> <li>4. Botica, S. (2013). Povijest hrvatske usmene književnosti, Školska knjiga, Zagreb.</li> <li>5. Hrvatske narodne pjesme što se pjevaju u Istri i na Kvarnerskih otocima (1880), pretisak 1997., Istarsko književno društvo „Juraj Dobrila“, Pazin.</li> <li>6. Jurdana, V. (2015). Igri. Mala zavičajna čitanka, Sveučilište Jurja Dobrile u Puli/ Ustanova „Ivan Matetić Ronjgov“ Viškovo.</li> <li>7. Kekez, J. (1998). Usmena književnost, u: Uvod u književnost. Globus, Zagreb.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Delorko, O. (1960). Istarske narodne pjesme, Institut za narodnu umjetnost, Zagreb.</li> </ol>				

	<p>2. Mikac, J. (1997). Istarska škrinjica, MH, Zagreb.</p> <p>3. Orlić, D. (2005). Istarske narodne poslovice, Errata corrige, Poreč.</p> <p>4. Rudan, E. (2005). Usmena književnost, u: Istarska enciklopedija, Leksikografski zavod Miroslav Krleža, Zagreb.</p> <p>Referential:</p> <p>1. Odabrani primjerci Zavičajne zbirke Sveučilišne knjižnice u Puli ili koje druge zavičajne zbirke.</p> <p>2. Hameršak, M. (2009). Usmenost za djecu u hrvatskoj etnologiji i folkloristici, Studia ethnologica Croatica, vol.21 No.1 (2009), str.233.-254.</p> <p>3. Matoković, D. (2004). Dječji svijet, Etnološka istraživanja, No.2 (2004), str. 53.-64.</p>
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Course Syllabus					
Course Code and Title	291637 Professional terms in classroom teaching				
Name of Lecturer	<a href="#">Associate Professor Helena Pavletić, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language				
Course status	Elective	Study level	Integrated		
Semester	Winter	Study year	V.		
Classroom location	Negrijeva 6	Teaching language(s)	Croatian		
ECTS credits	2	Number of hours per semester	15L – 15S – 0T		
Prerequisites	no prerequisites				
Correlativity	linguistics subjects				
Objective of the course	To acquire competences for the use of technical/professional terms in classroom teaching.				
Learning outcomes	1. to define terms as linguistic units 2. to distinguish functional linguistic units (terms) from general-language words 3. to compare the use of terms in textbooks for the early grades of primary school 4. to identify the function of terms in the teaching process 5. to apply the acquired knowledge in teaching practice				
Course content (syllabus)	1. Terms, terminology 2. The structure and content of terms 3. The function of terms 4. Terms and knowledge acquisition 5. The presence of terms in teaching materials				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Student participation	1. – 5.	23	0.8	10%
	Written projects (research task)	2. – 5.	7	0.2	30%
	Oral presentation	1. – 5.	15	0.5	30%
	Exam (oral)	1., 2., 5.	15	0.5	30%
	Total		60	2	100%
	Additional information (assessment criteria): Lecture attendance: Student can be absent 30% of class attendance. Assessment of the Independent Assignment				

	<p>The independent assignment is carried out according to instructions and involves collecting specialized vocabulary from selected textbooks. Based on the relevance and appropriateness of the chosen specialized vocabulary, the assignment is graded by assigning the following percentages: 10%, 20%, and 30%.</p> <p>Assessment of the Oral Presentation</p> <p>Following the instructions provided during the course, students deliver a presentation explaining the collected material. The oral presentation lasts 15–20 minutes.</p> <p>When assessing the oral presentation, the following components are considered:</p> <ol style="list-style-type: none"> <li>1. Relevance and interpretation of content (appropriateness of evidence and proper explanation of the content)</li> <li>2. Presentation (the way the content is delivered, free of speech and language errors)</li> <li>3. Motivation and creativity (ability to engage other students in communication)</li> </ol> <p>Final Exam</p> <p>The final assessment of knowledge is conducted through the final oral exam.</p>
Course requirements	<p>For successful completion of the course, student must:</p> <ol style="list-style-type: none"> <li>1. to attend lectures</li> <li>2. to make research task</li> <li>3. to deliver oral presentation</li> <li>4. to pass oral exam</li> </ol>
Mid-term and final exam term	Announced in ISVU system.
Additional information on the course	Lecture materials are available on e-learning portal.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Hudeček, L., Mihaljević, M. (2009). <i>Hrvatski terminološki priručnik</i>, IHJJ.</li> <li>2. Kovačević, M., Kuvač, J. (2004). Jezik udžbenika i jezik djeteta: razumiju li se oni? u: <i>Dijete, odgojitelj i učitelj</i> (ur. R. Bacalja), Sveučilište u Zadru, str. 93-101.</li> <li>3. Visinko, K. (2006), Jezik i stil osnovnoškolskih udžbenika hrvatskoga jezika i književnosti, <i>Metodika</i>, 13, 305-312</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Bošnjak Botica, T., Kiš Žuvela, S. (2016). Stvaranje nazivlja na nematerinskom jeziku: crtice iz povijesti hrvatskoga glazbenoga nazivlja. <i>Hrvatski jezik</i>, 1, str. 30–34.</li> <li>2. Runjaić, S., Štebih Golub, B.. (2018). <i>Univerbizacija u hrvatskom nazivlju</i>, u: Univerbizacija u slavenskim jezicima (ur. Amela Šehović). Sarajevo: Slavistički komitet, str. 385–399.</li> <li>3. Sučević-Međeral, K. (2016). Jezične bakterije – pomagači ili štetočine u jezičnome organizmu? <i>Hrvatski jezik</i>, 3, str. 1–10.</li> </ol> <p>Referential:</p> <ol style="list-style-type: none"> <li>1. Brozović Rončević, D. (ur.) (2012). Školski rječnik hrvatskoga jezika,</li> </ol>

	<p>Školska knjiga.</p> <p>2. Hrvatski terminološki portal (nazivlje.hr)</p> <p>3. Jojić, Lj. (ur.)(2015). Veliki rječnik hrvatskoga standardnog jezika.</p> <p>4. Klaić, B.: <i>Novi rječnik stranih riječi</i>, Školska knjiga, Zagreb, 2012.</p> <p>5. Textbooks from the 1st to the 4th grade of primary school</p> <p>6. Struna, <a href="http://struna.ihjj.hr/">http://struna.ihjj.hr/</a></p> <p>- terminological dictionaries and lexicons</p> <p>- terminological databases</p>
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Course Syllabus			
Course Code and Title	200035 Creative music workshop		
Names of Lecturers	<a href="#">Full professor, Ivana Paula Gortan-Carlin, PhD</a> <a href="#">MSc Branko Radić, lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Elective	Study level	Integrated
Semester	Winter	Study year	V
Classroom location	classroom	Teaching language(s)	Croatian (Slovenian, Italian)
ECTS credits	2	Number of hours per semester	15L – 0S – 15T
Prerequisites	There are no prerequisites.		
Correlativity	Instrument playing, Music teaching methodology, Children's literature, Visual arts teaching methodology, Puppetry and stage culture, Kinesiology teaching methodology.		
Objective of the course	innovative approaches to musical content and skills with creative solutions		
Learning outcomes	1. to design high-quality musical content for working with students in class 2. create a rhythmic accompaniment to the song 3. create a musical melody 4. create a musical game 5. sound literary or stage content		
Course content (syllabus)	1. Sound - tone, noise 2. Musical experience 3. Music literature 4. Simple forms of a musical work 5. Music and stage music 6. Classical and entertainment music 7. Music improvisation - Creativity 8. Composing - Creativity 9. Music collection of songs 10. Fieldwork (concert, sounds in nature)		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity L, T	1. - 5.	23	0.8	10 %
	Fieldwork	1. - 5.	6	0.2	10 %
	Individual tasks	1. - 5.	22	0.7	60 %
	Activities	1. - 5.	9	0.3	20 %
	Total		60	2	100 %
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. 30 % absences are tolerated and do not need to be excused.</p> <p>Going to field classes and creative analyzing of listening - 10% Independent tasks:</p> <p>The project task is chosen in the first lesson. Group and individual tasks are then assigned.</p> <p>Based on the activities in the lectures resulting from the completed homework, the student is graded in each class, except for the 1st, 2nd and last, 15th lecture in the semester, with a grade from 1 to 5, which is equivalent to a percentage (of 1 % up to 5 %).</p> <p>During 12 hours of exercises, the student can achieve max. 60% share</p> <p>Presentation of a musically created product.</p> <p>0 % = The acquired musical knowledge and skills were reproduced unsuccessfully.</p> <p>10 % = The acquired musical knowledge and skills were partially reproduced.</p> <p>20 % = The acquired musical knowledge and skills were successfully reproduced.</p> <p>To pass the course, a student must obtain a total of 50% of points in all segments.</p>				
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes</li> <li>2. create the agreed exercises</li> <li>3. participate in the process of creating new musical content</li> <li>4. present new creative musical content</li> </ol>				
Mid-term and final exam term	All deadlines are published on the website of the ISVU service.				

Additional information on the course	<p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> <li>- the location of the course</li> <li>- implementation of activities, methods of interpretation and teaching, and methods of evaluation</li> <li>- student obligations</li> <li>- available literature.</li> </ul> <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"> <li>1. Gortan-Carlin, I. P., Dobravac, G. (2020). Songs in early English learning textbooks – a cross-curricular potential. U: Medpredmetno povezovanje: pot do uresničevanja vzgojno-izobraževalnih ciljev / Cross-Curricular Integration: The Path to the Realisation of Educational Goals. Ur. Volk, M., Štemberger, T., Sila, A., Kovač, N. Koper: Založba Univerze na Primorskem, 2020. str. 165-178.</li> <li>2. Hauser, M. (2004). Rani predškolski odgoj, rani školski odgoj i glazbena igra. Metodika: časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi. 5 (2004), 8(1); str. 65-75.</li> <li>3. Kujundžija, I., Dolinščak, M., Gortan-Carlin, I. P. (2021). Obrazovanje glazbom: pjesma kao sredstvo buđenja ekološke svijesti. Zbornik radova 1. međunarodna studentska GREEN konferencija / Proceedings: 1st International Students' GREEN Conference. Habuda-Stanić, Mirna (ur.). Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku, Prehrambeno-tehnološki fakultet Osijek, str. 543-553</li> <li>4. Majsec Vrbanić, V. (2008). Slušamo, pjevamo, plešemo, sviramo: poticanje glazbom: priručnik. Zagreb: Udruga za promicanje različitosti, umjetničkog izražavanja, kreativnosti i edukacije djece i mladeži "Ruke".</li> <li>5. Morović, Ž., Gortan-Carlin, I., Krajnović, A. (2021). Interaktivna opera – inovativni model korisničkog iskustva u kulturi. U: Gregurec, I. (ur.). 6th International Scientific and Professional Conference Crodma 2021 - Book of Papers. Varaždin: CRODMA - Croatian Direct Marketing Association, 2021. str. 123-135.</li> <li>6. Žužić, M., Kovačić, D. (2008). Glazbene čarolije. 1-3. Zagreb: Profil International.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>1. Ainsley R. (2004). Enciklopedija Klasične glazbe, Zagreb: Znanje</li> <li>2. Dobrota, S. (2004). Sociopsihologijska procjena glazbenih sposobnosti djece: suvremeni metodološki pristup.// Napredak, 145 (2004), 2, str.145-152.</li> <li>3. Dobrota, S. (2003). Stvaralaštvo kao aktivnost glazbene nastave ranog školskog razdoblja. // Metodika, 4 (2003), 7, str. 202-210.</li> <li>4. Motte-Haber, H. (1999). Psihologija glazbe. – Jastrebarsko: Naklada Slap.</li> <li>5. Stevanović, M., Stevanović, D. (2004). Predškolsko dijete za budućnost. Varaždinske Toplice: Tonimir.</li> <li>6. Verdonik, M., Šamanić S. (2004). Disneyjeva Fantazija 2000 i odgoj mladih za umjetnost. Metodika: časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi / 5 (2004), 9(2); str. 308-315.</li> </ol> <p>Referential:</p> <p>Various songbooks, picture books, song collections.</p>

Course Syllabus			
Course Code and Title	118964 Working with gifted pupils		
Name of Lecturer	<a href="#">Associate Professor Andrea Debeljuh, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Elective	Study level	integrated
Semester	Winter	Study year	V
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	2	Number of hours per semester	15L – 0S – 15T
Prerequisites	The prerequisite for enrollment is determined by the provisions of the program study.		
Correlativity	Pedagogy, Developmental psychology, General psychology, Family pedagogy, Educational psychology, Inclusive pedagogy, Didactic docimology, all methodologies		
Objective of the course	adopt competencies for explaining the main characteristics of giftedness in order to identify gifted students and to meet special needs in an educational institution		
Learning outcomes	1. Understand the basic concepts of talent, giftedness and genius and different understandings of giftedness 2. carry out the process of identifying the gifted student 3. Apply certain forms of educational support to gifted individuals such as acceleration, separation and program enrichment 4. correctly apply knowledge about the characteristics of gifted children and teachers, about the role of the family, about experiences from immediate educational practice, about the principles of compiling a program for gifted people at school, and about the development of systematic care for gifted people 5. apply a positive relationship with the parents of potentially gifted children		
Course content (syllabus)	1. Basic terms (intelligence, giftedness, talent) 2. Theoretical trends on giftedness and their influence on forms of encouraging gifted individuals 3. Identification of giftedness (methodological problems, possible consequences of identification, interdisciplinary approach to identification, the role of teachers in the process of discovering the gifted) 4. Characteristics of gifted individuals (social and emotional functioning, motivation, cognitive needs, educational needs...) 5. The role of the family in the development of gifted individuals		

	6. Basic forms of educational support for gifted individuals (acceleration, program enrichment...) 7. Monitoring the gifted in their development 8. Developing creativity during an individual's life with an emphasis on school age 9. Models for encouraging creativity, creative workshops as a form of encouraging giftedness 10. Problem solving and creative solutions 11. Qualities of teachers for working with gifted individuals, opportunities for continuous professional development				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS Credits	Grade ratio (%)
	Activity of L, S, T	1.-5.	23	0.8	10%
	Activities	1.-5.	3	0.1	0%
	Exam (written)	1.-5.	12	0.4	40%
	Exam (Oral)	1.-5.	22	0.7	50%
	Total		60	2	100%
Course requirements	For a successful completion of the course, students must: 1. Attend classes and actively participate in all forms of classes. 2. have to do exercises in written form. Note (valid for obligation 2): The student should prepare the exercises according to the teacher's instructions and submit them within the agreed deadline. 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. The deadlines in this course must be respected. In case of unfavorable epidemiological measures, the teacher will find adequate substitutes for exercises outside the preschool institution. 3. Pass the written exam				
Mid-term and final exam term	They are published in the ISVU system and on Studomat.				
Additional information on the course	Materials for lectures and seminars are published on e-learning. In the case of distance learning, it is possible to deviate from: the location of the course, implementation of activities, methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Kadum, S.; Hozjan, D. (2015), Darovitost u nastavi, Pula, Sveučilište Jurja Dobrile 2. Cvetković-Lay, J. (2002), Darovito je što ću sa sobom. Zagreb, Alinea				

	<p>3. Winner, E. (2005), Darovita djeca: mitovi i stvarnost, Lekenik, Ostvarenje</p> <p>Optional:</p> <p>1. Kadum-Bošnjak, S. (2013), Darovitost i daroviti u nastavi (matematike) primarnog obrazovanja, Koper, Univerza na Primorskem, Pedagoški fakultet</p> <p>2. George, D. (2005). Obrazovanje darovitih –kako identificirati i obrazovati darovite i talentirane učenike, Zagreb, EDUCA</p> <p>3. Ozimec, S. (1996), Rađanje kreativnosti. Varaždinske toplice: Tonimir</p> <p>4. Gardner, H. (1999), Inteligencija-različita gledišta. Jastrebarsko: Naklada Slap</p> <p>5. Sternberg, R. (1995), Uspješna inteligencija. Zagreb: Barka</p>
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Course Syllabus			
Course Code and Title	118965 Active learning strategies		
Name of Lecturer	<a href="#">Associate Professor Andrea Debeljuh, PhD</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Italian language		
Course status	Mandatory	Study level	Integrated
Semester	Summer	Study year	V
Classroom location	classroom, trainee school	Teaching language(s)	Italian (English)
ECTS credits	2	Number of hours per semester	15L –0S – 15T
Prerequisites	To enrol in the course, you must be a regular student in the fifth year of the course.		
Correlativity	Didactics, Developmental psychology, Educational psychology, Fundamentals of computer science, teaching methodologies		
Objective of the course	master the necessary skills for the use of active learning strategies both personal and working with students		
Learning outcomes	1. demonstrate awareness of one's mental functioning (metacognition) 2. assume an active role of "self-direction" of one's own learning 3. control the affective-motivational processes involved in the study (anxiety, control of emotional reactions, willingness and perseverance of commitment, perception of one's own competence) 4. use cognitive mediation strategies and strategic thinking (aware, flexible and self-regulated) aimed at building knowledge 5. use cognitive tools to train superior mental skills: e.g., reasoning, analysis, synthesis, problem-solving 6. introduce active learning strategies in classroom teaching activities		
Course content (syllabus)	1. Organization of the study, learning agreement 2. Memory, motivation and psychic processes related to the learning process 3. The importance of psychophysical well-being in the learning process 4. Activation of critical thinking and cognitive processes in the school curriculum 5. Cognitive and learning styles and strategies 6. Study and learning methods 7. Methods for the promotion of cognitive processes of a higher nature in educational activities 8. Reading, writing and discussion as active learning strategies 9. Cooperative learning 10. Comprehensive and critical reading to improve study skills 11. Khan academy and the flipped classroom concept 12. Use of specific tools (The questionnaire and the cards of the TM group by Cesare Cornoldi)		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities (delete the excessive)	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity L, S (lab), T	1. – 6.	23	0.8	10%
	Individual tasks (learning agreement, organization of the study process, MT group cards)	1. – 6.	15	0.5	40%
	Exam (oral, written, concert)	1. – 6.	22	0.7	50%
	Total		60	2	100%
	Additional information (assessment criteria):  The final exam is evaluated as follows: From 0% to 50% of the answers = 0% of the vote From 51% to 60% = 10% of the vote From 61% to 70% = 20% of the vote From 71% to 80% = 30% of the vote From 81% to 90% = 40% of the vote From 91% to 100% = 50% of the vote				
Course requirements	To obtain the final evaluation of the course, the student must: 1. actively participate in the lessons 2. carry out the research and exercises assigned during the course 3. pass the final exam				
Mid-term and final exam term	They are formulated at the beginning of the academic year and published on the University website and in the ISVU system.				
Additional information on the course	<p>The titles and topics of the exercises will be defined in the first meetings.            Class attendance is mandatory. 30% of absences (4 lectures) do not need to be justified. Absences do not justify the realization of individual works which must be recovered or evaluated as null.            To access the final exam, it is necessary to obtain a minimum amount of score (at least 25%), for which also the attendance of the lessons is an important element in the total amount.</p> <p>Teaching methods            The organization of the course provides for the presentation and analysis of the basic contents through frontal lessons, with moments of study and discussion. Working groups will be set up within which attending students will be able to present reports on topics related to the course and agreed upon in class. The use of multimedia materials is foreseen and will be available in the department's e-learning section.            If distance learning is implemented, changes are possible which will concern the place where the course is held, the implementation of the teaching activities, the methods of carrying out the teaching, the assessment methods, the obligations of the students and the exam bibliography. It will be the responsibility of the course owner to inform students about the changes that will apply if they have to switch to distance learning. The expected skills will remain unchanged.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"><li>1. Cornoldi C., De Beni R. (2008). Gruppo MT, Imparare a studiare 2, Strategie, stili cognitivi, meta cognizione e atteggiamenti nello studio, Erikson, Trento</li><li>2. Paoletti G. (2007). Saper studiare, Carocci, Roma</li></ol> <p>Optional:</p> <ol style="list-style-type: none"><li>1. Lengefeld U. (1995). Imparare a studiare, Franco Angeli, Milano</li></ol>
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Course Syllabus			
Course Code and Title	118967 Expression with speech		
Names of Lecturers	<a href="#">Full Professor Kristina Riman, PhD</a> <a href="#">Irena Mikulaco, PhD, senior lecturer</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Elective	Study level	Integrated
Semester	Summer	Study year	V
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	2	Number of hours per semester	15L – 0S – 15T
Prerequisites	Knowledge of the Croatian language at least at the B2 level.		
Correlativity	The program is correlated with all Croatian language course programs.		
Objective of the course	The main goal is to practice theoretical knowledge of correct pronunciation and acquire the accepted pronunciation of Croatian words, to develop a critical attitude towards the speech expression of the speaker and improve their writing and speaking skills.		
Learning outcomes	1. to analyze complex aspects of human speech 2. to define speech as a separate communication system 3. to describe all aspects (anatomical, physiological, neurological, acoustic, psycholinguistic) of production and reception of speech and norms and some deviations from the norm 4. to describe the Croatian speech system 5. to analyze verbal-voice communication, processes and functions related to speech production and the perception and production of oral and written language, as well as forms of non-verbal communication 6. to compose and deliver (demonstrate) a speech in the given time, evaluate the speech and interpret the results.		
Course content (syllabus)	This course deals with all aspects of speech and speaking skills. The content of the course is based on speech expression, i.e., components essential for public speaking (voice, diction, orthoepy, non-verbal communication, listening skills, speaking from notes, rhetorical scheme). Theoretical knowledge will be practically applied in the form of short presentations by students in front of the group and in the form of speaking exercises. The purpose of speaking exercises is		

	<p>for students to get to know, practice and learn Croatian accents and the standard pronunciation of messengers. The main component of this course is independent speaking. The speech is delivered according to the rhetorical scheme, in the given time. Speech analysis and expression of one's own opinion, applying theoretical knowledge, are essential components of the course.</p> <ol style="list-style-type: none"> <li>1. Introduction to the course. Literature. Instructions for giving a public speech. The rhetorical scheme. General about speech. Exercise. Evaluation of voice capabilities.</li> <li>2. Basic speech units. Speech functions and basic division into voice and text. Speech signs. Respiration. Voice and pronunciation.</li> <li>3. Pronunciation and listening. Exercise: public speech. Speaking from notes. Developing critical thinking and stating one's own position.</li> <li>4. Anatomy and physiology of hearing and listening. Exercise: demonstration of public speech.</li> <li>5. Parts of speech. Prosodic means: tone and intonation. Loudness. Accent. Exercise.</li> <li>6. Prosodic means. Tone, intonation, loudness. Pronunciation exercise of accented words and accents of Croatian standard language. Exercise: public speech.</li> <li>7. Prosodic means. Timber. Spectral composition. Exercise: public speech.</li> <li>8. Prosodic means. Pauses, rhythm, pronunciation flaws and pronunciation errors. Analysis. Developing critical thinking and stating one's own position.</li> <li>9. Prosodic means. Nonverbal communication. Mimics and gestures. Exercise: argumentation. Developing critical thinking and stating one's own position.</li> <li>10. Business communication. Exercise: argumentation. Developing critical thinking and stating one's own position.</li> <li>11. Speech in mass media. Examples. Analysis. Developing critical thinking and stating one's own position.</li> <li>12. Debate. Exercise. Work in group.</li> <li>13. Technics of memorizing speech. Exercise.</li> <li>14. Interpretive reading of poetry. Exercise. Public performance.</li> <li>15. Summary of the course. Feedback.</li> </ol>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity on tutorials and lectures	1.-6.	23	0.8	20%
	Oral presentation and practical individual work: seminar writing, preparation and speech are	1-6	30	1	50%

	evaluated as the oral part of the exam				
	Exam (written)	1-6	7	0.2	30%
	Total		60	2	100%
	<p>Additional information (evaluation criteria):</p> <p>Class attendance is mandatory. 30% of absences are tolerated (4 absences). In order to take the final exam, it is necessary to write and submit a seminar paper, give a speech and complete all assignments, because a grade is obtained from each segment and represents the overall grade achieved in this course. Therefore, it is important to attend classes in order to complete all tasks, i.e., segments.</p> <p>The speech must be 10 minutes long and on the given topic.</p> <p>At the end of the semester, there is a written exam (final exam) in which theoretical knowledge is checked, and the speech given and the tasks performed represent the application of theoretical knowledge.</p> <p>The exam can be taken after completing all the tasks, giving the seminar and giving the speech.</p> <p>During classes, students are given instructions on what they must pay special attention to in order to master the material as successfully as possible and achieve the best possible overall grade. Students' interest in extracurricular activities, such as participation in poetry evenings, is especially valued. In this case, the max. 20% for the first segment of liabilities can be obtained. Creativity in processing the topic and presentation is especially encouraged and recommended.</p> <p>Participation in classes and tutorials is evaluated as follows:</p> <p>0% = Does not attend classes.  4% = Attends but does not participate in the work; does not complete the tasks.  8% = Prepared, but the preparation is incomplete with major shortcomings (regularly with errors)  12% = Prepared, but the preparation is incomplete with minor defects (tasks and exercises with only a few mistakes).  16% = Regularly prepared, the preparation is correct, voluntarily participates in the teaching process.  20% = Student shows a high degree of interest in the course, is always prepared; asks questions and problematizes the contents.</p> <p>The speech is evaluated as follows:</p> <p>0% = No speech was given.  10% = The speech was delivered, but it contains too little information about the topic: either it was not sufficiently covered, or it was wrong, or the rhetorical scheme was not respected. Disengagement of the speaker.  20% = The speech contains the necessary information on the topic, but deficiencies in the formal design of the paper and greater</p>				

	<p>deficiencies in the content design were observed (especially this refers to frequent spelling and grammatical errors that do not concern accidental errors in speech). Speech is read, not spoken.</p> <p>30% = The speech contains the necessary information about the topic, but minor deficiencies in content design were observed, the orthoepic norm was not sufficiently respected or some deviation was observed. Student reads more than she/he speaks, she/he does not respect speaking time (too short or too long). Insufficient interest in the topic.</p> <p>40% = The speech contains the necessary information and the topic is well analyzed, but there is a lack of examples. Incomplete or insufficiently processed speech, some of the prosodic devices are insufficiently respected. Does not respect speaking time (too short or too long). The speech was given while looking at the notes.</p> <p>50% = The speech contains complete information, examples and quotes are supported by sources. The speech fully respects the rhetorical scheme. The speech forms a harmonious whole while respecting the orthoepic norm and the given time. Spoken, not read. It does not have to be completely memorized; it is allowed to use notes.</p> <p>Final exam - oral exam consists of questions related to the analysis that confirms theoretical knowledge:  less than 50% correct answers = 0% grade  from 51% to 60% = 8% of the grade  from 61% to 70% = 16% of the grade  from 71% to 80% = 24% of the grade  from 81% to 90% = 32% of the grade  from 91% to 100% = 40% of the grade</p>
Course requirements	<p>The student is obliged to:</p> <ul style="list-style-type: none"> <li>• attend classes and actively participate in the teaching process</li> <li>• write a seminar paper</li> <li>• deliver a 10-minute speech on a given topic</li> <li>• complete the assigned tasks (obtained tasks: texts for practicing spoken expression, participate as actively as possible in the speech exercises for better acquisition of correct pronunciation and reduction of deficiencies)</li> <li>• pass the final written exam.</li> </ul>
Mid-term and final exam term	All exam dates, after the completed course, starting from February.
Additional information on the course	<p>Students will have more practical and independent work in this course. At the lectures and consultations, information will be provided about the material, theoretical knowledge, and the results of this course will depend on the effort invested by the students.</p>

The student can contact the teacher during the consultation (in person) or by e-mail to the e-mail address: irena.mikulaco@unipu.hr with the subject: *Consultations*.

Topics for seminars:

- 1 HISTORY OF ANCIENT RHETORIC (BEKER) (HISTORY OF SPEECH)
2. QUINTILIAN: THE EDUCATION OF THE SPEAKER
3. CICERON: ON THE SPEAKER
4. ARISTOTLE: ON THE ART OF POETRY
5. RHETORICAL FIGURES (ŠKARIĆ)
6. PLATO: PHAEDAR/PLATO
7. VOICE AND PRONUNCIATION EXERCISES (ŠKARIĆ: Foundations of contemporary public speaking) + DEMONSTRATION
8. NONVERBAL SIGNS
9. SPEECH DEVELOPMENT IN CHILDREN
10. VOICE AND MOVEMENT (Guberina: Sound and movement in language)
11. PRONUNCIATION Flaws
12. PRONUNCIATION ERRORS
13. POETIC AND AFFECTIVE IN SPEECH (Škarić: In search of lost speech)
14. LOGIC IN SPEECH
15. CONTEMPORARY SPEECH TYPES
16. DEBATE (+ DEMONSTRATION)
17. RHETORIC ON THE RADIO (+ CURRENT EXAMPLES, RECORDINGS)
18. RHETORIC ON TELEVISION (CURRENT EXAMPLES, VIDEOS)
19. MIMICS AND GESTURES (Škarić, Young: Facial language, Pease: Body language)
20. SPEAKER AND AUDIENCE. (The art of public speaking)
21. THE SPEAKER AS AN ACTOR.
22. NEWSPAPER GENRES (Biskup: Basics of public communication)
23. ACCENT (Paul Garde)
24. MEMORY AND MEMORY EXERCISES (Zarevski: Psychology of memory and learning)
25. PRINCIPLES AND STRATEGIES OF NEGOTIATION (Tudor: The Complete Negotiator)
26. BUSINESS AND NEGOTIATION TACTICS (Tudor)
27. BUSINESS COMMUNICATION ("SPEAKING PLUS" and others)
28. NON-VERBAL COMMUNICATION IN THE CLASSROOM
29. CHILDREN AND THE MEDIA
30. POLITICAL DISCOURSE

...

Students will receive additional literature for their seminars (depending on the topic of the seminar), and for some topics they will be provided with mandatory and optional literature. The number of topics will depend on the number of students, and the

	<p>choice of topic depends on the student or the topic will be chosen according to the affinity of the student and will be outside the default list of topics.</p> <p>In order to successfully write and deliver a speech, the following rhetorical scheme should be adhered to (I. Škarić: Foundations of contemporary speaking).</p> <p><b>SPEECH COMPOSITION</b></p> <p><b>I. INTRODUCTION</b>  Header: greeting  presentation  address</p> <p>Preface: creating affection for the speaker creating interest in the topic.</p> <p><b>II. MAIN PART</b>  Story  Distribution (in principle double)  Presentation (arguments) Support  Rebuttal</p> <p><b>III. CONCLUSION</b>  Summary  Call  Effective finish  Thank you note (and/or apology note)</p> <p>Additional information  In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> <li>- the location of the course</li> <li>- implementation of activities, methods of interpretation and teaching, and methods of evaluation</li> <li>- student obligations</li> <li>- available literature.</li> </ul> <p>The Teacher will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p><b>Mandatory:</b></p> <p>1. Škarić, I.: Fonetika hrvatskoga književnog jezika. U: Babić, S. et al. (R. Katičić, ur.) Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika, Zagreb: HAZU, Globus, 1999., str. poglavlja Izgovor glasnika, 120-146, Govorni dijelovi 281-289, Intonacijska jedinica 309-315, Govorna riječ 315-327, Slog 327-337, Fonemski sloj 337-359.</p>

2. Škarić, I.: Temeljci suvremenog govorništva, Školska knjiga, Zagreb, 2000. Poglavlje: Vježbe za glas i izgovor. Suvremene govorne vrste.

Optional:

1. Berry, C.: Glumac i glas, AGM, Zagreb, 1997.
2. Garde, P.: Naglasak, Školska knjiga, Zagreb, 1993.
3. Gottesman, D. i Mauro, B.: Umijeće javnog nastupa, Naklada Jesenski i Turk, Zagreb, 2006.
4. Meyer, M, M. M. Carrilho, B. Timmermans: Povijest retorike od Grka do naših dana, Disput, Zagreb, 2008.
5. Morris, D.: Govor tijela. Priručnik o ljudskoj vrsti. August Cesarec, Zagreb, 1985.
6. Neill, S.: Neverbalna komunikacija u razredu, Educa, Zagreb, 1994.
7. Pease, A.: Govor tijela, AGM, Zagreb, 2002.
8. Rosić, V.: Tehnika pregovaranja I retorika, Visoka tehnička škola u Puli, Politehnički studij, Pula, 2006.
9. Škarić, I.: U potrazi za izgubljenim govorom, Školska knjiga, Zagreb, 1988.
10. Skupina autora: Hrvatski jezični savjetnik, Institut za hrvatski jezik i jezikoslovlje, Pergamena, Školske novine, Zagreb, 1999.
11. Varošaneć-Škarić, G.: Timbar, Filozofski fakultet, Zagreb, 2005.

Additional:

1. Brozović, D.: O normiranju književnih naglasaka, Jezik, 6, 1957/58., str. 65-72
2. Škarić, I.: Sociofonetski pristup standardnom naglašavanju, Govor/Speech, XV, 2, 1999., str. 117-137.
3. Škarić, I.: Razlikovna prozodija, Jezik, 48, 1, 2001., str. 11-19.

Referentia:

1. Anić, V.: Rječnik hrvatskoga jezika, Novi Liber, Zagreb, 2000.
2. Gramatike hrvatskoga jezika.
3. "Klasici hrvatske književnosti II – PJESNIŠTVO na CD-ROM- u", Naklada Bulaja, 1999.

Journals:

Govor, Suvremena lingvistika, Jezik, Riječ, Filologija, Jezikoslovlje, Rad HAZU - Razred za filologiju, Radovi Zavoda za slavensku filologiju, Rasprave Instituta za hrvatski jezik, Radovi Filozofskog fakulteta u Zadru - Razdio filoloških znanosti, Strani jezici, Vijenac, Fluminensia, Lahor, Kolo, Folia onomastica croatica, Hrvatski dijalektološki zbornik, Čakavska rič...

Course Syllabus			
Course Code and Title	118968 School reading in primary teaching		
Name of Lecturer	<a href="#">Full professor Vjekoslava Jurdana, PhD</a> <a href="#">Alen Klančar, assistant</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Elective	Study level	Integrated
Semester	Summer	Study year	V
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	2	Number of hours per semester	15L – 0S – 15T
Prerequisites	there are no prerequisites		
Correlativity	Children's literature, Media culture, Croatian language, Musical culture, Speech expression, Art culture, Croatian language teaching methodology		
Objective of the course	To adopt laws and approaches from the methodology of literature in the teaching of reading from the 1st to the 4th grade of elementary school for successful and competent design of the creative teaching process		
Learning outcomes	<ol style="list-style-type: none"> <li>1. to interpret the basic concepts of literary methodology, especially the teaching of reading</li> <li>2. use professional and scientific literature and properly apply acquired knowledge</li> <li>3. creatively design a concrete methodological model tailored to the child in relation to his possibilities, interests and needs, while respecting the educational tasks of teaching readings</li> <li>4. show the personal qualities of the personality and the creative dimension of the profession in research work</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Basic methodological principles of teaching reading</li> <li>2. List of students' reading material from 1st to 4th grade according to the Subject Curriculum</li> <li>3. Methodical approaches to literary works in the teaching of reading - possibilities of inter-area and inter-subject correlation</li> <li>4. Forms of motivation for reading the reading material</li> <li>5. Guiding, directing and monitoring the student's reading</li> <li>6. Assessment and evaluation of student reading</li> </ol>		

Course activities, teaching and learning	Student responsibilities (delete the excessive)	Learning outcomes	Hours	ECTS Credits	Grade ratio (%)
	Attendance of L, T	1. – 4.	23	0, 8	10%
	Individual tasks (homework, research, oral and written tasks, sketching, making graphs, playing instrument, singing...)	3. - 4.	15	0, 5	45%
	Written projects (seminars, essays, presentations...)	2. – 4.	22	0, 7	45%
			60	2	100%
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend classes and actively participate in lectures and seminars</li> <li>2. in accordance with the postulates of the theory of reception, monitor and evaluate seminar papers</li> <li>3. participate in field teaching: Book Fair in Istria; Monte Librić and promotions of selected literary works</li> <li>4. study theoretical literature and apply it in working with younger school children when designing a concrete model of work</li> <li>5. design and present the teaching preparation for the reading class.</li> </ol>				
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 place of the course delivery, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and 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"> <li>1. Lučić-Mumlek, K. (2004). Lektira u razrednoj nastavi, metodički priručnik. Zagreb: Školska knjiga.</li> <li>2. Leniček, E.(2002). Lektira u razrednoj nastavi. Petrinja: Visoka učiteljska škola.</li> <li>3. Rosandić, D. (1986). Metodika književnog odgoja i obrazovanja, Zagreb: Školska knjiga.</li> <li>4. Rosandić, D. (2005). Metodika književnog odgoja-temeljci metodičkknjiževne enciklopedije, Školska knjiga, Zagreb.</li> </ol> <p>Optional:</p>				

	<p>1. Javor, R. (1998). Kako razvijati kulturu čitanja. Zagreb: Knjižnice Grada Zagreba, Hrvatski centar za dječju knjigu, Hrvatska sekcija IBBY.</p> <p>2. Vranjković, Lj. (2011). Lektira u razrednoj nastavi, Život i škola, br.25 (1/2011), str.193.-206.</p> <p>Referential:</p> <p>1. Ministarstvo znanosti, obrazovanja i sporta (2019): Predmetni kurikulum</p> <p><a href="http://lektire.skole.hr/">http://lektire.skole.hr/</a></p>
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Course Syllabus					
Course Code and Title	119168 Early bilingualism and multilingualism				
Name of Lecturer	<a href="#">Associate professor Nada Poropat Jeletić, PhD</a>				
Study programme	University integrated undergraduate and graduate Teacher Study in the Italian language				
Course status	Elective	Study level	Integrated		
Semester	Summer	Study year	II		
Classroom location	Negrijeva 6	Teaching language(s)	Italian		
ECTS credits	2	Number of hours per semester	15L – 15S – 0T		
Prerequisites	None				
Correlativity	Sociolinguistics, Psycholinguistics, Glottodidactics				
Objective of the course	learn the fundamental concepts and basic theoretical approaches in early bilingual and plurilingual acquisition and education				
Learning outcomes	<div>1. explain the fundamental concepts, forms and methods of early bilingual and plurilingual education and acquisition</div> <div>2. explain the contemporary theoretical approaches to the study of early bilingualism and multilingualism</div> <div>3. analyze the stages of language acquisition and aspects of the language planning process</div> <div>4. explain the specificities of the Croatian-Italian bilingualism in Istria, with particular reference to early bilingualism and multilingualism</div>				
Course content (syllabus)	<div>1. Conceptual introduction and theoretical foundations.</div> <div>2. Sociolinguistic and psycholinguistic typologies of bilingualism/multilingualism, with particular reference to early bilingualism and multilingualism.</div> <div>3. Psychosocial, cognitive and linguistic development in the context of the early acquisition of two or more linguistic codes.</div> <div>4. Methods of bilingual/multilingual education and acquisition/learning.</div> <div>5. Sociopsychological approach to the study of early bilingualism/multilingualism.</div> <div>6. Linguistic approach to the study of dynamics and sociolinguistic phenomena of linguistic contact, with particular reference to early bilingualism and multilingualism.</div> <div>7. Bilingualism and multilingualism in the Istrian territory, with particular reference to early bilingualism and multilingualism.</div> <div>8. The theory of linguistic functions and multilingual and intercultural communication.</div>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities (delete the excessive)	Learnin g outcom es	Hours	ECTS credits	Grade ratio (%)
	In-class activity engagement	1 – 4	23	0.8	10%

	Written project and oral presentation	3 – 4	15	0.5	20%
	Exam	1 – 4	22	0.7	70%
	Total		60	2	100%
Course requirements	<p>For successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. be present and actively participate in the lesson. Class attendance is mandatory; 30% of absences (4) are tolerated and do not have to be justified</li> <li>2. prepare a project work on a topics chosen in agreement with the lecturer, deliver it before the deadline for the corrections. After the corrections, the project must be presented orally (15-minute presentation)</li> <li>3. access and pass the final exam (the overall final grade includes the results obtained in the evaluation of the activity during the lessons, of the project presentation and the final exam).</li> </ol>				
Mid-term and final exam term	They will be indicated at the beginning of the academic year (web and ISVU).				
Additional information on the course	<p>The necessary materials for the lectures and project work will be posted on the e-learning platform.</p> <p>If distance learning is implemented, changes are possible and they could concern the place where the course is held, the implementation of the teaching activities, the teaching methods, the assessment methods, the obligations of the students and the exam bibliography. The lecturer will inform the students if they have to switch to distance learning. The expected outcomes will remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Abdelilah Bauer, B. (2008), <i>Il bambino bilingue. Crescere parlando più di una lingua</i>, Milano, Cortina Raffaello.</li> <li>2. Contento, S. (a cura di) (2010), <i>Crescere nel bilinguismo. Aspetti cognitivi, linguistici ed emotivi</i>, Roma, Carocci.</li> <li>3. Scotti Jurić, R. (2003), <i>Bilinguismo precoce: funzioni e usi linguistici</i>, Pula-Rijeka, Pietas Iulia-Edit.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>4. Arnberg, L. (1987), <i>Raising Children Bilingually: the pre-school years</i>, Clevedon, Multilingual Matters.</li> <li>5. Baker, C. (2000), <i>The Care and Education of Young Bilinguals</i>, Clevedon, Multilingual Matters.</li> <li>6. Baker, C. (2006), <i>Foundations of Bilingual Education and Bilingualism</i>, Bristol, Multilingual Matters.</li> <li>7. Baker, C. (2007), <i>A parents' and teachers' guide to bilingualism</i>, Clevedon, Multilingual Matters.</li> <li>8. Balboni, P. E. (1999), <i>Educazione bilingue</i>, Guerra Edizioni.</li> <li>9. Pallotti, G. (2012), <i>La lingua seconda</i>, Milano, Bompiani.</li> <li>10. Carli, A. (2007), <i>Studi su fenomeni, situazioni e forme del bilinguismo</i>, Milano, Franco Angeli.</li> <li>11. Deshays, E. (1999), <i>Come favorire il bilinguismo dei bambini</i>, Novara, RED.</li> <li>12. Fabbro, F. (1996), <i>Il cervello bilingue. Neurolinguistica e poliglossia</i>, Roma, Astrolabio Ubaldini.</li> <li>13. Fabbro, F. (2004), <i>Neuropedagogia delle lingue. Come insegnare le lingue ai bambini</i>, Roma, Astrolabio Ubaldini.</li> <li>14. Fantini, A. (1985), <i>Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective</i>, San Diego, College Hill Press.</li> </ol>				

	<ol style="list-style-type: none"> <li>15. Garcia, E. (1983), Early childhood bilingualism, Albuquerque, University of New Mexico.</li> <li>16. Grosjean, F. (1982), Life with Two Languages. An Introduction to Bilingualism, Cambridge (Mass.)/London, Harvard University Press.</li> <li>17. Gusmani, R. (2004), Saggi sull'interferenza linguistica, Firenze, Le Lettere.</li> <li>18. Milani Kruljac, N. (a cura di) (2003), L'italiano fra i giovani dell'Istro-quarnerino, Pola-Fiume, Pietas Iulia-Edit.</li> <li>19. Pallotti, G. (2012), La lingua seconda, Milano, Bompiani.</li> <li>20. Ranocchia, M. C. (1993), Bilinguismo precoce ed educazione bilingue: l'italiano L2 in età scolare, Perugia, Guerra Edizioni.</li> <li>21. Saunders, G. (1988), Bilingual Children: From Birth to Teens, Clevedon, Multilingual Matters.</li> <li>22. Scotti Jurić, R. (2003), Bilinguismo precoce: funzioni e usi linguistici, Pola-Fiume, Pietas Iulia-Edit.</li> <li>23. Scotti Jurić, R. (2008), Didattica della comunicazione in classi bilingui, Fiume, Edit.</li> <li>24. Titone, R. (1972), Bilinguismo precoce e educazione bilingue, Roma, Armando.</li> </ol>
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Course Syllabus			
Course Code and Title	241307 Croatian children's novel		
Name of Lecturer	<a href="#">Full professor Kristina Riman, PhD</a>		
Study programme	Croatian Language and Literature		
Course status	Elective	Study level	Integrate
Semester	Summer	Study year	V
Classroom location	Classroom	Teaching language(s)	Croatian, English
ECTS credits	2	Number of hours per semester	15L – 15S – 0T
Prerequisites	There are no prerequisites for enrollment.		
Correlativity	Literature for Children and Young People, Theory of Literature I and II, Croatian oral literature, Methodology of the Croatian language		
Objective of the course	The goal of this course is to familiarize students with the basic concepts of children's and young adult literature. Students should acquire basic knowledge of the types of children's and young adult literature and their development, and develop the ability to independently interpret literary content intended for children and young adults.		
Learning outcomes	<ol style="list-style-type: none"> <li>1. Correctly define basic terms in the field of children's and young adult literature.</li> <li>2. Interpret individual achievements in the field of children's and young adult literature.</li> <li>3. Analyze selected literary works for children and adolescents.</li> <li>4. Critically evaluate individual works for children and adolescents.</li> <li>5. Apply acquired skills to literary works for children and adolescents.</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Introduction to the study of the Croatian children's novel (Definition and name. Reception orientation).</li> <li>2. Characteristics of the Croatian children's novel (classification and periodization)</li> <li>3. The beginnings of the Croatian children's novel.</li> <li>4. A realistic children's novel.</li> <li>5. The mature age of the Croatian children's novel.</li> <li>6. Contemporary Croatian children's novel and novel for young adults.</li> </ol>		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance of L, S, T	1.- 5.	23	0.8	10%
	Individual tasks (homework)	2.- 5.	7	0.2	30%
	Oral presentations	1.- 5.	15	0.5	30%
	Exam (oral, written, concert)	1.,2.,5.	15	0.5	30%
	Total		60	2	100%
	<p>Additional information (assessment criteria):</p> <p>Class attendance It is desirable that students attend class and actively participate. A student can earn 10% of the points if he/she is absent less than 4 times in a lesson. 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>Preparation and evaluation of the seminar paper The main goal of the seminar paper is to interest and inform students about the chosen seminar topic. The duration of the seminar paper can be up to 20 minutes.</p> <p>Students are required to submit the presentation and other electronic materials they will use in the presentation to the Distance Education (e-learning) Forum at least 72 hours before the presentation.</p> <p>When evaluating the seminar paper, the following indicators are important:</p> <p>4. Coverage of the topic (are the main contents presented in an appropriate manner, are appropriate examples given)</p> <p>5. Presentation of the topic (certainty, without reading instructions, clarity, comprehensibility, freedom from errors - in terms of content and language)</p> <p>6. Student activity and motivation (ability to focus attention on the topics and activities presented; successful encouragement of students to actively participate)</p> <p>Final test The final knowledge test will be administered through a final oral exam. Selected reading titles and assigned literature chapters should be prepared for the exam.</p> <p>A student who cannot participate in the final knowledge test must withdraw from the exam registration in time, otherwise he/she will be considered to have taken the exam and failed it.</p>				
Course requirements	For a successful completion of the course, students must:				

	<p>4. Attend class.</p> <p>5. Present orally the seminar paper on the chosen topic according to the presentation plan agreed upon at the first meeting and posted on the Distance Learning Portal.</p> <p>6. Pass the exam.</p>
Mid-term and final exam term	Exam deadlines are announced at the beginning of the academic year at ISVU.
Additional information on the course	<p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> <li>- the place of the course</li> <li>- the conduct of the activities, the methods of interpretation and teaching, and the methods of evaluation</li> <li>- the obligations of the students</li> <li>- the available literature.</li> </ul> <p>The course teacher and teaching assistant will inform students when distance learning takes place at noon. The learning outcomes will remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <p>Hameršak, M., Zima, D. (2015). Uvod u dječju književnost. Zagreb: Leykam International, str. 197.-224.</p> <p>Majhut, B. (2005). Pustolov, siroče i dječja družba: hrvatski dječji roman do 1945. Zagreb: FF press, Zagreb.</p> <p>Vrcić-Mataija, S. (2018). Hrvatski realistični dječji roman, Zadar: Sveučilište u Zadru</p> <p>Optional:</p> <p>Hranjec, S. (1998). Hrvatski dječji roman. Zagreb: Znanje.</p> <p>Kolar-Dimitrijević, M. (2012). Tragovi vremena u djelima Mate Lovraka. Zagreb: Srednja Europa.</p> <p>Majhut, B. (2008). Recepcija romana Čudnovate zgode Šegrta Hlapića Ivane Brlić Mažuranić, Nova Croatica 2 (2), 43-115.</p> <p>Težak, D. (1990). Dječji junak u romanu i filmu. Zagreb: Školske novine.</p> <p>Težak, D. (2006). Vitez i Kušan – začetnici moderne hrvatske dječje književnosti. Metodika 7 (3), 279-288.</p> <p>Vrcić-Mataija, S. (2012). Prilog tipologiji hrvatskog dječjeg romana. Fluminensia, 3 (2), 143-154.</p> <p>Zima, D. (2011). Kraći ljudi: povijest dječjeg lika u hrvatskom dječjem romanu, Zagreb: Školska knjiga.</p> <p>Referential:</p> <p>Libri &amp; Liberi: časopis za istraživanje dječje književnosti i kulture Književnost i dijete</p> <p>Reading (select 10 titles):</p> <p>I. Brlić Mažuranić: Čudnovate zgode Šegrta Hlapića</p>

	<p>M. Lovrak: Vlak u snijegu; Družba Pere Kvržice</p> <p>I. Kušan: Uzbuna na Zelenom Vrh; Koko i duhovi; Koko u Parizu; Lažeš, Melita; Ljubav ili smrt</p> <p>M. Matošec: Tiki traži neznanca; Strah u Ulici lipa; Suvišan u svemiru</p> <p>A. Gardaš: Duh u močvari; Miron u škripcu; Filip dječak bez imena</p> <p>M. Gavran: Sretni dani; Kako je tata osvojio mamu; Zaljubljen do ušiju; Svašta u mojoj glavi</p> <p>H. Kovačević: Tajna Ribljeg Oka; Tajna mačje šape; Tajna Tužnog psa; Tajna graditelja straha; Tajna zlatnog zuba</p> <p>Z. Krilić: Čudnovata istina; Zabranjena vrata; Veliki zavodnik</p> <p>P. Pavličić: Zeleni tigar; Petlja; Trojica u Trnju</p> <p>T. Horvat: Tajna Gornjega grada;</p> <p>B. Dovjak-Matković: Zagrebačka priča</p> <p>D. Horvatić: Junačina Mijat Tomić</p> <p>I. Šajatović: Tajna ogrlice sa sedam rubina</p> <p>J. Cvenić: Čvrsto drži joy-stick</p> <p>J. Bitenc: Twist na bazenu</p> <p>Š. Storić: Poljubit ću je uskoro, možda</p> <p>J. Horvat: Waitapu</p> <p>N. Pulić: Maksimirci; Ključić oko vrata</p> <p>M. Rundek: Psima ulaz zabranjen</p> <p>B. Prosenjak: Divlji konj</p> <p>H. Hitrec: Smogovci, Eko Eko</p> <p>D. Miloš: Bijeli klaun</p> <p>Z. Pongrašić: Gumi-gumi</p> <p>B. Primorac: Maturalac</p> <p>D. Jelačić-Bužimski: Sportski život Letećeg Martina; Balkanska mafija; Martin protiv CIA-e i KGB-a</p> <p>V. Stahuljak: Don od Tromede</p> <p>M. Jurić Zagorka: Kći Lotrščaka</p> <p>S. Škrinjarić: Ulica predaka; Čarobni prosjak</p> <p>S. Šesto: Debela; Vanda; Tko je ubio Pašteticu</p> <p>N. Mihelčić: Bilješke jedne gimnazijalke</p> <p>M. Brajko Livaković: Kad pobijedi ljubav</p> <p>S. Pilić: O mamama sve najbolje; Sasvim sam popubertetio; Mrvice iz dnevnog boravka</p> <p>G. Tribuson: Legija stranaca; Rani dani; Ne dao Bog većeg zla</p>
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Course Syllabus			
Course Code and Title	156777 Puppetry and stage culture		
Name of Lecturer	<a href="#">Assistant professor art. Breza Žižović</a>		
Study programme	University integrated undergraduate and graduate Teacher Study in the Croatian language		
Course status	Elective	Study level	intergrated
Semester	Summer	Study year	V
Classroom location	Classroom	Teaching language(s)	croatian
ECTS credits	2	Number of hours per semester	15L – S – 15T
Prerequisites	Not applicable		
Correlativity	Visual arts, Children's literature, Music culture, and Media culture.		
Objective of the course	Gain competencies required for student's own creative expression in theatrical and scenic creativity, autonomously create the elements required for a puppet show performance and demonstrate the knowledge about the visual language.		
Learning outcomes	<ol style="list-style-type: none"> <li>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)</li> <li>2. Apply the learned competencies to practical work</li> <li>3. Guide the children in creating all elements required for high-quality artistic solutions for a children's (puppet) show</li> <li>4. Analyse the concepts of the artistic solution of the show</li> </ol>		
Course content (syllabus)	<ol style="list-style-type: none"> <li>1. Process of creation of a children's and puppet show</li> <li>2. Selection of the text for a children's puppet show</li> <li>3. Dramaturgical analysis of the text</li> <li>4. Assignment of tasks for project implementation</li> <li>5. First concept sketches</li> <li>6. Elaboration of sketches – size of costumes, puppets and stage</li> <li>7. Rehearsals for the show</li> <li>8. Design of play bills and invitations</li> <li>9. Performance of the puppet show</li> <li>10. Analysis of a children's show seen at any theatre</li> </ol>		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity L, T	1.- 4.	23	0.8	10%
	Individual tasks (text for a puppet game, sketches of puppets and stage, creation of puppets and stage)	1.- 4.	15	0.5	40%
	Written projects (children's theatre or puppet show)	1.- 4.	7	0.2	10%
	Exam (oral, written, concert)	1.- 4.	15	0.5	40%
	Other		60	2	100%
	Total				
Course requirements	<p>For a successful completion of the course, students must:</p> <ol style="list-style-type: none"> <li>1. attend the 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.)</li> <li>2. make sketches of a puppet and the stage</li> <li>3. create the puppet and the stage</li> <li>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)</li> <li>5. perform a puppet show</li> </ol> <p>Students have to bring everything, except for the essay, to the exam i.e., the performance of the puppet show.</p>				
Mid-term and final exam term	They are provided at the beginning of the academic year by posting them on the University's website and in the Higher Education Information System.				
Additional information on the course	<p>In the case of remote teaching, there might be some changes with regard to venue of classes; performance of activities, method of presentation and teaching, and assessment methods; student responsibilities; available literature.</p> <p>The course lecturer will inform the students of any and all changes when the remote teaching begins. The learning outcomes will remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> <li>1. Glibo, Rajko (2000): Lutkarstvo i scenska kultura, Ekološki glasnik, Zagreb: Nakladničko-tiskarsko poduzeće.</li> </ol>				

2. Čečuk, Milan (2009): Lutka i lutke. Zagreb: Međunarodni centar za usluge u kulturi.

3. Županić Benić, Marijana (2009): O lutkama i lutkarstvu, Zagreb: Leykam international.

Optional:

1. Bauer, Ljudevit (Ludwig) (2005). Bajkoviti igrokazi. Zagreb: Golden marketing - Tehnička knjiga.
2. Bauer, Ljudevit (Ludwig) (2005). Morski igrokazi. Zagreb: Golden marketing – Tehnička knjiga.
3. Coffou, Verica (2004). Lutka u školi: Priručnik za lutkarstvo u nastavi i slobodnim aktivnostima s lutkarskim igrama. Zagreb: Školskaknjiga.
4. Čunčić-Bandov, Jadranka (2003). Igre sa zmajevima. Zagreb: Alfa
5. Čunčić-Bandov, Jadranka (2005). Ijuju! Zagreb: Naklada Divič.
6. Čunčić-Bandov, Jadranka (1993). Odjarca do komarca: lutkarske minijature. Zagreb: Međunarodnicentar za usluge u kulturi.
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9. Čunčić-Bandov, Jadranka (1999). Šale, trice, zvrndalice. Zagreb: Alfa.
10. Domjanić, Dragutin (2005). Petrica Kerempuh i spametniosel. Zagreb: Disput.
11. Gavran, Miro (1995). Igrokazi s glavomirepom: osam lutkarskih igrokaza. Zagreb: Međunarodni centar za usluge u kulturi.
12. Horvat-Vukelja, Željka (2001). Reumatični kišobrani drugi lutkarski igrokazi. Zagreb: Divič.
13. Horvat, Nada (1987). Hoću biti Brljiban. Zagreb: Školska knjiga.
14. Stanzel, Vera (izbor i priprema), (1995). Igramo se kazališta: od monologa do igrokaza: izbor tekstova za dječju lutkarsku i živuscenu. Zagreb: Našadjeca.
15. Čuček, Milan (2000). Igrokazi. Zagreb: ABC naklada.
16. Iveljić, Nada (2002). Balonijada; Superjež. Zagreb: Mozaikknjiga.

17. Jelašac, Mirjana (2002). Tajna je u lutki. Zagreb: Međunarodnicentar za usluge u kulturi.
18. Kraljević, Ana (2003). Lutka iz kutka. Zagreb: Našadjeca.
19. Krilić, Zlatko (1989). Kazalište lutaka i drugi igrokazi. Rijeka: Izdavačkicentar Rijeka.
20. Krilić, Zlatko (1994). Krilate lutke: sedam lutkarskih igrokaza. Zagreb: Međunarodni centar za usluge u kulturi.
21. Krizmanić, Mirjana (2001). Medo u kolicima. Sisak: Aura.
22. Đokić Pongrašić, Ana (priredila) (2005). Lutkarski igrokazi za djecu XXI.stoljeća. Zagreb: Autorska kuća.
23. Kroflin, Livija (ur.), (1994). Lutke iz davnine Ivane Brlić-Mažuranić. Zagreb: Međunarodni centar za usluge u kulturi.
24. Pašagić, Blanka (1993). Maksimirska priča. Zagreb: Matica hrvatska.
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27. Gardaš, Anto (2000). Leden dvor (bajkoviti igrokazi za djecu i mladež). Osijek: Maticahrvatska.
28. ĐokićPongrašić, Ana (priredila), (2005). Kazališnebajke za djecu XXI. stoljeća. Zagreb: Autorskakuća.
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30. Kroflin, Livija (1994). Lutke iz davnine. Zagreb: Međunarodnicentar za usluge u kulturi.
31. Mrduljaš, Igor (1995). Potjeh, Toporko i Neva Nevičica: dramske prilagodbe triju Priča iz davnine Ivane Brlić Mažuranić. Zagreb: AGM.
32. Paljetak, Luko (1995). Duhovi sa Strahurna: tri igrokaza. Rijeka: Izdavačkicentar Rijeka.
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47. Kolumbić, Tin (2004). Sat ljubavi: zbirka igrokaza za djecu i mladež. Zagreb: Školska knjiga.
48. Kosec-Torjanac, Vesna (1997). Veselo, šareno, maleno. Varaždinske Toplice: Tonimir.
49. Krilić, Zlatko (1994). Krilate lutke: sedam lutkarskih igrokaza. Zagreb: Međunarodni centar za usluge u kulturi.
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51. Muršić, Miljenko (1997). Tajfun, kompjutor Svetog Nikole: igrokaz za mladež i starež. Velika Gorica: Glasnik Turopolja i Čakovec: Međimurski književni krug Rečirječ.
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