

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

1ST YEAR

1 st semester					
Compulsory courses	Teachers	L	S	E	ECTS
200055 General pedagogy	Assistant Professor Irena Kiss, PhD	15	15	0	5
200056 General psychology	Assistant Professor Marlena Plavšić, PhD Renata Martinčić Marić, PhD, lecturer	7,5	7,5	0	3
200058 Croatian language 1	Associate Professor Helena Pavletić, PhD Assistant Professor, Ivana Nežić, PhD	15	7,5	7,5	4
200163 Music culture	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	7,5	0	7,5	3
200159 ICT in early and preschool education	Associate Professor, Marina Diković, PhD	7,5	4	3,5	3
200059 Health protection and care of the preschool child	Assistant Professor Dijana Majstorović, PhD Assistant Professor Nataša Rojnić Putarek, PhD	7,5	15	0	3
Foreign language* 200120 English language 1 200122 German language 1 200123 Italian language 1	Associate Professor Mauro Dujmović, PhD Ivan Žufić, lecturer Marieta Djaković, senior lecturer Associate Professor Lorena Lazarić, PhD	7,5	0	7,5	3
200124 Fundamentals of informatics	Associate Professor Snježana Babić, PhD Janko Žufić, senior language	7,5	0	15	3
200125 Kinesiology culture 1	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	15	1

200129 Professional training 1	Associate Professor Sandra Kadum, PhD Renata Martinčić Marić, PhD, lecturer	2 weeks (50 hours)	2
Total:	10 courses		30

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

2 nd semester					
Compulsory courses	Teachers	L	S	E	ECTS
200153 Croatian language 2	Associate Professor Helena Pavletić, PhD Assistant professor, Ivana Nežić, PhD	15	7,5	7,5	4
Foreign language* 200155 English language 2	Associate Professor Mauro Dujmović, PhD Ivan Žufić, lecturer	7,5	0	7,5	3
200156 German language 2	Marieta Djaković, senior lecturer				
200157 Italian language 2	Associate Professor Lorena Lazarić, PhD				
200158 Family pedagogy	Associate Professor Marina Diković, PhD Monika Terlević, assistant	7,5	7,5	0	3
200057 Sociology of education	Associate Professor Mauro Dujmović, PhD Edgar Buršić, PhD, senior lecturer	7,5	7,5	0	3
200053 Philosophy of education and vocational ethics	Assistant Professor Alen Tafra, PhD	15	7,5	0	3
200168 Methodology of pedagogic research	Assistant Professor Irena Kiss, PhD	7,5	7,5	7,5	4
200169 Developmental psychology	Assistant Professor Marlena Plavšić, PhD Renata Martinčić Marić, PhD, lecturer Sanja Tatković, assistant	15	7,5	0	5
200170 Kinesiology culture 2	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	15	1
Elective course 1		7,5	0	7,5	2
Elective course 2		7,5	0	7,5	2
Total:	10 courses				30
Elective courses 1,2	Teachers	L	S	E	ECTS

200173 Expression in speech	Full Professor Kristina Riman, PhD Irena Mikulaco, PhD, senior lecturer	7,5	0	7,5	2
200174 Web 2.0 tools	Assistant Professor Nikola Tanković, PhD Igor Dobrača, lecturer	7,5	0	7,5	2
200175 Games and children	Associate Professor Marina Diković, PhD	7,5	0	7,5	2

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

2ND YEAR

3 rd semester					
Compulsory courses	Teachers	L	S	E	ECTS
200177 Early and preschool age psychology	Associate Professor Martina Mavrinac, PhD Renata Martinčić Marić, PhD, lecturer Sanja Tatković, assistant	7,5	7,5	0	3
200178 Early and preschool age pedagogy 1	Assistant Professor Danijela Blanuša Trošelj, PhD Monika Terlević, assistant	15	7,5	0	4
200179 Pedagogy of children with developmental difficulties	Full Professor Mirjana Radetić-Paić, PhD	15	15	0	5
200180 Musical practicum 1	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	0	0	15	2
212615 Visual art	Assistant Professor Breza Žižović Urianni Merlin, PhD, professor of professional study	7,5	0	15	3
227277 Children's literature	Full Professor Kristina Riman, PhD	15	15	0	4
200183 Kinesiology	Full Professor Iva Blažević, PhD	7,5	0	7,5	2
212617 Kinesiology culture 3	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	15	1
Elective course 3		15			2
Elective course 4		15			2
200187 Professional training 2	Associate Professor Sandra Kadum, PhD Renata Martinčić Marić, PhD, lecturer	1 week in semester, 2 weeks in February			2
Total:	10 courses				30
Elective courses 3, 4	Teachers	L	S	E	ECTS
200188 Oral regional heritage	Full Professor Vjekoslava Jurdana, PhD	7,5	7,5	0	2

200189 Artistic creation – shape and colour	Assistant Professor Breza Žižović Urianni Merlin, PhD, professor of professional study	7,5	0	7,5	2
200190 Contemporary Italian language 1	Associate Professor Lorena Lazarić, PhD	7,5	0	7,5	2
200185 Psychology of communication	Full Professor Neala Ambrosi Randić, PhD Renata Martinčić Marić, PhD, lecturer	7,5	0	7,5	2
200184 Intercultural communication*	Associate Professor Dijana Drandić, PhD	7,5	0	7,5	2

* the course will not be performed in academic year 2025/2026

4th semester					
Compulsory courses	Teachers	L	S	E	ECTS
200193 Early and preschool age pedagogy 2	Assistant Professor Danijela Blanuša Trošelj, PhD Monika Terlević, assistant	15	0	7,5	4
200195 Music practicum 2	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	0	0	15	2
212625 Puppetry and stage culture	Assistant Professor Breza Žižović, PhD Urianni Merlin, PhD, professor of professional study	7,5	0	7,5	3
212629 Media culture	Full Professor Kristina Riman, PhD	7,5	15	0	3
200009 Diversity of the living world and ecology	Associate Professor Mauro Štifanić, PhD Associate Professor Ines Kovačić, PhD	15	0	7,5	4
200200 Kinesiology methodology in the integrated curriculum 1	Full Professor Iva Blažević, PhD	7,5	0	7,5	3
212631 Speech communication methodology in the integrated curriculum 1	Assistant Professor Danijela Blanuša Trošelj, PhD Monika Terlević, assistant	7,5	7,5	0	3
212632 Environmental and initial mathematical concepts methodology in the integrated curriculum 1	Full Professor Lidija Vujičić, PhD Kristina Alviž, assistant	7,5	7,5	0	3
200210 Kinesiology culture 4	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	15	1
Elective course 5		7,5			2
Elective course 6		7,5			2

Total:	11 courses				30
Elective courses 5, 6	Teachers	L	S	E	ECTS
200212 Artistic creation: graphics	Associate Professor Aleksandra Rotar	7,5	0	7,5	2
227123 Early emotional development	Associate Professor Martina Mavrinac, PhD Renata Martinčić Marić, PhD, lecturer	7,5	0	7,5	2
200216 Contemporary Italian language 2	Associate Professor Lorena Lazarić, PhD	7,5	0	7,5	2
200217 Early bilingualism and multilingualism*	Associate Professor Nada Poropat Jeletić, PhD	7,5	0	7,5	2
200206 Fundamentals of choir singing	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	7,5	0	7,5	2
248063 Croatian children`s novel	Full Professor Kristina Riman, PhD	7,5	7,5	0	2

* the course is taught in Italian language

3RD YEAR

5 th semester					
Compulsory courses	Teachers	L	S	E	ECTS
200219 Preschool education theory	Full Professor Maja Ružić, PhD	7,5	7,5	0	3
200221 Speech communication methodology in the integrated curriculum 2	Assistant Professor Danijela Blanuša Trošelj, PhD Tamara Brussich, assistant	7,5	0	15	4
200226 Environmental and initial mathematical concepts methodology in the integrated curriculum 2	Associate Professor Sandra Kadum Kristina Alviž, assistant	7,5	0	15	4
227124 Visual arts methodology in the integrated curriculum 1	Assistant Professor Breza Žižović Urianni Merlin, PhD, professor of professional study	7,5	0	15	4
227070 Music culture methodology in the integrated curriculum 1	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	7,5	0	15	4
227071 Kinesiology methodology in the integrated curriculum 2	Full Professor Iva Blažević, PhD	7,5	0	15	4

Elective course 7		7,5	0	7,5	2
Elective course 8		7,5	0	7,5	2
200022 Professional training 3	Associate Professor Sandra Kadum, PhD Renata Martinčić Marić, PhD, lecturer	4 weeks (100 hours)			3
Total:	9 courses				30
Elective courses 7, 8	Teachers	L	S	E	EC TS
200241 Social skills training	Full Professor Mirjana Radetić-Paić, PhD	7,5	0	7,5	2
200242 Contemporary Italian language 3	Associate Professor Lorena Lazarić, PhD	7,5	0	7,5	2
200250 Creative music workshop	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	0	0	30	2
200237 Pre-school*	Associate Professor Sandra Kadum, PhD	7,5	0	7,5	2
291640 Education for human rights and democratic citizenship	Associate Professor Marina Diković, PhD	7,5	0	7,5	2
291641 Working with gifted children	Associate Professor Andrea Debeljuh, PhD	7,5	0	7,5	2

*the course will not be performed in academic year 2025/2026

6 th semester					
Elective courses	Teachers	L	S	E	ECTS
200243 Speech communication methodology in the integrated curriculum 3	Assistant Professor Danijela Blanuša Trošelj, PhD Tamara Brussich, assistant	7,5	0	15	4
200244 Environmental and initial mathematical concepts methodology in the integrated curriculum 3	Associate Professor Sandra Kadum, PhD Kristina Alviž, assistant	7,5	0	15	4
200251 Visual arts methodology in the integrated curriculum 2	Assistant Professor Breza Žižović Urianni Merlin, PhD, professor of professional study	7,5	0	15	4
227072 Music culture methodology in the integrated curriculum 2	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	7,5	0	15	4
227073	Full Professor Iva Blažević, PhD	7,5	0	15	4

Kinesiology methodology in the integrated curriculum 3					
227074 Nursery-work methodology in the integrated curriculum	Associate Professor Marina Diković, PhD Assistant Professor Danijela Blanuša Trošelj, PhD	7,5	0	15	4
227075 Final exam					6
Total:	6 courses + Final exam				30

1TH YEAR**1th semester**

Course Syllabus			
Course Code and Title	200056 General pedagogy		
Name of Lecturer	Assistant professor Irena Kiss, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	I.
Classroom location	Classroom	Teaching languages	Croatian
ECTS credits	5	Number of hours per semester	15L –15S – 0E
Prerequisites	There are no prerequisites to be met.		
Correlativity	Philosophy of education and ethics of vocation, Sociology of education, General psychology, Developmental psychology, Methodology of pedagogical research		
Objective of the course	acquire basic pedagogical concepts to develop competencies for solving specific pedagogical issues in direct work with children and in the course of lifelong learning		
Learning outcomes	1. to analyze the relationship of pedagogy to other sciences 2. to distinguish between certain types/fields of education 3. to critically analyze the importance of different educational environments 4. to compare theories/models of communication and analyze the forms of communication relationships in the educational process 5. to reevaluate the significance and role of contemporary and traditional understandings of educator competencies 6. to analyze the function and importance of lifelong formal education as well as non-formal and informal learning		

Course content (syllabus)	<ol style="list-style-type: none"> 1. Pedagogy as a science <ol style="list-style-type: none"> 1.1. Subject, goal and tasks of pedagogical science 1.2. A brief overview of the historical development 1.3. The relationship of pedagogy to other sciences 1.4. The place of pedagogy in the system of science 1.5. Interdisciplinarity of pedagogy 1.6. Structure of pedagogy 1.7. The relationship between theory and practice 2. Basic concepts of pedagogy <ol style="list-style-type: none"> 2.1. Education (concept and types of education) 2.2. Training/qualification 2.3. Education 3. Educational environments - educational institutions <ol style="list-style-type: none"> 3.1. Intentional (family, school, kindergarten) 3.2. Functional (work organizations, peers, church and others) 4. Educational communication <ol style="list-style-type: none"> 4.1. Definition of communication 4.2. Communication process 4.3. Theories/models of communication 4.4. Forms of quality educational communication 4.5. Communication and partnership with parents 5. Competencies of educators in modern kindergartens <ol style="list-style-type: none"> 5.1. What are competencies (definitions, division, levels) 5.2. Key competencies for the knowledge society 5.3. Competencies of educators in interaction with children and new roles educators 5.4. Desirable qualities of educators 6. Fundamental documents on education in Croatia 				
Course activities, teaching and learning methods and assessment criteria	Students' responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. - 6.	23	0,8	10 %
	Written seminars and oral presentation	1. - 6.	60	2	40 % (2 x 20 %)
	Midterm test (written)	1. - 6.	30	1	20 %
	Exam (oral)	1. - 6.	37	1,2	30 %
	Total		150	5	100 %
	Additional clarifications (evaluation criteria): Students will write (20%) and present (20%) the seminar paper in front of a group of students.				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. regularly follow classes and actively participate in all forms of classes 2. create a seminar paper on a chosen topic from the broader field of pedagogy (1. individual paper and 2. presentation of work in a group) 3. pass the written midterm exam 4. pass the oral exam. <p>Note: Students should write and present the seminar paper and pass the midterm test within the given deadline. If they do not fulfil 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	Exam dates are defined at the beginning of the academic year and published on the University web pages and in the ISVU.				

Additional information on the course	<p>The teaching will take place through lessons, exercises and group discussions..</p> <p>The use of multimedia materials is expected.</p> <p>If the on-line 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 leader to inform the students of the changes that will apply if they have to switch to on-line learning. The learning outcomes will remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Matijević, M., Bilić, V., Opić, S. (2016). Pedagogija za učitelje i nastavnike. Zagreb: Školska knjiga. 2. Višnjić Jevtić, A., Bogatić, K., Somolanji Tokić, I., Žnidarec Čučković, A., Miočić, M., Borovac, T., Visković, I., (2024). Pedagogija ranog i predškolskog odgoja i obrazovanja: sveučilišni udžbenik/Višnjić Jevtić, A. (ur.). Zagreb: Alfa; Sveučilište u Zagrebu Učiteljski fakultet. 3. Mušanović, M., Lukaš, M. (2011). Osnove pedagogije. Rijeka: Hrvatsko futurološko društvo. 4. Vukasović, A. (2001). Pedagogija. Zagreb: HKZ «MI». <p>Optional:</p> <ol style="list-style-type: none"> 1. Arnold, R. (2008). Emocionalna kompetencija za obrazovne stručnjake. Odgojne znanosti, 10, 1(15), 133-146. 2. Brajša, P., Žganec, A. (2003). Dijete i obitelj. Jastrebarsko: Naklada Slap. 3. Chabot, D., Chabot, M. (2009). Emocionalna pedagogija. Zagreb: Educa. 4. Garašić, D. (2007). Samoprocjena kompetencija nastavnika. Napredak, 148,(4), 534-548. 5. Glasser, W. (2000). Teorija izbora – nova psihologija osobne slobode. Zagreb: Alineja. 6. Gojkov, G. (2009). Dokimologija, Vršac: Triton. 7. Gordon, T. (1996). Škola roditeljske odgovornosti: kako s djetetom biti prijatelj (P.E.T.). Zagreb: Tiskara D-GRAF. 8. Gudjons, H. (1994). Pedagogija – temeljna znanja. Zagreb: Educa. 9. Hrvatić, N. (2007), Škola budućnosti. Nove kompetencije učitelja. Križevci: HPKZ. 10. Hrvatić, N., Sablić, M. (2008). Interkulturalne dimenzije nacionalnog kurikuluma. Psihologijska istraživanja, 2, ((5), 197-208. 11. Jensen, E. (2003). Super-nastava. Nastavne strategije za kvalitetnu školu i uspješno učenje. Zagreb: Educa. 12. Jurić, V. (2007). Školsko (formalno) neformalno i informalno obrazovanje. U: Previšić, V., Šoljan, N., N., Hrvatić, N. (ur.), Pedagogija prema cjeloživotnom obrazovanju i društvu znanja. (68-80), Zagreb: Hrvatsko pedagoško društvo. 13. Jurčić, M. (2012). Pedagoške kompetencije suvremenog učitelja. Zagreb: Recedo. 14. Kadum, S., Šuvar, V., Tomić, R. (2020). Školska pedagogija. Pula: Sveučilište Jurja Dobrile, Fakultet za odgojne o obrazovne znanosti. 15. Koni, E., Zedler, P. (2001). Teorije znanosti o odgoju. Zagreb: Educa. 16. Kyriacou, C. (1998). Temeljna nastavna umijeća. Zagreb: Educa. 17. Ljubetić, M. (2014). Od suradnje do partnerstva obitelji, odgojno obrazovne ustanove i zajednice. Zagreb: Element. 18. Mušanović, M., Vasilj, M., Kovačević, S. (2010). Vježbe iz didaktike. Rijeka: Hrvatsko futurološko društvo. 19. Pease, A. (2008). Velika škola govora tijela. Zagreb: Mozaik

	<p>knjiga.</p> <p>20. Pivac, J. (2009). Izazovi školi. Zagreb: Školska knjiga.</p> <p>21. Pivac, J.(2000). Inovativnom školom u društvo znanja. Zagreb: Hrvatski pedagoško-književni zbor.</p> <p>22. Razdevšek-Pučko, C. (2005). Kakvog učitelja/nastavnika treba (očekuje) škola (danas i sutra)? <i>Napredak</i>, 146 (1), 75-90.</p> <p>23. Stoll, L., Fink, D. (2000). Mijenjajmo naše škole. Zagreb: Educa.</p>
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Course Syllabus

Course Syllabus					
Course Code and Title	200055 General psychology				
Names of Lecturers	Assistant professor Marlena Plavšić, PhD (main cours teacher) Renata Martinčić Marić, PhD, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I.		
Classroom location	Classroom	Teaching languages	Croatian (English)		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 0E		
Prerequisites	There are no prerequisites.				
Correlativity	Developmental psychology, Educational psychology				
Objective of the course	To acquire knowledge about the basic processes and characteristics of human experience and behaviour.				
Learning outcomes	1. to explain basic terms related to general psychological functioning 2. to use basic terms related to general psychological functioning with regard to development 3. to analyse general information about the scientific foundation of the psychological science 4. to interpret findings published in scientific psychological literature				
Course content (syllabus)	1. psychology as a scientific discipline 2. schools in psychology 3. research methods in psychology 4. physiology 5. cognitive processes 6. motivational and emotional processes 7. personality				
Course activities, teaching and learning methods and assessment criteria	Students' responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	11	0,4	0%
	Written seminar	1. – 4.	15	0,5	20%
	Seminar presentation	1. – 4.	7	0,2	20%
	Written exam	1. – 4.	36	1,2	30%
	Oral exam	1. – 4.	21	0,7	30%
	Total		90	3	100%

	<p>Additional information (assessment criteria):</p> <p>The seminar work is evaluated separately in the written and oral parts as follows:</p> <p>a) Written part:</p> <p>0 % - the seminar paper was not submitted or the minimum criteria of the seminar paper were not met (with regard to the structure, content, literature and language of expression)</p> <p>10 % - the seminar paper is bad: unclear structure, the content is insufficiently presented and the questions asked, the literature is insufficiently extensive, the written form is full of linguistic and grammatical errors</p> <p>15 % - the seminar paper is good: clear structure, content is adequately presented, questions asked, literature is in accordance with the presented content, written expression is neat</p> <p>20% - the seminar paper is excellent: clear structure, the content is adequately presented with an individual review, the literature is rich (the student used own data obtained from an internet search), written expression without complaints.</p> <p>b) Oral part:</p> <p>0 % - the seminar paper was not presented in the given time</p> <p>10% - the presentation is bad, there is a lack of understanding of what was presented, the student manages to read some notes from the seminar paper</p> <p>15% - the presentation is good - the content is satisfactory, the student occasionally uses the written text and reads it</p> <p>20% - the presentation is excellent - correct, clear and precise and contains a personal critical review.</p> <p>The midterms are evaluated as follows:</p> <ul style="list-style-type: none"> - 0 % - 0 - 49 % correct answers - 6% - 50-59% correct answers - 12% - 60-69% correct answers - 18% - 70-79% correct answers - 24% - 80-89% correct answers - 30% - 90-100% correct answers <p>The oral exam is evaluated as follows:</p> <p>The oral exam contains 4 questions (each question carries 7.5%). To pass the oral exam, it is necessary to answer at least 50% of the questions correctly.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend at least 70% of classes and actively participate in the teaching process 2. write and present a seminar paper 3. pass the written exam 4. pass the oral exam. <p>Note: If a student does not fulfill the aforementioned student obligations, he/she will have to re-enroll in the course the following academic year.</p>
Mid-term and final exam term	<p>They are given at the beginning of the academic year, they are available on the University's website and in ISVU.</p>

Additional information on the course	<p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, as well as evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Rathus, S. A. <i>Temelji psihologije [Basics of psychology]</i>. Naklada Slap, Jastrebarsko, 2001. (chapters: I, II, VI, VII, VIII, IX, X, XII) <p>Optional:</p> <ol style="list-style-type: none"> 1. Bruce Goldstein, E. <i>Osjeti i percepcija [Sensation and perception]</i>, Naklada Slap, Jastrebarsko, 2011. 2. Davison, G. C., Neale, J. M. <i>Psihologija abnormalnog doživljavanja i ponašanja [Abnormal psychology]</i>. Naklada Slap, Jastrebarsko, 2002. 3. Lacković Grgin, K., Penezić, Z. <i>Ličnost [Personality]</i>. Jastrebarsko, Naklada Slap, 2018. 4. Reeve, J. <i>Razumijevanje motivacije i emocija [Understanding motivation and emotion]</i>. Naklada Slap, Jastrebarsko, 2010. 5. Zarevski, P. <i>Psihologija pamćenja i učenja [Psychology of memory and learning]</i>. Naklada Slap, Jastrebarsko, 2001. 6. Zarevski, P. <i>Struktura i priroda inteligencije [Structure and nature of intelligence]</i>. Naklada Slap, Jastrebarsko, 2000. <p>Referential:</p> <ol style="list-style-type: none"> 1. Petz, B. (Ed.). <i>Psihologijski rječnik [Psychological dictionary]</i>. Naklada Slap, Jastrebarsko, 2005.

Course Syllabus					
Course Code and Title	200058 Croatian language 1				
Names of Lecturers	Associate professor Helena Pavletić, PhD (main course teacher) Assistant professor Ivana Nežić, PhD				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I.		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	4	Number of hours per semester	15L – 7,5S – 7,5E		
Prerequisites	None				
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				
Course content (syllabus)	1. Standard language and norms 2. Normative handbooks 3. Spelling handbooks of Croatian language 4. Spelling rules 5. Phonological structure 6. Sound changes				
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 (%)
	Class activities (L, S, E)	1. – 4.	23	0,8	0%
	Individual tasks	1. – 2.	7	0,2	50%
	Exam (written)	1. – 4.	90	3	50%
	Total		120	4	100%

	<p>Additional information (assessment criteria):</p> <p>Evaluation of individual task:</p> <p>0% = The task is not prepared.</p> <p>20% = The task is not complete and has a lot of mistakes.</p> <p>35% = The task has a few mistakes.</p> <p>50% = The task is completely correct.</p> <p>Evaluation of written exam:</p> <p>Less than 50 % correct answers = 0 % score</p> <p>51 % – 60 % = 10% score</p> <p>61% – 70 % = 20% score</p> <p>71% – 80 % = 30% score</p> <p>81% – 90 % = 40% score</p> <p>91% –100 % = 50 % score</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. do individual task 2. pass the written exam
Mid-term and final exam term	Announced in ISVU system.
Additional information on the course	<p>Lecture materials are available on the e-learning portal.</p> <p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, as well as evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Hrvatski pravopis, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 2013. 2. S. Babić, B. Finka, M. Moguš: Hrvatski pravopis, ŠK, Zagreb, 1996. 3. E. Barić i dr.: Hrvatska gramatika, ŠK, Zagreb, 1997. (39-93) 4. J. Silić, I. Pranjković: Gramatika hrvatskoga jezika, Školska knjiga, Zagreb, 2005. (11-33) <p>Optional:</p> <ol style="list-style-type: none"> 1. V. Anić, J. Silić: Pravopis hrvatskoga jezika, NL i ŠK, Zagreb, 2001. 2. L. Badurina, I. Marković, K. Mićanović: Hrvatski pravopis, Matica hrvatska, 2007. 3. E. Barić i dr. : Hrvatski jezični savjetnik, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 1999. 4. A. Bičanić i dr. : A. Frančić, L. Hudeček, M. Mihaljević: Pregled povijesti, gramatike i pravopisa hrvatskoga jezika, Croatica, Zagreb, 2013. 5. S. Težak, S. Babić: Gramatika hrvatskoga jezika, ŠK, Zagreb, 2000. 6. Veliki rječnik hrvatskoga standardnog jezika, Školska knjiga, Zagreb, 2015.

Course Syllabus					
Course Code and Title	200163 Music Culture				
Names of Lecturers	Full professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Branko Radić, MSc, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I.		
Classroom location	Classroom	Teaching languages	Croatian (Italian, Slovenian)		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	There are no prerequisites				
Correlativity	Musical culture methodology in the integrated curriculum 1, Musical culture methodology in the integrated curriculum 2, Visual arts methodology in the integrated curriculum				
Objective of the course	master the basics of musical culture and musical terminology on the basis of musical history and acquire general and specific musical competences (perception, analysis, understanding, systematization)				
Learning outcomes	1. analyze a piece of music by determining the stylistic period, musical form and musical genre 2. compare the characteristics of different musical works with regard to the period of their creation and the composition of the performers 3. compare valuable Croatian and world musical works and contemporary musical achievements by listening to music 4. recognize the elements of the musical theory 5. learn the elements of music				
Course content (syllabus)	1. Components of the musical language (melody, harmony, rhythm, timbre) 2. Musical forms and musical types 3. Musical culture of ancient Greece and Rome 4. Music of the Middle Ages 5. A musical renaissance 6. Baroque 7. Viennese classicism 8. Romanticism and representatives of romanticism 9. Musical impressionism and expressionism 10. Musical directions of the 20th century 11. Music in Croatia and representatives of Croatian art music 12. Croatian traditional music 13. Fieldwork				
	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	1 1	0,4	20 %
	Fieldwork	1. – 3.	1 2	0,4	0

Course activities, teaching and learning methods and assessment criteria	Written works (2 reviews)	1. – 5.	1 5	0,5	20 %
	Colloquium (active music listening)	1. – 5.	2 2	0,7	30 %
	Exam (oral)	1. – 5.	30	1	30 %
	Total		90	3	100 %
	<p>Additional information (assessment criteria):</p> <p>Each presence in class carries 10 % (max. 20 %).</p> <p>Field teaching is attending a concert or working on archival material (online). Proof of attending the concert is the program flyer that the students attach to their individual review of the concert (view). Field lessons are chosen and taken by students according to their own choice (classical music, folk music, ethno-music, spiritual music). Field lesson reviews are evaluated as follows:</p> <p>0 % = Did not attend a classical music or music-stage event during the semester.</p> <p>10 % = For each attendance at one musical or musical-stage classical music event during the semester and a written account of the classical concert listened to.</p> <p>A maximum of two reviews can be submitted and a 20 % share of the grade received.</p> <p>Or, by handing in 2 written papers based on archival material (the task is given by the teacher).</p> <p>The review is submitted electronically (bradic@unipu.hr) or in printed form no later than 7 days after listening to the musical event. Reviews received after that deadline, and by the end of the class period can get only 50 % of the possible share. The last day of handing in the review is the last working day of classes in the semester.</p> <p>An integral part of the review is a photo of the program flyer or other evidence from the concert attended (photo of the hall, performers or similar).</p> <p>The colloquium (written) is evaluated as follows:</p> <p><= 50% correct answers = 0% each following correct answer carries a proportional percentage % share in the grade.</p> <p>Oral exam</p> <p>In addition to discussions about field lessons, three questions and three subquestions arising from the questions (six in total) are asked in the oral exam, which connect the elements of musical stylistic periods, and the following is evaluated:</p> <p>0 % = less than 50% correct answers (3 incorrect answers)</p> <p>10 % = 4 correct answers</p> <p>20 % = 5 correct answers</p> <p>30 % = 6 correct answers</p> <p>The final grade includes the results of the colloquia, written presentations of field lessons and an oral exam.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes 2. go to concerts (fieldwork) 3. write two reviews from the concert 4. pass the music listening quiz 5. pass the oral exam 				

Mid-term and final exam term	The colloquium is written during the semester and during the exam period. Deadlines are published in the ISVU system and the student computer.
Additional information on the course	<p>Students will receive an example of a colloquium with sound examples and exam questions for the oral exam at the first meeting of the lecture.</p> <p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. <p>The course lecturer will inform students about this when distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Perak-Lovričević, N., Šćedrov, Lj. (2008). Glazbeni susreti 1., Glazbeni susreti 2., Glazbeni susreti 3., Glazbeni susreti 4. vrste. Zagreb: Profil International. <p>Optional:</p> <ol style="list-style-type: none"> 1. Andreis, J. (1975). Povijest glazbe, knjiga I. – III. Zagreb: Liber – Mladost. 2. Andreis, J. (1974). Povijest glazbe, Povijest hrvatske glazbe, knjiga IV. Zagreb: Liber – Mladost. 3. Majer-Bobetko, S. (1991). Osnove glazbene kulture. Zagreb: Školska knjiga 4. Michels, U. (2004). Atlas glazbe, svezak 1: sistematski dio i povijest glazbe od početaka do renesanse. Zagreb: Golden marketing-Tehnička knjiga. 5. Michels, U. (2006). Atlas glazbe, svezak 2: povijest glazbe od baroka do danas. Zagreb: Golden marketing-Tehnička knjiga. 6. Vitez, Z. i Muraj, A. (ur.) (2001). Hrvatska tradicijska kultura na razmeđu svjetova i epoha, Zagreb: Institut za etnologiju i folkloristiku.

Course Syllabus			
Course Code and Title	200159 ICT in early and preschool education		
Names of Lecturers	Associate Professor Marina Diković, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	I.
Classroom location	Classroom	Teaching languages	Croatian (English)
ECTS credits	3	Number of hours per semester	7,5L – 4S – 3,5E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the program study.		
Correlativity	Basics of computer science, General pedagogy, all methods		
Objective of the course	adopt basic knowledge for the application of ICT in one's own creative, didactic-methodical design of work in a preschool institution, as well as for the selection of modern strategies, methods and forms of educational work with children supported by ICT		
Learning outcomes	<ol style="list-style-type: none"> 1. correctly use ICT terminology and synthesize knowledge and skills of ICT application and use them in other courses 2. use ICT data in solving specific tasks of methodical design of educational practice 3. use ICT in written, verbal and non-verbal communication processes 4. analyze the qualitative advantages and disadvantages of using computers in preschool education in order to create (in cooperation with IT experts) new didactic content for children's work/play with computers 5. use a program for creating presentations with the use of multimedia elements 6. properly evaluate program multimedia content intended for children 		
Course content	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Basic terms in the field of information and communication technologies 2. The relationship between information and knowledge 3. Communication process, communication models 4. Advantages and disadvantages of working with a computer in a preschool institution 5. Pedagogical and methodological determinants of the use of ICT in preschool education 6. The child and the computer 7. Ergonomic determinants of computer use in early and preschool age 8. New competencies of educators for the application of ICT in preschool education in the context of 8 key competencies for the knowledge society 9. Application of ICT in presentation design 10. Characteristics of a quality presentation 11. Educational programs and computer games <p>Exercises:</p> <ol style="list-style-type: none"> 1. Introduction to Prezi 		

	2.Adding frames and creating paths in Prezi 3. Introduction to Pixlr 4. Basic tools of Pixlr 5. Retouching in Pixlr 6. Effects in Pixlr 7. Introduction to Weebly. Recommendations of good web design 8. Digital poster - Glogster - introduction 9. Digital poster - Glogster - announcement 10. Digital poster - Glogster - arrangement of objects and announcements 11. Creation and design of the Weebly website 12. Elements of the Weebly website 13. Weebly Multimedia Elements and Publishing Your Website				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 6.	11	0,4	10%
	Independent tasks	1. – 6.	36	1,2	40% (20%+20%)
	Exam (written)	1. – 6.	43	1,4	50%
	Total		90	3	100%
Course requirements	To successfully complete the course, students must: 1. Attend classes and actively participate in all forms of teaching. 2. Independently create and present two smaller tasks/exercises using ICT. Note (applies to obligation 2): The students should solve the obligations - independent tasks - on time. If they do not resolve the obligation by the given deadline, then they lose the right to ECTS credits in that academic year. The deadlines in this course must be respected. 3. Pass the written exam.				
Mid-term and final exam term	They are published in the ISVU system.				
Additional information on the course	Materials for lectures and seminars are published on e-learning. In the case of distance learning, 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. Marinković, R. (2004), Inteligentni sustavi za poučavanje, Zagreb, Hrvatska zajednica tehničke kulture. (Odabrana poglavlja) 2. Njegovan, I. (2000), Internet : priručnik za primjenu računala. Zagreb: Pučko otvoreno učilište. (Odabrana poglavlja 5) 3. Tatković, N., Močinić, S. (2012), Učitelj za društvo znanja. Pedagogijske i tehnologijske paradigme bolonjskog procesa. Pula: Sveučilište Jurja Dobrile u Puli Odabrana poglavlja od str. 107-161. 4. Težak, Đ. (2002), Pretraživanje informacija na Internetu. Zagreb: Hrvatska sveučilišna naklada. Optional: 1. Barker, L. L. (1997), Communication. New Jersey: Prentice-Hall, Inc., Englewood Cliffs. 2. Gordon, D., Vos, J. (2001), Revolucija u učenju - kako promijeniti način na koji svijet uči. Zagreb: Educa. 3. Klippert, H. (2001), Kako uspješno učiti u timu. Zagreb: Educa. 4. Kyriacou, C. (1995), Temeljna nastavna umijeća. Zagreb: Educa.				

	<p>5. Matijević, M. (2007), Internet, osobna računala i nova obrazovna, sredina. U: Previšić, V., Šoljan, N. Hrvatić, N. (ur.), Pedagogija: prema cjeloživotnom obrazovanju i društvu znanja. Zagreb: Zavod za pedagogiju i Školska knjiga, str.159-172.</p> <p>6. Metodički priručnici za osnovnu školu sa CD.</p> <p>Referential:</p> <p>1. Barnes, K., Marateo, R. C., Ferris, S. P.: Poučavanje i učenje s internetskom generacijom (http://www.carnet.hr/casopis/55/clanci/3) 2. CARNet. Nacionalni portal za učenje na daljinu " NikolaTesla". (http://www.carnet.hr/nacionalni_portal_za_udaljeno_ucenje_nikola_tesla)</p> <p>3. CARNet. Školska učilica (http://www.carnet.hr/skolska_ucilica. Dovedan, Z. Nove tehnologije i obrazovanje, Informatologia, vol. 36, 1, 2003, str. 54-57.</p> <p>4. Hargadon, S. Educational Networking: The important role Web 2.0 will play in education. (http://www.stevehargadon.com/2009/12/socialnetworking-ineducation.html).</p> <p>5. Pivec, M.: Igra i učenje: Potencijali učenja kroz igru (http://www.carnet.hr/casopis/49/clanci/1)</p> <p>6. Pivac, J. (2000), Inovativnom školom u društvo znanja. Zagreb: Hrvatski pedagoško-književni zbor.</p> <p>7. Šavle, S. (2001), Internet. Rijeka: Adamić.</p>
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Course Syllabus			
Course Code and Title	200059 Health protection and care of the preschool child		
Names of Lecturers	Assistant Professor Dijana Majstorović, PhD (main course teacher) Assistant Professor Nataša Rojnić Putarek, PhD		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	I.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 15S – 0E
Prerequisites	Expected prerequisite courses are based on the 1st year curriculum, especially in correlative subjects.		
Correlativity	Developmental psychology, Ethics, Ecology, Pedagogy of children with developmental disabilities.		
Objective of the course	adopt the basics of normal child growth and development, the basic modern principles of child health care, i.e., the specifics of pediatrics as a profession, and the specifics of active child health care, as well as the basic principles in the treatment of a sick child, health factors and disease factors		
Learning outcomes	1. describe basic pediatric terms and concepts, the indicators of normal growth and development and the factors that influence them, 2. analyze the most common infectious diseases in children and describe the principles of symptomatic treatment of childhood diseases 3. perform first aid procedures for the child in the nursery environment 4. critically question theoretical knowledge from pediatrics and apply it under concrete conditions in their work 5. actively participate in the creation of a child health program within the framework of the course 6. recognize the individual needs of the child in his health care		
Course content (syllabus)	1. Introduction to child health care 2. Fundamentals of social pediatrics 3. Growth and development of the child 4. Basics of medical psychology 5. Breastfeeding and proper nutrition of the child 6. Infectious diseases in childhood 7. Immunizations 8. Children with special needs - pediatric approach 9. Symptomatic treatment 10. Pediatric emergencies and first aid 11. Accidents in childhood		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	17	0,6	20%
	Written projects (seminars, presentations...)	1. – 3.	19	0,6	20%
	Mid-term(s) (oral or written)	1. – 3.	24	0,8	30%
	Exam (written)	1. – 6.	30	1	30%
	Total		90	3	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>Class attendance is mandatory. 30% of excused absences are tolerated (i.e., two absences). One colloquium is written in the semester. At the end of the semester, the final exam (written) can be taken only if a minimum of 20% of the grade was achieved during the semester. The final grade includes the results of the final exam, the evaluation of the seminar work, the colloquium and the class activities.</p> <p>Participation in classes is evaluated as follows:</p> <p>0% = not attending 5% = attends 8% = prepared, but the preparation is incomplete 10% = prepared, but the preparation is incomplete - with minor defects 15% = regularly prepared, the preparation is correct, voluntarily participates in the teaching process 20% = shows a high degree of interest in the course, is always prepared; asks questions and problematizes the contents, brings additional materials</p> <p>The seminar paper is evaluated as follows:</p> <p>0% = The work is not written. 10% = Work written and presented but insufficiently engaged 20% = Work presented appropriately 25% = Work written and presented in an engaged manner 30% = The paper is detailed and supported by data from the literature, enriched by the active participation of the student</p> <p>The colloquiums are evaluated as follows (but also in more detail according to the proportional percentage):</p> <p>less than 50% correct answers = 0% grade from 51% to 60% = 4% of the grade from 61% to 70% = 8% of the grade from 71% to 80% = 12% of the grade from 81% to 90% = 16% of the grade from 91% to 100% = 20% of the grade</p> <p>The final exam will be evaluated as follows (and in more detail according to the proportional percentage that will be obtained after the exact number of questions in the test):</p> <p>less than 50% correct answers = 0% grade from 51% to 60% = 6% of the grade from 61% to 70% = 12% of the grade from 71% to 80% = 18% of the grade</p>				

	<p>from 81% to 90% = 24% of the grade from 91% to 100% = 30% of the grade</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend classes 2. Pass the colloquium 3. Achieve at least a 20% grade during the semester 4. Pass the final exam.
Mid-term and final exam term	They are published in the ISVU system
Additional information on the course	<p>Contacting the teacher Contacting the teacher outside of class is usually done during office hours. Consultation hours may be arranged outside of class time if students are prevented by other study commitments. Daily (two-way) contact is available via email, and occasional (one-way) contact is posted in the "Messages" section of the department's website.</p> <p>Written work The student is required to write and present a term paper. Each paper must include the following: Title page (namely: Name of the University, Department, Section - at the top; first and last name of the student and title of the seminar paper - in the middle; JMBAG, major, course, first and last name of the supervisor, place and date of writing the paper - at the bottom), content, introduction, elaboration (which can be freely titled), conclusion, bibliography. The design of the paper will also be evaluated.</p> <p>In the case of distance learning, variations are possible in terms of: the location of the course, the implementation of the activities, the methods of interpretation and teaching and the methods of evaluation, the obligations of the students and the available literature. The course instructor and teaching assistant will inform students of this at the start of the distance learning course. The learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Mardešić D. i suradnici: Pedijatrija, Školska knjiga, Zagreb, 2000. Chapters: Zaštita majki i djece, Rast i razvoj, Medicinska psihologija djeteta (66 str.), Nasljedne i prenatalno stečene bolesti (uvodni dio-15 str.), Poremećaj metabolizma vode- uvodni dio (3 str.), Prehrana – prehrana zdravog djeteta (44 str.), Bakterijske bolesti- definicije, epidemiologija, patogeneza, klinička slika (8 str.), Virusne bolesti (10 str.), Aktivna imunizacija (16 str.), Djeca ometena u razvoju, Udesi u dječjoj dobi (9 str.) <p>Optional:</p> <p>Grgurić J, Švel I. Zdravstvena zaštita djeteta. Školska knjiga, Zagreb, 2002.</p>

Course Syllabus					
Course Code and Title	200120 English language 1				
Names of Lecturers	Associate professor Mauro Dujmović, PhD (main course teacher) Ivan Žufić, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I		
Classroom location	Classroom	Teaching language(s)	English		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	Knowledge of English at the A1 level.				
Correlativity	Croatian language, Italian language, German language				
Objective of the course	systematic refreshment of previously acquired knowledge of the English language with emphasis on intensive training of all four language skills (listening, speaking, reading and writing)				
Learning outcomes	1. distinguish basic grammatical structures in English necessary for daily written or oral communication 2. apply basic grammatical structures in a given context of written or spoken English 3. analyze the content of more complex original audio material 4. correctly express one's own opinion orally in discussions and conversations, 5. correctly compose different types of texts				
Course content (syllabus)	1. Intensive practice of the four language skills (listening, speaking, reading, and writing) 2. Listening to and understanding more complex original audio material 3. Oral expression of one's opinion, ambition, description, discussion, conversation, retelling 4. Systematic processing of the basic grammatical structures of the English language. The course program is based on written and recorded material covering a wide range of topics and problems of the modern world and of man as an individual in it, and serves as a template for checking comprehension through reading or listening, leading discussions, writing dictations and structured essays, or, alternatively, encourages individual work on a series of vocabulary-building exercises (eng. word builders).				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	11	0,4	0%
	Exam (written)	2. – 5.	49	1,6	80%

	Exam (oral)	1. – 5.	30	1	20%
	Total		90	3	100%
Course requirements	To successfully complete the course, students must: 1. Pass the written exam. 2. Pass the oral exam.				
Mid-term and final exam term	They are published in the ISVU system				
Additional information on the course	The results of the written examination and the oral examination are included in the final grade. In distance learning, variations are possible in terms of: the location of the course, the conduct of the activities, the methods of interpretation and teaching and methods of evaluation, the obligations of the students, and the literature available. The course instructor and assistant will inform students of this at the start of the distance learning course. The learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. C. Rose, <i>Accelerated Learning</i> , selected texts 2. A. Beletić, <i>Accelerated Learning</i> , selected texts Optional: 1. R. Murphy, <i>English Grammar in Use</i> , Cambridge University Press, Cambridge, 2007 2. S. Hornby: <i>Oxford Advanced Learner's Dictionary</i> , 2003. 3. J. Eastwood, <i>A Basic English Grammar: Exercises</i> , Oxford University Press, Oxford, 1995. 4. R. Murphy, <i>Essential Grammar in Use</i> , Cambridge University Press, Cambridge, 2007. 5. Michael Swan: <i>Practical English Usage</i> . OUP, 2005. 6. Michael Vince: <i>First Certificate Language Practice</i> , MacMillan Heinemann, 2003.				

Course Syllabus					
Course Code and Title	200122 German language 1				
Name of Lecturer	Marieta Djaković, senior lecturer (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I		
Classroom location	Classroom	Teaching language(s)	German (Croatian)		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	The course program is comparable to German language courses				
Objective of the course	acquire basic pedagogical terminology and develop language skills, focusing on intensive practice of all language skills (listening, speaking, reading, and writing).				
Learning outcomes	1. Acquisition of language knowledge and skills required for the profession according to CEFR A2 2. Reading and comprehension and oral interpretation of texts at the A2 level 3. Correctly apply grammar rules in writing and speaking 4. Develop language skills for oral and written communication at the A2 level 5. Present (orally and in writing) and discuss topics at the A2 level				
Course content (syllabus)	1. Sich vorstellen 2. Berufe- Sozialberufe 3. Alltag im Kindergarten 4. Lieder, Spiele 5. Entdeckendes Lernen				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	11	0,4	20 %
	Individual tasks (homework, research, oral and written tasks)	1. – 5.	25	0,8	30 %
	Mid-term(s) (written)	1. – 5.	24	0,8	20 %
	Exam (oral)	1. – 5.	30	1	30 %
	Total		90	3	100%
	Additional information (assessment criteria):				

	<p>Exercises and assignments are graded as follows:</p> <p>0% = He does not come to the exercise.</p> <p>5% = He participates in the exercises, but the preparation is incomplete - with major deficiencies.</p> <p>10% = He participates in the exercises, but the preparation is incomplete with minor deficiencies.</p> <p>15% = He prepares regularly, the preparation is correct.</p> <p>20% = The student shows a high level of interest in the course, he/she is always prepared.</p> <p>Colloquia are graded as follows:</p> <p>from 0% to 50% correct answers = 0%</p> <p>from 51% to 60% = 4% of grade from 61% to 70% = 8% of grade from 71% to 80% = 12% of grade from 81% to 90% = 16% of grade from 91% to 100% = 20% of grade</p> <p>The final exam will be graded as follows:</p> <p>from 0% to 50% correct answers = 0% of the grade</p> <p>From 51% to 60% = 6% of the grade</p> <p>From 61% to 70% = 12% of the grade</p> <p>From 71% to 80% = 18% of the grade</p> <p>From 81% to 90% = 24% of the grade</p> <p>From 91% to 100% = 30% of the grade</p> <p>A student may only sit for the final examination if the above obligations (exercises, assignments, presentation, portfolio) have been properly completed and positively evaluated.</p> <p>Class attendance and activities: the student is required to attend class. During class, he/she may earn up to 70% of the grade through positively graded independent assignments and activities.</p> <p>A positively graded final written exam entitles the student to participate in the oral portion of the exam where the final grade is assigned.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend lectures and exercises 2. Prepare for class 3. Actively participate in the teaching process by solving assignments, making presentations, and participating in discussions 4. Maintain a language portfolio. 5. Access the colloquium during class as part of the continuous knowledge assessment. 6. Pass the written and oral parts of the exam.
Mid-term and final exam term	They are published in the ISVU system
Additional information on the course	<p>The instructor may revise the syllabus depending on the student's prior knowledge.</p> <p>In distance learning, variations are possible in terms of: the location of the course, the delivery of the activities, the methods of interpretation, teaching and assessment, student commitments and available literature.</p> <p>The course instructor will inform students of this at the start of the distance learning course. The learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Glas-Peters, S., Prude, A. Reimann, M.: Menschen, Deutsch als Fremdsprache, Lehrbuch, Hueber Verlag , Ismaning, 2015 2. Glas-Peters, S., Prude, A. Reimann, M.: Menschen, Deutsch als Fremdsprache, Arbeitsbuch, Hueber Verlag , Ismaning, 2015 3. Eine von der Lehrerin erstellte und laufend wechselnde/aktualisierte Sammlung von Texten und Übungen 4. M. Reimann - Grundstufengrammatik für Deutsch als Fremdsprache, Hueber <p>Optional:</p> <p>Articles related to the profession of choice</p> <p>Referential:</p> <ol style="list-style-type: none"> 1. Jakić-Hurm: <i>Hrvatsko-njemački rječnik</i>, Školska knjiga, Zagreb, zadnje izdanje 2. Jakić-Hurm: <i>Njemačko-hrvatski rječnik</i>, Školska knjiga, Zagreb, zadnje izdanje 3. Internet adrese: www.deutschland-panorama.de, www.deutschland.de, www.dw-world.de, www.vitaminde.de, http://www.kindergartenworkshop.de, www.entdeckungskiste.de
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Course Syllabus					
Course Code and Title	200123 Italian language 1				
Name of Lecturer	Associate Professor Lorena Lazarić, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I.		
Classroom location	Classroom	Teaching language	Croatian Italian		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	Knowledge of the Italian language at the A1 level.				
Correlativity	Croatian language, English language, German language				
Objective of the course	expand previously acquired knowledge of the Italian language with an emphasis on intensive practice of all four language skills (listening, speaking, reading and writing)				
Learning outcomes	1. Master the language knowledge and skills required for the profession according to CEFR A2 2. Read and understand and orally interpret texts at the A2 level 3. Correctly apply grammar rules in writing and speaking 4. Develop language skills for spoken and written communication at the A2 level 5. Apply what has been learned and present (oral and written) and discuss topics at the A2 level				
Course content	1. Intensive practice of four skills (listening, speaking, reading and writing) 2. Listening with comprehension of more complex original audio materials 3. Oral expression of one's own opinion, ambition, description, discussion, conversation, retelling 4. Guided text writing 5. Systematic processing of the basic grammatical structures of the Italian language				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. - 5.	11	0,4	10%
	Mid-term(s) (oral or written)	3. – 5.	49	1,6	60% (30+30)
	Exam oral	1. – 4.	30	1	30%
	Total		90	3	100%
	Additional information (assessment criteria):				

	<p>Class attendance and class activity are graded as follows:</p> <p>0% = Does not attend exercises.</p> <p>2% = Attends exercises, but does not participate in the work, i.e., homework and exercises in <i>the Workbook</i> are not written more than 4 times.</p> <p>4% = Prepared, but preparation is incomplete – with more disadvantages.</p> <p>6% = Prepared, but preparation is incomplete –with minor defects (exercises with only a few errors).</p> <p>8 % = Regularly prepared, the preparation is correct, the student voluntarily participates in the teaching process.</p> <p>10% = The student shows a high degree of interest in the course, is always prepared; asks questions and problematizes contents from <i>the Exercise Book</i> important for the course.</p> <p>The colloquiums are evaluated as follows:</p> <p style="padding-left: 40px;">from 0% to 50% correct answers = 0%</p> <p style="padding-left: 40px;">from 51% to 60% = 6% of grades</p> <p style="padding-left: 40px;">from 61% to 70% = 12% of the grade</p> <p style="padding-left: 40px;">from 71% to 80%= 18% of the grade</p> <p style="padding-left: 40px;">from 81% to 90% = 24% of the grade</p> <p style="padding-left: 40px;">from 91% to 100% = 30% of the grade</p> <p>The final - oral exam is evaluated as follows:</p> <p>from 0 to 5 correct answers = 0% grade</p> <p>6 correct answers = 6% of the grade</p> <p>7 correct answers = 12% of the grade</p> <p>8 correct answers = 18% of the grade</p> <p>9 correct answers = 24% of the grade</p> <p>10 correct answers = 30% of the grade</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend at least 70% of classes. 2. Write homework and present the results. 3. Pass 2 colloquia. 4. Pass the oral exam.
Mid-term and final exam term	They are published in the ISVU system.
Additional information on the course	<p>Class attendance is mandatory. 30% absences are tolerated. In case of a longer absence, the right to signature is denied and they must attend the course again. In the semester there are two colloquia. At the end of the semester, the final oral exam is taken only if a minimum of 30% of the grade from the colloquia was obtained during the semester, otherwise, the final written exam is taken before the oral exam, which includes the material of two colloquia.</p> <p><i>In order to get to know the elements of culture and civilization, and to apply what has been learned in a real situation, field teaching in Italy is planned.</i></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 will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Palazzo, A., Ghilardi, M. (2005). A chiare lettere, Marco Derva, Torino. 2. Della Casa, M. (1989). Lingua, testo, significato, Editrice La Scuola, Brescia. <p>Optional:</p> <ol style="list-style-type: none"> 3. Bjelobaba, S. (2009) Leggere non stanca, Školska knjiga, Zagreb. 4. IARD (1992) ELLE per leggere, Giunti Marzocco editore, Firenze. 5. Salvini, F. (2003) Parlar cantando, Guerra Edizioni, Perugia. <p>Referential:</p> <ol style="list-style-type: none"> 1. Dizionario di italiano Garzanti-Petrini. Petrini editore, Milano, 2002. 2. Peccianti, M.C. (1997). Grammatica d'uso della lingua italiana per stranieri, Giunti, Firenze.
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Course Syllabus					
Course Code and Title	200124 Fundamentals of computer science				
Names of Lecturers	Associate Professor Snježana Babić, PhD (main course teacher) Janko Žufić, senior lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I.		
Classroom location	Classroom	Teaching languages	Croatian (English)		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	no prerequisites				
Correlativity	ICT in early and preschool education				
Objective of the course	to adopt basic terms from the basics of informatics and use computer tools for word processing, spreadsheet calculations, making presentations, working with e-mail and using the Internet				
Learning outcomes	1. Correctly describe the basic terms from the basics of informatics. 2. Distinguish the components of personal computers and use peripheral equipment. 3. Properly use tools for word processing, spreadsheet calculations, creating presentations, searching the Internet. 4. Evaluate information on the Internet.				
Course content (syllabus)	1. Basic concepts from the basics of informatics (concept of information, informatics, cybernetics) 2. Historical development of personal computers 3. Basic structure of the computer 4. Input-output units 5. Software support for personal computers				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (S, E)	1. – 4.	17	0,6	0%
	Theory colloquium	1. – 3.	13	0,4	20%
	Ccolloquial word processor	4.	21	0,7	30%
	Colloquy - table calculator	1. – 4.	9	0,3	20%
	Colloquium - making a presentation	1. – 4.	9	0,3	20%
	Total		90	3	100%
Course requirements	To successfully complete the course, the student must: 1. regularly follow classes and exercises 2. participate in the project in smaller groups 3. pass two theoretical and practical colloquiums.				

	Teaching: Regularly attend classes and exercises. Up to 30% absences are tolerated. Participate in the project in smaller groups.
Mid-term and final exam term	They 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 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"> 1. Šimović, V., Maletić, F., Afrić, W (2010). Osnove informatike. Zagreb: Golden marketing. <p>Optional:</p> <ol style="list-style-type: none"> 1. Preppernau, J., Lambert, J., Frye, C. (2010). Microsoft Office 2010 Korak po korak. Microsoft Press 2. Johnson, S. (2010). Microsoft Excel 2010 na dlanu, Miš: Zagreb. 3. Cox, J., Lambert, L. (2010). Microsoft® Word 2010 Step by Step. Microsoft Press. <p>Referential(internet links):</p> <ol style="list-style-type: none"> 1.ECDL/ICDL Hrvatske https://www.icdleurope.org/find-a-test-centre/croatia/

Course Syllabus					
Course Code and Title	200125 Kinesiology culture I				
Names of Lecturers	Full professor Iva Blažević, PhD (main course teacher) Ivan Oreb, PhD, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
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 – 15E		
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.				
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture				
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, sport games, swimming, dances and different types of elementary and relay games 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 organizational forms of work (with and without props, with and on equipment, with and without music, independently and in pairs). 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). 3. Volleyball - practicing the elements of volleyball technique: serving, passing (forearm underhand passing), setting (overhead passing), attack options (hitting/spiking), game rules 4. Contents of athletics: High and low start, running (short sections-sprint), jumps (high jump). 5. Dances: English waltz, Viennese waltz, Polka. 6. Hiking in nature and mountain climbing.				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Class activities, evaluations	1. – 4.	11	0,4	80%
	Field work	1. – 4.	19	0,6	20%
	Total		30	1	100%
	Additional clarifications (evaluation criteria): The activity in class, the given elements of motor knowledge and the results of tests (levels) of motor and functional abilities are evaluated.				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Actively participate in classes. 2. Come to class without any jewelry in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants). 3. 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). 4. Master all given elements. 				
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 1200 m), tests of motor skills (assessment of given elements during classes) and a test knowledge of swimming with basic swimming techniques. 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).</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 lecturers will inform students when the distance learning begins. Learning outcomes remain unchanged.</p>				

Bibliography	<p>Mandatory: Literature is not mandatory.</p> <p>Optional:</p> <ol style="list-style-type: none"> 1. Findak, V. (2001). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga. 2. Findak, V., Prskalo, I., Babin, J. (2011). <i>Sat Tjelesne i zdravstvene kulture u primarnoj edukaciji</i>. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu. 3. Kosinac, Z. (2011). <i>Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine</i>. Split: Savez školskih športskih društava grada Splita. 4. Pejčić, A. i Trajkovski, B.(2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci. 5. Prskalo, I., Sporiš, G. (2016). <i>Osnove kineziologije</i>. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu. 6. Sekulić, D., Metikoš, D. (2007). <i>Osnove transformacijskih postupaka u kineziologiji</i>. Sveučilište u Splitu: Fakultet prirodoslovno-matematičkih znanosti i kineziologije. <p>Referential:</p> <ol style="list-style-type: none"> 7. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996). <i>Primijenjena kineziologija u školstvu-NORME</i>. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 8. Šimunić, M. (1996) <i>Zašto ne pušiti?</i> Zagreb: 4P.
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Course Syllabus					
Course Code and Title	200129 Professional training 1				
Names of Lecturers	Associate Professor Sandra Kadum, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I.		
Classroom location	Preschool institution	Teaching language(s)	Croatian		
ECTS credits	2	Number of hours per semester	0L – 0S – 50E		
Prerequisites	There are no prerequisites.				
Correlativity	All courses from the study program.				
Objective of the course	acquire competencies for educational work in a preschool institution				
Learning outcomes	1. analyze the normative basis in the framework of preschool education 2. analyze the pedagogical management in the preschool institution 3. participate in the cooperation of the preschool institution with parents and the local community 4. to draw up the plan and program of the work of the educational group 5. keep pedagogical records in the educational group 6. participate in the organization of activities in the educational group				
Course content (syllabus)	1. Acquaintance with the plan and program of the kindergarten / nursery 2. Getting to know the laws, rules and regulations that regulate the activity of the kindergarten 3. Getting to know the management system of the institution, professional bodies and their way of working 4. Kindergarten/nursery cooperation with parents and the local community (planning of cooperation, types, ways of achieving cooperation) 5. Acquaintance with the educational group's work plan and program 6. Acquaintance with records on planning and implementation of activities and other pedagogical documentation kept by the educator 7. Assisting and helping the teacher of the group in the realization of daily tasks 8. Observation and recording of free and organized activities, applied games, etc.				
Course activities, teaching and learning methods and	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance of E	1. – 6.	38	1,3	90%

assessment criteria	Keeping professional practice diary	1. – 6.	22	0,7	10%
	Total		60	2	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Regularly attend professional practice according to the hourly rate determined by this Implementation Plan of the course. 2. Actively participate in the organized activities of the preschool institution during professional practice - activities with children, seminars, professional activities, cooperation with parents. 3. Keep a Journal of professional practice. <p>Notes:</p> <ol style="list-style-type: none"> 1. The instructions on writing professional practice diaries that are delivered to students determine their level of competence in work and represent the basis for designing the Implementation Plan and Practice Program. Principals of pre-school institutions, professional assistants and managers, together with mentors, participate in the creation of the Executive Plan and program of students' professional practice in order to achieve the set learning outcomes. 2. Upon completion of professional practice, students submit the Practice Diary to the director or head of the pre-school institution for signature. The male and female students' hand in the signed Practice Diary to the course leader or course assistant. 3. The pre-school institution submits a Certificate of completed professional practice for each student. 				
Mid-term and final exam term	They are published in the ISVU system.				
Additional information on the course	<p>The materials are published on the e-learning course.</p> <p>In the case of distance learning, deviations are possible in: the place of the course, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Hansen, K. A., Kaufman, R-K., Walsh, K. B. (2004). Kurikulum za vrtiće. Zagreb. Pučko otvoreno učilište korak po korak. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bredkamp, S. (1996). Kako djecu odgajati: razvojno primjerena praksa u odgoju djece od rođenja do osme godine. Zagreb: Educa. 2. Došen-Dobud, A. (1995). Malo dijete – veliki istraživač. Zagreb: Alinea. 3. Slunjski, E. (2003). Devet lica jednog odgajatelja/roditelja. Zagreb: Mali profesor. 4. Šagud, M. (2003). Odgajatelj u dječjoj igri. Zagreb: Školske novine. 				

2nd semester

Course Syllabus					
Course Code and Title	200153 Croatian language 2				
Names of Lecturers	Associate professor Helena Pavletić, PhD (main course teacher) Assistant Professor Ivana Nežić, PhD				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	I.		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	4	Number of hours per semester	15L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites for enrolling in the course, and to master it, the prerequisite is to enroll in the course of the same name on the distance learning portal.				
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 and lexical 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				
Course content (syllabus)	1. Standard language and norms 2. Normative handbooks 3. Morphological structure of Croatian language 4. Grammatical norm				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S, E)	1. – 3.	23	0,8	0%
	Individual tasks	1. – 3.	90	3	50%
	Exam (written)	1. , 2.	7	0,2	50%
	Total		120	4	100%

	<p>Additional information (assessment criteria):</p> <p>Evaluation of individual task:</p> <p>0% = The task is not prepared.</p> <p>20% = The task is not complete and has a lot of mistakes.</p> <p>35% = The task has a few mistakes.</p> <p>50% = The task is completely correct.</p> <p>Evaluation of written exam:</p> <p>Less than 50 % correct answers = 0 % score</p> <p>51 % – 60 % = 10% score</p> <p>61% – 70 % = 20% score</p> <p>71% – 80 % = 30% score</p> <p>81% – 90 % = 40% score</p> <p>91% –100 % = 50 % score</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. do an individual task 2. pass the written exam
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).</p> <p>In the case of distance learning, deviations are possible in: the place 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 the distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. E. Barić i dr.: Hrvatska gramatika, ŠK, Zagreb, 1997. 2. Hrvatski pravopis, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 2013. 3. J. Silić, I. Pranjković: Gramatika hrvatskoga jezika, Školska knjiga, Zagreb, 2005. <p>Optional:</p> <ol style="list-style-type: none"> 1. E. Barić i dr. : Hrvatski jezični savjetnik, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 1999. 2. A. Bičanić i dr. : A. Frančić, L. Hudeček, M. Mihaljević: Pregled povijesti, gramatike i pravopisa hrvatskoga jezika, Croatica, Zagreb, 2013. 3. S. Težak, S. Babić: Gramatika hrvatskoga jezika, ŠK, Zagreb, 2000. 4. Veliki rječnik hrvatskoga standardnog jezika, Školska knjiga, Zagreb, 2015.

Course Syllabus					
Course Code and Title	200155 English language 2				
Names of Lecturers	Associate professor Mauro Dujmović, PhD (main course teacher) Ivan Žufić, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	I.		
Classroom location	Classroom	Teaching language	English		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	Knowledge of English at A1 level.				
Correlativity	Croatian language, Italian language, German language				
Objective of the course	systematic refreshment of previously acquired knowledge of the English language with emphasis on intensive training of all four language skills (listening, speaking, reading and writing)				
Learning outcomes	1. distinguish basic grammatical structures in English necessary for daily written or oral communication, 2. apply basic grammatical structures in a given context of written or spoken English, 3. analyze the content of more complex original audio material, 4. correctly express one's own opinion orally in discussions and conversations, 5. correctly compose different types of texts				
Course content (syllabus)	1. Intensive practice of four skills (listening, speaking, reading, and writing) 2. Listening to and understanding more complex original audio material 3. Oral expression of one's opinion, ambition, description, discussion, conversation, retelling 4. Systematic processing of the basic grammatical structures of the English language. The course program is based on written and recorded material covering a wide range of topics and problems of the modern world and of man as an individual in it, and serves as a template for checking comprehension through reading or listening, leading discussions, writing dictations and structured essays, or, alternatively, encourages individual work on a series of vocabulary-building exercises (eng. word builders).				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S , E)	1. – 5.	11	0,4	0%
	Exam (written)	2. – 5.	49	1,6	80%

	Exam (oral)	1. – 5.	30	1	20%
	Total		90	3	100%
Course requirements	To successfully complete the course, students must: 1. Pass the written exam. 2. Pass the oral exam.				
Mid-term and final exam term	They are published in the ISVU system				
Additional information on the course	The results of the written examination and the oral examination are included in the final grade. In distance learning, variations are possible in terms of: the location of the course, the conduct of the activities, the methods of interpretation and teaching and methods of evaluation, the obligations of the students, and the literature available. The course instructor and assistant will inform students of this at the start of the distance learning course. The learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. C. Rose, <i>Accelerated Learning</i> , selected texts 2. A. Beletić, <i>Accelerated Learning</i> , selected texts Optional: 1. R. Murphy, <i>English Grammar in Use</i> , Cambridge University Press, Cambridge, 2007 2. S. Hornby: <i>Oxford Advanced Learner's Dictionary</i> , 2003. 3. J. Eastwood, <i>A Basic English Grammar: Exercises</i> , Oxford University Press, Oxford, 1995. 4. R. Murphy, <i>Essential Grammar in Use</i> , Cambridge University Press, Cambridge, 2007. 5. Michael Swan: <i>Practical English Usage</i> . OUP, 2005. 6. Michael Vince: <i>First Certificate Language Practice</i> , MacMillan Heinemann, 2003.				

Course Syllabus					
Course Code and Title	200156 German language 2				
Name of Lecturer	Marieta Djaković, senior lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	I.		
Classroom location	Classroom	Teaching languages	German (Croatian)		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	The course program is comparable to German language courses				
Objective of the course	acquire basic pedagogical terminology and develop language skills, focusing on intensive practice of all language skills (listening, speaking, reading, and writing)				
Learning outcomes	1. Acquisition of language knowledge and skills required for the profession according to the CEFR A2 level 2. Reading and comprehension and oral interpretation of texts at the A2 level 3. Correctly apply grammar rules in writing and speaking 4. Develop language skills for oral and written communication at the A2 level 5. Present (orally and in writing) and discuss topics at the A2 level				
Course content (syllabus)	1. Frühes Fremdsprachenlernen 2. Module zum Hören 3. Module zum Sehen 4. Module zum Spüren 5. Module zum Riechen und Schmecken				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	11	0,4	20 %
	Individual tasks (homework, research, oral and written tasks)	1. – 5.	25	0,8	30 %
	Mid-term(s) (written)	1. – 5.	24	0,8	20 %
	Exam (oral)	1. – 5.	30	1	30 %
	Total		90	3	100%
	Additional information (assessment criteria):				

	<p>Exercises and assignments are graded as follows:</p> <p>0% = does not attend exercises.</p> <p>5% = participates in exercises, but the preparation is incomplete - with major deficiencies.</p> <p>10% = participates in the exercises, but the preparation is incomplete with minor deficiencies.</p> <p>15% = prepares regularly, the preparation is correct.</p> <p>20% = shows a high level of interest in the course, he/she is always prepared.</p> <p>Colloquia are graded as follows: from 0% to 50% correct answers = 0% of grade</p> <p>from 51% to 60% = 4% of grade</p> <p>from 61% to 70% = 8% of grade</p> <p>from 71% to 80% = 12% of grade</p> <p>from 81% to 90% = 16% of grade</p> <p>from 91% to 100% = 20% of grade</p> <p>The final exam will be graded as follows:</p> <p>from 0% to 50% correct answers = 0% of the grade</p> <p>From 51% to 60% = 6% of the grade</p> <p>From 61% to 70% = 12% of the grade</p> <p>From 71% to 80% = 18% of the grade</p> <p>From 81% to 90% = 24% of the grade</p> <p>From 91% to 100% = 30% of the grade</p> <p>A student may only sit for the final examination if the above obligations (exercises, assignments, presentation, portfolio) have been properly completed and positively evaluated.</p> <p>Class attendance and activities: the student is required to attend class. During class, he/she may earn up to 70% of the grade through positively graded independent assignments and activities.</p> <p>A positively graded final written exam entitles the student to participate in the oral portion of the exam where the final grade is assigned.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend lectures and exercises 2. Prepare for class 3. Actively participate in the teaching process by solving assignments, making presentations, and participating in discussions 4. Keep a language portfolio. 5. Access the colloquium during class as part of the continuous knowledge assessment. 6. Pass the written and oral parts of the exam.
Mid-term and final exam term	They are published in the ISVU system
Additional information on the course	<p>The instructor may revise the syllabus depending on the student's prior knowledge.</p> <p>In distance learning, variations are possible in terms of: the location of the course, the delivery of the activities, the methods of interpretation, teaching and assessment, student commitments and available literature.</p> <p>The course instructor will inform students of this at the start of the distance learning course. The learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Glas-Peters, S., Prude, A. Reimann, M.: Menschen, Deutsch als Fremdsprache, Lehrbuch, Hueber Verlag , Ismaning, 2015 2. Glas-Peters, S., Prude, A. Reimann, M.: Menschen, Deutsch als Fremdsprache, Arbeitsbuch, Hueber Verlag , Ismaning, 2015 3. Eine von der Lehrerin erstellte und laufend wechselnde/aktualisierte Sammlung von Texten und Übungen 4. M. Reimann - Grundstufengrammatik für Deutsch als Fremdsprache, Hueber <p>Optional:</p> <p>Article related to the profession of choice</p> <p>Referential:</p> <ol style="list-style-type: none"> 1. Jakić-Hurm: <i>Hrvatsko-njemački rječnik</i>, Školska knjiga, Zagreb, zadnje izdanje 2. Jakić-Hurm: <i>Njemačko-hrvatski rječnik</i>, Školska knjiga, Zagreb, zadnje izdanje 3. Internet adrese: www.deutschland-panorama.de, www.deutschland.de, www.dw-world.de, www.vitamin.de, http://www.kindergartenworkshop.de, www.entdeckungskiste.de
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Course Syllabus					
Course Code and Title	200157 Italian language 2				
Name of Lecturer	Associate Professor Lorena Lazarić, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	I.		
Classroom location	Classroom	Teaching languages	Croatian Italian		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	Knowledge of the Italian language at the A1 level.				
Correlativity	Croatian language, English language, German language				
Objective of the course	acquire general (instrumental, interpersonal, systematic) and specific competencies in all four language skills (listening, speaking, reading and writing)				
Learning outcomes	1. Master the language knowledge and skills required for the profession according to the CEFR A2 level 2. Read and understand and orally interpret texts at the A2 level 3. Correctly apply grammar rules in writing and speaking 4. Develop language skills for spoken and written communication at the A2 level 5. Apply what has been learned and present (oral and written) and discuss topics at the A2 level				
Course content (syllabus)	1. Intensive practice of four skills (listening, speaking, reading and writing). 2. Listening with comprehension of more complex original audio materials. 3. Oral expression of one's own opinion, ambition, description, discussion, conversation, retelling. 4. Guided text writing. 5. Systematic processing of the basic grammatical structures of the Italian language.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. - 5.	11	0,4	10%
	Colloquiums and preparation for continuous knowledge testing	3. – 5.	49	1,6	60% (30+30)
	Exam oral	1. – 4.	30	1	30%
	Total		90	3	100%
	Additional information (assessment criteria):				

	<p>Class attendance and class activity are graded as follows:</p> <p>0% = Not attending exercises.</p> <p>2% = Attends exercises, but does not participate in the work, i.e. ,homework and exercises in <i>the Workbook</i> are not written more than 4 times.</p> <p>4% = Prepared, but preparation is incomplete – with more deficiencies.</p> <p>6% = Prepared, but preparation is incomplete –with minor deficiencies (exercises with only a few errors).</p> <p>8 % = Regularly prepared, the preparation is correct, student voluntarily participates in the teaching process.</p> <p>10% = Shows a high degree of interest in the course, is always prepared; asks questions and problematizes contents from <i>the Exercise Book</i> important for the course.</p> <p>The colloquiums are evaluated as follows:</p> <p style="padding-left: 40px;">from 0% to 50% correct answers = 0%</p> <p style="padding-left: 40px;">from 51% to 60% = 6% of grades</p> <p style="padding-left: 40px;">from 61% to 70% = 12% of the grade</p> <p style="padding-left: 40px;">from 71% to 80% = 18% of the grade</p> <p style="padding-left: 40px;">from 81% to 90% = 24% of the grade</p> <p style="padding-left: 40px;">from 91% to 100% = 30% of the grade</p> <p>The final - oral exam is evaluated as follows:</p> <p>from 0 to 5 correct answers = 0% grade</p> <p>6 correct answers = 6% of the grade</p> <p>7 correct answers = 12% of the grade</p> <p>8 correct answers = 18% of the grade</p> <p>9 correct answers = 24% of the grade</p> <p>10 correct answers = 30% of the grade</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend at least 70% of classes. 2. Write homework and present the results. 3. Pass 2 colloquia. 4. Pass the oral exam.
Mid-term and final exam term	They are published in the ISVU system and in Studomat.
Additional information on the course	<p>Class attendance is mandatory. 30% absences are tolerated. In case of a longer absence, the right to signature is denied and students must attend the course again. In a semester there are 2 colloquia. At the end of the semester, the final oral exam is taken only if a minimum of 30% of the grade from the colloquia was obtained during the semester. Otherwise, the final written exam is taken before the oral exam, which includes the material of two colloquia.</p> <p><i>In order to get to know the elements of culture and civilization, and to apply what has been learned in a real situation, field teaching in Italy is planned.</i> 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 will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Palazzo, A., Ghilardi, M. (2005). A chiare lettere, Marco Derva, Torino. 2. Della Casa, M. (1989). Lingua, testo, significato, Editrice La Scuola, Brescia. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bjelobaba, S. (2009). Leggere non stanca, Školska knjiga, Zagreb. 2. IARD (1992). ELLE per leggere, Giunti Marzocco editore, Firenze. 3. Salvini, F. (2003). Parlar cantando, Guerra Edizioni, Perugia. <p>Referential:</p> <ol style="list-style-type: none"> 1. Dizionario di italiano Garzanti-Petrini. Petrini editore, Milano, 2002. 2. Peccianti, M.C. (1997). Grammatica d'uso della lingua italiana per stranieri, Giunti, Firenze.
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Course Syllabus			
Course Code and Title	200158 Family pedagogy		
Names of Lecturers	Associate Professor Marina Diković, PhD (main course teacher) Monika Terlević, assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	I.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L –7,5S – 0E
Prerequisites	The prerequisite for enrolling in the Family Pedagogy course is determined by the provisions of the study program for enrollment in the senior year of study, and there are no prerequisites for mastering this course.		
Correlativity	General pedagogy, General psychology, Philosophy of education and ethics of calling, Sociology of education		
Objective of the course	adopt the basic features of the family as a sociological category important for the development, upbringing and education of children		
Learning outcomes	1. define the qualitative advantages of the modern family and act within the framework of your professional role and on a personal level in the direction of its better transformation into a modern human community 2. argue the importance of promoting knowledge as a fundamental factor in the development of every personality 3. analyze the educational functions of the modern family in order to build a partnership between the preschool institution and the family 4. analyze contemporary knowledge about childhood as an interactive relationship between children and the environment (educational environment) in the processes of building relevant relationships with adults		

Course content (syllabus)	<p>1. Theoretical foundations of family pedagogy</p> <p>1.1. Aim, tasks and subject of study of Family Pedagogy; determining the place in the system of pedagogical disciplines and its relation to other sciences</p> <p>1.2. Research in the field of family education - from quantitative to qualitative research</p> <p>2. The family as a social community</p> <p>2.1. The position of the child in the family in the context of social conditions - historical overview</p> <p>2.2. Family typology</p> <p>2.3. The modern family in the realization of its educational task</p> <p>2.4. Integrated and disintegrated family</p> <p>3. The family as an educational community</p> <p>3.1. The importance of early experience in the development of a child's personality</p> <p>3.2 Education as a fundamental function of the family: the role of the mother and father in raising a child, the influence of brothers and sisters</p> <p>3.3. Value systems of parents as a prerequisite for successful educational activities; styles in education; means and methods of parenting</p> <p>3.3. Openness of the family towards the social environment</p> <p>3.4. The role of parents in preparing a child for school</p> <p>4. The educator as a key factor in building a partnership relationship with parents</p> <p>4.1. Contents, forms and methods in the realization of partnership relations</p> <p>4.2. Professional tasks of educators in establishing cooperation with the family. How and why to build a bridge towards the family?</p> <p>4.3. The basic characteristics of partnership as a modern way of relationship between two entities in the upbringing of a child</p> <p>4.4. Forms, contents and methods in the realization of partnership relations with the family</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	11	0,4	10 %
	Written projects (seminars)	1. – 4.	46	1,5	40 %
	Exam (written)	1. – 4.	33	1,1	50 %
	Total		90	3	100%
	Additional information (assessment criteria): Students will write and present a seminar paper in front of a group of students.				
Course requirements	<p>To successfully complete the course, students must:</p> <p>1. regularly follow classes and actively participate in all forms of classes.</p> <p>2.create a seminar paper on the chosen topic and present it in front of the students.</p> <p>3. pass the written exam.</p> <p>Note (valid for obligation 2): The students must write the seminar within the given deadline. If they do not resolve the obligation by the given deadline, then they lose the right to ECTS from the course in that academic year. Deadlines are fully respected in this course.</p>				
Mid-term and final exam term	They are published in the ISVU system and Studomat.				

Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - location of the course - implementation of activities, interpretation and teaching methods and methods of evaluation - student obligations - available literature. <p>The instructor of the course will inform students when distance learning begins.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Gordon, T. (1996). Škola roditeljske djelotvornosti. Zagreb: Poduzetništvo Jakić. 2. Janković, J. (2004). Pristupanje obitelji. Zagreb: Alinea. 3. Maleš, D. (1988). Obitelj i uloga spolova. Zagreb: Školske novine. 4. Rosić, V., Zloković, J. (2002). Prilozi obiteljskoj pedagogiji. Rijeka: Grafrade. <p>Optional:</p> <ol style="list-style-type: none"> 1. Covey, S. R. (1998). Sedam navika uspješne obitelji. Zagreb: Mozaik knjiga. 2. Juul, J. (1995). Razgovori s obiteljima: perspektive i proces. Zagreb: Alinea. 3. Lepičnik, Vodopivec, J. (1996). Med starši in vzgojitelji ni mogoče ne komunicirati. Ljubljana: MiSch. 4. Longo, I. (2001). Roditeljstvo se može učiti. Zagreb: Alinea. 5. Milanović, M. (ur.) (1997). Pomozimo im rasti: Priručnik za partnerstvo odgojitelja i roditelja. Zagreb: MPŠ, UNICEF – Ured za Hrvatsku. 6. Stevanović, M. (2000). Obiteljska pedagogija. Varaždinske Toplice: Tonimir. 7. Vukasović, A. (1994). Obitelj – vrelo i nositeljica života. Zagreb: Hrvatski katolički zbor «MI».

Course Syllabus					
Course Code and Title	200057 Sociology of education				
Names of Lecturers	Associate professor Mauro Dujmović, PhD (main course teacher) Edgar Buršić, PhD, senior lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	I.		
Classroom location	Lecture hall	Teaching language	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 0E		
Prerequisites	None				
Correlativity	Philosophy of education and vocational ethics, General pedagogy, General psychology, Methodology of pedagogic research				
Objective of the course	to acquaint students with basic terms, concepts and the most famous paradigms in the sociology of upbringing and education, and enable their recognition in everyday life				
Learning outcomes	<ol style="list-style-type: none">1. recognize the basic concepts in the sociology of education2. understand different paradigms of sociology of education3. explain the main differences and complementarities between different sociological paradigms in education4. analyze social phenomena related to education through sociological theories and concepts				
Course content (syllabus)	<ol style="list-style-type: none">1. Origin, subject and tasks of sociology of education2. Basic concepts of the sociology of education, education as social phenomena and their role in understanding social processes: socialization, culture, upbringing, education, learning, ethnicity.3. Social and historical conditioning of the educational process, social relations and their influence on education, scientific and technological development, globalization and education.4. Theoretical perspectives in the sociology of education: functionalist, conflictual, interactionist, and various contemporary theories (Public Choice, etc.).5. Social assumptions of education: social structure and socialization, stratification and education (classes, mobility), inequalities in education (gender, ethnicity, intelligence), politics and education.6. Culture and education.7. Developmental trends in the sociology of education and its role in contemporary society, contemporary (alternative) schooling.8. New technologies and education.				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1.– 4.	11	0,4	0

methods and assessment criteria	Written projects (seminars, essays, presentations...)	3., 4.	19	0,6	10%
	Exam (oral, written)	1. – 4.	60	2	90%
	Total		90	3	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend 70% of the lectures and seminars 2. write a 2,000 words long seminar paper 3. attend the final exam and have a score of at least 50% of the total score or 4. write a 2,000 words long additional paper if the attendance of the seminars and lectures is from 50 to 69% (if the professor finds it suitable) 				
Mid-term and final exam term	Exam dates are defined at the beginning of the academic year and are published on the University web pages and in the ISVU.				
Additional information on the course	Teaching materials are published on the e-learning portal of 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 head of the course and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Giddens, Anthony (2007). Sociologija (prema 4. Engleskom izdanju). Globus, Zagreb. Pages: 490-526. 2. Haralambos, M., Holborn, M. (2002). Sociologija: Teme i perspective. Golden Marketing, Zagreb. Pages: 774-882. 3. Pastuović, Nikola (1999). Edukologija: integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja. Znamen, Zagreb. Pages: 317-371. 				

Course Syllabus

Course Code and Title	200053 Philosophy of education and vocational ethics		
Name of Lecturer	Assistant professor Alen Tafra, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	I.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	15L – 7,5S – 0E
Prerequisites	There are no prerequisites for enrolment.		
Correlativity	Sociology of Education		
Objective of the course	To acquire competences for insight into the philosophical issues of education from antiquity to the present day.		
Learning outcomes	<ol style="list-style-type: none"> 1. to explain basic concepts from the field of philosophy and especially philosophy of education in order to correctly form concepts and judgements, as well as to recognize and draw valid conclusions 2. to explain the essential features of the philosophical approach to knowledge and reality in order to develop critical thinking as a basic means of educational mediation 3. to critically compare the coupling of philosophical reflection with technical and social-humanistic studies for the sake of a critical relationship with scientific knowledge 4. to contribute to the adoption of argumentative discussion and dialogue as a philosophical way of thinking with the purpose of critically reflecting on the very concept of education, in realization of which they will participate 5. develop ethical decision-making methods with the aim of applying deontology profession 		

Course content (syllabus)	<ol style="list-style-type: none"> 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 religion, science and art (with special regard to the place of the philosophy of education in philosophy and in relation to other areas); Original human experience as the basis of philosophical communication 2. Philosophy of education and critical thinking: benefits and obstacles. Multidimensional thinking in education: relationship critical, creative and caring thinking (M. Lipman). The philosophy of early childhood and philosophy with children: ethical education in kindergarten. Philosophy education and children's creativity. 3. Ethics, morality and education: basic trends in normative ethics and their application. Conceptual definition and relationship between upbringing and education. Philosophical dimension of educational practice and educational dimension of philosophy. Ideological instrumentalization of education. 4. Socrates' method as a historical foundation of critical thinking and contribution to preschool education. Plato's and Aristotle's
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	<p>philosophy of education. Philosophy of education in the age of modernity (J.- J. Rousseau, F. Nietzsche, J. Dewey) and its influence on fundamental educational theories.</p> <p>5. Deontology of the profession and code of ethics. Typical ethical dilemmas in the work of educators and models of ethical decision-making.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS	Grade ratio (%)
	Class activities (L, S)	1. - 5.	17	0,6	20 %
	Written projects (seminars)	1., 3., 4.	33	1,1	30 %
	Exam (oral)	1. - 5.	40	1,3	50 %
	Total		90	3	100 %
	<p>Additional information (assessment criteria):</p> <p>Students are required to attend at least 70% of classes.</p> <p>Active participation in class is expected, which is evaluated as follows:</p> <p>0% = more than the allowed 30% absences</p> <p>5% = attends classes, but does not participate</p> <p>10% = participates, but without their own initiative and adequate preparation</p> <p>15% = voluntarily and correctly prepared, participates in the teaching process</p> <p>20% = regularly prepared, shows high motivation, contributes continuously 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 preparing a seminar paper, it is necessary to respect the published Guidelines for the writing of seminar papers, final and diploma theses in the Croatian language.</p> <p>The following criteria are important when evaluating the seminar paper:</p> <p>a) articulation: relevance (coverage of the topic), organization (clarity and connectedness of the structure);</p> <p>b) argumentation: accuracy, rationale, comprehensiveness, level of criticality;</p> <p>c) substantiation - appropriate use of literature, adequacy of references;</p> <p>d) presentation - clarity, comprehensibility, security, use of digital tools.</p>				

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes (30% absences are tolerated) 2. actively participate in the teaching process 3. write a seminar paper and present it orally during the oral exam 4. pass the final oral exam.
Mid-term and final exam term	<p>They are given at the beginning of the academic year when they are published 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, 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"> 1. 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. (https://ec.europa.eu/programmes/erasmus-plus/project-result-content/78cf8290-e6f6-4f2e-bfb6-b6dc88d71100/Ethika_O1a_%20Manual%20for%20Teachers_HR.pdf) 2. Gopnik, A. (2011). Beba filozof. Što nam djeca govore o istini, ljubavi i značenju života. Zagreb: Algoritam. <p>Optional:</p> <ol style="list-style-type: none"> 1. Barbarić, D. (ur.) (2011). Čemu obrazovanje. Razmatranja o budućnosti sveučilišta. Zagreb: Matica hrvatska. 2. Ćurko, B. (2017). Kritičko mišljenje u nastavi filozofije, logike i etike. Zagreb: Hrvatsko filozofsko društvo. 3. Freire, P. (2002). Pedagogija obespravljenih. Zagreb: Odraž. 4. Kenyon, E. et al. (2019). Ethics for the Very Young: A Philosophy Curriculum for Early Childhood Education. Lanham: Rowman & Littlefield. 5. Nietzsche, F. (2003). Schopenhauer kao odgajatelj. Zagreb: Matica hrvatska. 6. Polić, M. (1993). K filozofiji odgoja. Zagreb: Znamen i Institut za pedagojska istraživanja. 7. Pranjić, M. (2020). Odgoj u vrijeme antike: starogrčki, starorimski i ranokršćanski odgoj i obrazovanje. Zagreb: Fakultet hrvatskih studija Sveučilišta u Zagrebu. 8. Šuran, F. (2018). Nikakva nas reforma neće spasiti. Odgoj i obrazovanje kao elementi novog „humanizma“. Pula: Sveučilište Jurja Dobrile u Puli. 9. Tomić, D. (2020). Filozofija i odgoj. Zagreb: Sveučilište u Zagrebu. Učiteljski fakultet. 10. Wollstonecraft, M. (1999). Obrana ženskih prava. Zagreb: Ženska Infoteka. <p>Priručna:</p> <ol style="list-style-type: none"> 1. Kalin, (2009). Povijest filozofije. Zagreb: Školska knjiga. 2. Kunzmann, P. et al. (2001). Atlas filozofije. Zagreb: Golden Marketing. 3. Maggie, B. (2010). Povijest filozofije. Zagreb: Mozaik knjiga. 4. Polić, M. (1997). Čovjek, odgoj, svijet: mala filozofijsko-odgojna razložba. Hrvatski Leskovac: Kruzak.

Course Syllabus			
Course Code and Title	200168 Methodology of pedagogic research		
Name of Lecturer	Assistant professor Irena Kiss, PhD (main course teacher)		
Study program	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	I
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	7,5L -7,5S - 7,5E
Prerequisites	There are no prerequisites		
Correlation	Preschool education theory, Early childhood education and Preschool pedagogy, Family pedagogy, Developmental psychology		
The objective of the course	acquire competencies for independent and responsible scientific research work with applying the knowledge to the field of pedagogic research methodology		
Learning outcomes	1. Explain basic methodological terms 2. (Self)evaluate the presentation and argue personal and others' views 3. Implement a designed scientific research project on a topic from the field of pedagogy 4. Critically judge the research results 5. Provide recommendations for improving pedagogical practice		
Course content	1. Introduction to the methodology of scientific research work 2. Paradigms of educational research 3. Types of pedagogic research 4. Conceptualization of research 5. Relationship between population and sample - estimation of population parameters 6. Representativeness of samples 7. Experimental research 8. Action research 9. Features of data collection instruments 10. Work on education documentation 11. Systematizing, participation and self-observation 12. Flanders interaction analysis protocol 13. Interviewing, surveying, testing 14. Test construction process 15. Applying and using test results		

	16. Descriptive and graphic judgment scales 17. Sociogram 18. Evaluation research 19. Statistical procedures for displaying, analyzing, and processing data 20. Qualitative and quantitative statistical characteristics 21. Graphical and tabular presentation of statistical data 22. Measures of central tendency - complete mean values 23. Median and mode 24. Correlation coefficients and relative numbers 25. Base and chain indexes 26. Measures of dispersion - range variations, interquartile and quartile deviation coefficient 27. Variance, standard deviation, and coefficient of variation 28. The normal distribution curve and its application to statistics in the pedagogy field 29. Chi-square test 30. Statistical packages for data processing				
Course activities, teaching and learning methods, assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L,S,E)	1. – 5.	17	0,6	10 %
	Seminar	1. – 5.	36	1,2	30 %
	Colloquium (written)	1., 2.	30	1	25 %
	Oral exam	1. – 5.	37	1,2	35 %
	Total		120	4	100%
	Additional information (assessment criteria): Students will deliver a presentation in front of a group of colleagues				
Course requirements	To successfully complete the course, a student has to: 1. Regularly attend lectures (no more than 30% of the total hours of absence is allowed) 2. Actively participate in all forms of teaching 3. Create exercises and a presentation in the field of pedagogic research 4. Create a seminar on a topic from the field of pedagogy 5. Pass the oral exam Note: If a student does not fulfill the stated obligations within the given deadline, they lose the right to ECTS credits for the course Methodology of pedagogic research in the current academic year. Deadlines must be fully respected.				
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>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, interpretation and teaching methods and ways of evaluation - student obligations - available literature <p>The teacher will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p> <p>Materials and instructions necessary for professional practice are published on the e-learning portal of the course of the same name. Students are obliged to follow the notifications that the head of professional practice will publish on the e-course.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja (drugo izmijenjeno i dopunjeno izdanje). Zagreb: EDUCA. 2. Petz, B. (2012) Osnovne statističke metode za nematematičare. Jastrebarsko: Naklada Slap. 3. Zelenika, R. (2000). Metodologija i tehnologija izrade znanstvenog i stručnog djela, 4. izmijenjeno i dopunjeno izdanje. Rijeka: Ekonomski fakultet Sveučilišta u Rijeci. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bouillet, D., Loborec, M. (2012). Istraživanje procjena odgojitelja o mogućnosti inkluzije djece s ADHD-om u redovni program dječjih vrtića. Zagreb: Napredak, Hrvatsko pedagoško-književni zbor, vol 153 (1), str. 21-38. 2. Cohen, L., Manion, L., Morrison, K. (2007). Metode istraživanja u obrazovanju. Jastrebarsko: Naklada Slap. 3. Halmi, A. (2005). Strategije kvalitativnih istraživanja u primijenjenim društvenim znanostima. Jastrebarsko: Naklada Slap. 4. Newbold, P., Carlson, W., Thorne, B. (2007). Statistics for Business and Economics. New Jersey: Pearson Education, Inc. (za hrvatsko izdanje Copyright © Mate d.o.o. Zagreb, 2010.) 5. Matijević, M., Mužić, V., Jokić, M. (2003). Istraživati i objavljivati: elementi metodološke pismenosti u pedagogiji. Zagreb: Hrvatski pedagoško-književni zbor. 6. Matijević, M. (2017). Nastava i škola za net-generacije. Zagreb: Učiteljski fakultet sveučilišta u Zagrebu. 7. Mejovšek, M. (2003). Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Jastrebarsko: Naklada Slap. 8. Milas, G. (2005). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap. 9. Rafajac, B. (2001). Multi methodological Researches as Initiative for Educational Theories integration. U: Rosić, V. (ur.) Teorijskometodološka utemeljenost pedagoških istraživanja (Theoretical and methodological foundation of educational research). Zbornik radova. Rijeka: Filozofski fakultet, Odsjek za pedagogiju, str. 51 - 58. 10. Šošić, I., Demo, D. (2020). Statistika. Zagreb: Školska knjiga

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| | 11. Žugaj, M. (1997). Metodologija znanstvenoistraživačkog rada.
Varaždin: Fakultet organizacije i informatike |
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Course Syllabus					
Course Code and Title	200169 Developmental psychology				
Names of Lecturers	Assistant profesor Marlena Plavšić, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer Sanja Tatković, assistant				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	I		
Classroom location	Classroom	Teaching languages	Croatian (English)		
ECTS credits	5	Number of hours per semester	15L – 7,5S – 0E		
Prerequisites	Prerequisite for enrolment is the completed course and completed obligations in General Psychology. A prerequisite for passing the exam in the course Developmental Psychology is the passed exam in the course General Psychology.				
Correlativity	General Psychology, Educational Psychology				
Objective of the course	to acquire basic knowledge about human psychological processes and traits development				
Learning outcomes	1. to explain individual directions of child development and their characteristics 2. to interpret individual terms with regard to general development and individual development periods 3. to define difficulties in certain developmental periods 4. to interpret developmental phenomena with regard to the time of their appearance.				
Course content (syllabus)	1. Subjects and tasks, historical development, research methods 2. Development periods 3. Speech development 4. Cognitive development 5. Emotional-social development 6. Personality development				
Course activities, teaching and learning methods and assessment criteria	Students' responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	17	0,6	0 %
	Written seminars	1. – 4.	22	0,7	20 %
	Presentation of seminars	1. – 4.	9	0,3	20 %
	Written exam	1. – 4.	69	2,3	30 %
	Oral exam	1. – 4.	33	1,1	30%
	Total		150	5	100%

	<p>Additional information (assessment criteria):</p> <p>The seminar work is evaluated separately in the written and oral parts as follows:</p> <p>a) Written part:</p> <p>0 % - the seminar paper was not submitted or the minimum criteria of the seminar paper were not met (with regard to the structure, content, literature and language of expression)</p> <p>10 % - the seminar paper is bad: unclear structure, the content is insufficiently presented and the questions asked, the literature is insufficiently extensive, the written form is full of linguistic and grammatical errors</p> <p>15 % - the seminar work is good: clear structure, content is adequately presented, questions asked, literature is in accordance with the presented content, written expression is neat</p> <p>20% - the seminar is excellent: clear structure, the content is adequately presented with an individual review, the literature is rich (the student used own data obtained from an internet search), written expression without complaints.</p> <p>b) Oral part:</p> <p>0 % - the seminar paper was not presented in the given time</p> <p>10% - the presentation is bad, there is a lack of understanding of what was presented, the student manages to read some notes from the seminar paper</p> <p>15% - the presentation is good - the content is satisfactory, the student occasionally uses the written text and reads it</p> <p>20% - the presentation is excellent - correct, clear and precise and contains a personal critical review.</p> <p>The midterms are evaluated as follows:</p> <ul style="list-style-type: none"> - 0 % - success rate of correct answers is 0 - 49 % - 6% - success rate of correct answers is 50-59% - 12% - success rate of correct answers is 60-69% - 18% - success rate of correct answers is 70-79% - 24% - success rate of correct answers is 80-89% - 30% - success rate of correct answers is 90-100%. <p>The oral exam consists of 4 questions (each question carries 7.5%). To pass the oral exam, the student must answer at least 50% of the questions correctly.</p>
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. attend at least 70% of classes 2. hand in the seminar paper in the given time and adequately present it orally in the given time 3. pass a written and oral exam. <p>Note: If a student does not fulfill the aforementioned student obligations, he/she will have to re-enroll in the course the following academic year.</p>
Mid-term and final exam term	<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, deviations are possible in: the place of the course, implementation of activities, methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader, lecturer and assistant will inform students about this when distance learning starts. Learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Vasta, R., Haith, M., Miller, S.C. (2005). Dječja psihologija [Child psychology]. Naklada Slap, Jastrebarsko. (chapters: I, II, III, VII, VIII, IX, XI, XII, XIV) <p>Optional:</p> <ol style="list-style-type: none"> 1. Ambrosi-Randić, N., Plavšić, M. Uspješno starenje [Successful ageing]. Društvo psihologa Istre-Istarska županija-Sveučilište J. Dobrile, Pula, 2008. 2. Berk, L. Dječja razvojna psihologija [Child development]. Naklada Slap, Jastrebarsko, 2015. 3. Berk, L. Psihologija cjeloživotnog razvoja [Development through the lifespan]. Naklada Slap, Jastrebarsko, 2008. 4. Brajša-Žganec, A. Dijete i obitelj – emocionalni i socijalni razvoj [Child and family – emotional and social development]. Naklada Slap, Jastrebarsko, 2003. 5. Buggle, F. Razvojna psihologija Jeana Piageta [Jean Piaget's developmental psychology]. Naklada Slap, Jastrebarsko, 2002. 6. Kardum, I. Evolucija i ljudsko ponašanje [Evolution and human behaviour]. Jesenski i Turk, Zagreb, 2003. 7. Lacković Grgin, K. Psihologija adolescencije. [Psychology of adolescence]. Naklada Slap, Jastrebarsko, 2006. <p>Referential:</p> <ol style="list-style-type: none"> 1. Petz, B. (Ed.). <i>Psihologijski rječnik [Psychological dictionary]</i>. Naklada Slap, Jastrebarsko, 2005.
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Course Syllabus			
Course Code and Title	200170 Kinesiology culture 2		
Names of Lecturers	Full professor Iva Blažević, PhD (main course teacher) Ivan Oreb, PhD, lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
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 - 15E
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.		
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture		
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, sport games, swimming, dances and different types of elementary and relay games 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	1. General preparatory exercises (dynamic stretching exercises, strength exercises, static stretching exercises), through different organizational forms of work (with and without props, with and on equipment, with and without music, independently and in pairs). 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). 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, game. 4. Contents of athletics: throwing (ball into the distance and into the goal), running and exercising on the trim track. 5. Hiking in nature and mountain climbing. 6. Swimming - test of swimming knowledge and swimming school for nonswimmers (if any). Swimming content: breaststroke, crawl, back crawl, rescue of drowning.		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities, evaluation	1. – 4.	11	0,4	80%
	Field work	1. – 4.	19	0,6	20%
	Total		30	1	100%
	Additional clarifications (evaluation criteria): The activity in class, the given elements of motor knowledge and the results of tests (levels) of motor and functional abilities are evaluated.				
Course requirements	To successfully complete the course, students must: 1. actively participate in classes. 2. come to class without any jewelry in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants). 3. 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). 4. master all given elements.				
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 1200 m), tests of motor skills (assessment of given elements during classes) and a test knowledge of swimming with basic swimming techniques. 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. 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.				

Bibliography	<p>Mandatory: Literature is not mandatory.</p> <p>Optional:</p> <ol style="list-style-type: none"> 1. Findak, V. (2001). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga. 2. Findak, V., Prskalo, I., Babin, J. (2011). <i>Sat Tjelesne i zdravstvene kulture u primarnoj edukaciji</i>. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu. 3. Kosinac, Z. (2011). <i>Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine</i>. Split: Savez školskih športskih društava grada Splita. 4. Pejčić, A. i Trajkovski, B.(2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci. 5. Prskalo, I., Sporiš, G. (2016). <i>Osnove kineziologije</i>. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu. 6. Sekulić, D., Metikoš, D. (2007). <i>Osnove transformacijskih postupaka u kineziologiji</i>. Sveučilište u Splitu: Fakultet prirodoslovno-matematičkih znanosti i kineziologije. <p>Referential:</p> <ol style="list-style-type: none"> 1. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996). <i>Primijenjena kineziologija u školstvu-NORME</i>. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 2. Šimunić, M. (1996) <i>Zašto ne pušiti?</i> Zagreb: 4P.
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Course Syllabus			
Course Code and Title	200173 Expression in speech		
Names of Lecturers	Full Professor Kristina Riman, PhD (main course teacher) Irena Mikulaco, PhD, senior lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Elective	Study level	Undergraduate
Semester	Summer	Study year	I
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E
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 of the course is for students to practice theoretical knowledge of correct pronunciation and acquire the accepted pronunciation of Croatian words, as well as to develop a critical attitude towards the speech expression of the speaker and improve their writing and speaking skills.		
Learning outcomes	After completing the course, the student will be able to: <ol style="list-style-type: none"> 1. analyze complex aspects of human speech 2. define speech as a separate communication system 3. describe all aspects (anatomical, physiological, neurological, acoustic, psycholinguistic) of production and reception of speech and norms and some deviations from the norm 4. describe the Croatian speech system 5. 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. compose and deliver (demonstrate) a speech in the given time; evaluate the speech and interpret the results. 		

Course content (syllabus)	<p>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 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>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (practicing the correct pronunciation of Croatian standard language, expressing one's own opinion about the topic and the speaker; completing tasks)	1. – 6.	11	0,4	10%
	Essay on the topic "My Speech" (it is written according to the selected literature related to this course)	2. – 5.	19	0,6	20%
	The oral part of the exam consists of two parts: presentation and practical work: 1. preparation and delivered speech lasting 5 minutes 2. interpretation of two poems	1. – 6.	30	1	70%
	Total		60	2	100%
	<p>Additional information (evaluation criteria): Class attendance is mandatory. 30% absences are tolerated. In order to take the final exam, it is necessary to write and submit an essay, give a speech and to interpret two poems, complete all exercises, 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. The speech must be 5 minutes long and on the given topic. The oral exam can be taken after all tasks have been completed and the essay has been submitted and positively evaluated.</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.</p> <p>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 collected. Creativity in processing the topic and presentation is especially encouraged and recommended.</p> <p>Participation in classes; tutorials are evaluated as follows:</p> <p>0% = Does not attend classes.</p> <p>2% = Attends, but does not participate in the work; does not complete the tasks.</p> <p>4% = Prepared, but the preparation is incomplete with major shortcomings (regularly with errors)</p> <p>6% = Prepared, but the preparation is incomplete with minor defects (tasks and exercises with only a few mistakes).</p> <p>8% = Regularly prepared, the preparation is correct, voluntarily participates in the teaching process.</p> <p>10% = Shows a high degree of interest in the course, is always prepared; asks questions and problematizes the contents.</p> <p>The essay is graded as follows:</p> <p>0 % = The essay was not written or the topic was missed.</p> <p>4% = The essay contains too little information on the topic: either it is not sufficiently covered, or it is wrong, or the instructions for creating and formatting the seminar paper were not followed.</p> <p>8% = The essay contains the necessary information on the topic, but deficiencies in the formal formatting of the paper and major deficiencies in content formatting were observed (especially this refers to frequent spelling and grammatical errors that do not concern accidental mistakes in writing).</p> <p>12% = The essay contains the necessary information on the topic, but minor deficiencies in the content design of the paper were observed, which can be attributed to random errors.</p> <p>16% = The essay contains the necessary information and the topic is well analyzed, but there is a lack of examples, the literature is incomplete or insufficiently processed, flaws in the design of the paper.</p> <p>20% = The essay contains complete information, examples and quotations are supported by literature, the paper is enriched with additional literature. The work forms a harmonious whole: both formally, linguistically, and substantively.</p> <p>The speech is evaluated as follows:</p> <p>0% = No speech was given.</p> <p>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 and time were not respected. Disengagement of the speaker.</p> <p>20% = The speech contains the necessary information on the topic, but deficiencies in the formal design of the paper and greater deficiencies in the content design were observed (especially this refers to frequent spelling and grammatical errors</p>
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	<p>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>Interpretation of poems:</p> <p>0% = No interpretation.</p> <p>4% = The interpretation is not complete or there is one poem with an insufficient interpretation.</p> <p>8% = Interpretation exists in some segments, but deficiencies are noted, e.g. pronunciation errors, insufficient diction.</p> <p>12% = Interpretation exists, but there are pronunciation errors.</p> <p>16% = Interpretation exists, with the exception that there is a lack of fluency or one segment is missing or it is a repeated linguistic error.</p> <p>20% = The interpretation is complete, the text is learned, spoken clearly, the words are correctly emphasized, the atmosphere of the poem is evoked, the poet's feelings are conveyed, the pitch of the voices is adjusted to the meaning of the verses, the volume of the voice is adjusted, intonation and pauses are correct, facial expressions and gestures also.</p>
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. attend classes and actively participate in the teaching process 2. fulfill the assigned tasks (obtained tasks: texts for practicing spoken expression, participate as actively as possible in the exercises for better acquisition of correct pronunciation and reduction of deficiencies) 3. write an essay 4. pass the oral exam.
Mid-term and final exam term	They are published in the ISVU system and Studomat.

Additional information on the course	<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: <i>Consultations</i>.</p> <p>Additional information</p> <p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching and ways of evaluation - student obligations - available literature. <p>The course leader and lecturer will inform the students about this when distance learning starts.</p> <p>Learning outcomes remain unchanged.</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>SPEECH COMPOSITION</p> <p>I. INTRODUCTION Header: greeting presentation address Preface: creating affection for the speaker creating interest in the topic.</p> <p>II. MAIN PART</p> <p>Story Distribution (in principle double) Presentation (arguments) Support Rebuttal</p> <p>III. CONCLUSION</p> <p>Summary Call Effective finish Thank you note (and/or apology note)</p>
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Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 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. 2. Škarić, I.: Temeljci suvremenog govorništva, Školska knjiga, Zagreb, 2000. Poglavlje: Vježbe za glas i izgovor. Suvremene govorne vrste. <p>Optional:</p> <ol style="list-style-type: none"> 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. 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. <p>Additional:</p> <ol style="list-style-type: none"> 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. <p>Referential:</p> <ol style="list-style-type: none"> 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. <p>Journals:</p> <p>Govor, Suvremena lingvistika, Jezik, Riječ, Filologija, Jezikoslovlje, Rad</p> <p>HAZU - Razred za filologiju, Radovi Zavoda za slavensku filologiju,</p> <p>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...</p>
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Course Syllabus					
Course Code and Title	200174 Web 2.0 tools				
Names of Lecturers	Assistant Professor Nikola Tanković, PhD (main course teacher) Igor Dobrača, senior lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Summer	Study year	I		
Classroom location	Classroom	Teaching language	Croatian (English)		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	Attended the Basics of Informatics course				
Correlativity	ICT in early and preschool education				
Objective of the course	adopt basic terms from web 2.0 tools and use web 2.0 tools suitable for the daily work of a future teacher				
Learning outcomes	1. Adopt basic terms from web 2.0 tools and use web 2.0 1. Correctly describe basic terms of web 2.0 tools. 2. Distinguish categories of web 2.0 tools. 3. Properly use at least two tools from each of the categories of web 2.0 tools.				
Course content	1. Basic terms from web 2.0 2. Categories of web 2.0 tools 3. Image, audio and video processing tools 4. Communication tools 5. Browsers, readers and players 6. Blog, Web, wiki and collaboration tools 7. Presentation tools, documents and tables 8. Teaching tools 9. Other tools				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 3.	11	0,4	0%
	Seminar work	2.	19	0,6	50%
	Colloquium on the computer	1. – 3.	30	1	50%
	Total		60	2	100%

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. regularly attend classes and exercises. A student can miss classes up to 20% of the hourly rate fund 2. write a seminar on 1-2 web 2.0 tools 3. pass the quiz on the computer <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) contacting is possible by e-mail.</p>
Mid-term and final exam term	they are published in the ISVU system and in Studomat
Additional information on the course	<p>In the case of distance learning, deviations are possible in: 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"> 1. Janko Žufić, J., Tomislava Žajgar, T. Web 2.0 alati za učitelje, Impresum, Sveučilište Jurja Dobrile u Puli, Fakultet za odgojne i obrazovne znanosti, 2018. Pula <p>Optional:</p> <ol style="list-style-type: none"> 1. web stranice u ovisnosti o konkretnom seminaru <p>Internet links:</p> <p>https://pogledkrozprozor.wordpress.com/category/web-2-0-alati/</p> <p>http://c4lpt.co.uk/top100tools/</p>

Course Syllabus					
Course Code and Title	200175 Games and children				
Names of Lecturers	Associate Professor Marina Diković, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language – part-time study				
Course status	Elective	Study level	Undergraduate		
Semester	Summer	Study year	I		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study programme.				
Correlativity	General pedagogy, General psychology, Sociology of education, Developmental psychology, Music culture, Kinesiology culture 1, Kinesiology culture 2, Family pedagogy, ICT in early and preschool education				
Objective of the course	to acquire competences for the implementation of game in working with children in preschool age				
Learning outcomes	1. to describe the structure and classification of game by analyzing it according to structural elements 2. to compare the rules of performing children's games from Croatia and examples from various parts of the world 3. to argue the importance of play for the intellectual, physical, moral and overall development of the child 4. to organize social, motor and creative games for children 5. to observe the elements of children's play				
Course content (syllabus)	1. Game. Introduction to games. Definitions and theoretical determinations of games 2. Structure of games 3. Classification of children's games 4. Game as a part of culture. Intergenerational mediation of culture and children's subculture. Games in different cultures 5. Pedagogical significance of games. Role in preschool child development (cognitive, motor, language development and socialization) 6. Toys 7. Joint play and activities of adults and children				
Course activities, teaching and learning	Student responsibilities	Learning outcome s	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Class activities (L, E)	1. – 5.	11	0,4	10%
	Individual tasks (2 tasks)	1. – 5.	30	1	40%
	Exam (written)	1. – 5.	19	0,6	50%
	Total		60	2	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. actively participate in interactive activities during classes (pedagogical workshops, exercises, games, etc.) 2. perform two tasks: <ol style="list-style-type: none"> a) create and prepare an activity/experiment/game that in any way stimulates intelligence in children of early and preschool age. Prepare the written exercise according to the <i>Instructions for creating the Game</i> exercise (placed on the Merlin e-learning system portal), and for the presentation, prepare all the necessary materials for the implementation of the created activity, i.e. the game b) observe a game in the preschool institution according to the instructions on the Merlin e-learning system portal 3. pass the written exam. <p>Note (valid for obligations 1 and 2): The student should actively participate in interactive activities during lectures and exercises in at least 70% of the classes. The student should settle the obligations on time. If she/he does not resolve the obligation by the given deadline, then she/he loses the right to ECTS from the course 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 e-learning. In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Duran, M. (2003). <i>Dijete i igra</i> [A child and a game]. Jastrebarsko: Naklada Slap. 2. Goldberg, S. (2003). <i>Razvojne igre za predškolsko dijete</i> [Developmental games for preschool children]. Lekenik: Ostvarenje. 3. Grgec-Petroci, V. (2009). <i>Igra i dijete, dijete i igra</i> [The child plays, the child plays]. Zagreb: Obiteljski centar grada Zagreba. 4. Sršen, J. (2017). <i>Od priče do igre</i> [From the story to the game]. Zagreb – Donja Lomnica: Ekološki glasnik. <p>Optional:</p> <ol style="list-style-type: none"> 1. Auerbach, S. (2007). <i>Kako povećati IQ svog djeteta kroz igru</i> [How to increase your child's IQ through the game]. Rijeka: Naklada Uliks. 2. Einon D. (2004). <i>Igre učilice</i> [Classroom games]. Zagreb: Profil International. 3. Guenther, T. (2007). <i>1000 zabavnih igara</i> [1000 fun games]. Zagreb: Mozaik knjiga. 4. Jurdana, V. (2015). <i>Igri, Mala zavičajna čitanka</i> [Igri, Small native reader]. Pula – Viškovo: Sveučilište Jurja Dobrile u Puli i Ustanova "Ivan Matetić Ronjgov". 				

	<p>5. Klarin, M. (2017). Psihologija dječje igre [Psychology of children's play]. Zadar: Sveučilište u Zadru.</p> <p>6. Maleš, D., Stričević, I. (1996). Druženje djece i odraslih [Socializing of children and adults]. Zagreb: Školska knjiga.</p> <p>7. Popov, D. (2010). Enciklopedija razvojnih igara: za djecu od 3 do 7 godina [Encyclopedia of developmental games: for children from 3 to 7 years old]. Zagreb: Planet Zoe.</p>
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3rd semester

Course Syllabus					
Course Code and Title	200177 Early and preschool age psychology				
Names of Lecturers	Associate professor Martina Mavrinac, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer Sanja Tatković, assistant				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	II.		
Classroom location	Classroom	Teaching languages	Croatian (English)		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 0E		
Prerequisites	Prerequisite for admission is a passing grade from the General Psychology course and a signature from the Developmental Psychology course.				
Correlativity	General psychology, Developmental psychology				
Objective of the course	acquisition of knowledge of certain general laws and peculiarities of early childhood development from birth to school entry				
Learning outcomes	1. explain certain aspects of early (preschool) child development in terms of specific developmental directions 2. correctly interpret individual terms in terms of general development and individual stages of development 3. define difficulties in the early stages of child development 4. analyze the integration of previously acquired knowledge about early childhood and preschool development				
Course content (syllabus)	1. Psychomotor development in the first years of life 2. Development of cognition 3. Speech development in the first years of life 4. Socio-emotional development 5. Development of the game 6. Early emotional development and children's fears. 7. Psychological adjustment from the third to the sixth year				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	11	0,4	10%
	Written projects (seminars)	1. – 4.	27	0,9	25%
	Oral presentations	1. – 4.	21	0,7	25%

Exam (written)	1. – 4.	15	0,5	25%
Exam (oral)	1. – 4.	15	0,5	15%
Total		90	3	100%

Additional information (assessment criteria):

The term paper is written during the semester. It must be submitted by the specified deadline and meet the prescribed requirements. If this obligation is not fulfilled, so that the term paper is not submitted or does not reach the minimum quality (0%), the student will not be able to take the exam and will have to re-register for the same course. The seminar paper will be graded with a maximum of 50 points, separately for written and oral work as follows:

(a) Written part:

0 to 10% - the seminar paper is not handed in or the minimum criteria of the seminar paper are not met /in terms of structure, content, literature and expressive language/

11 to 15% - the seminar paper is poor: unclear structure, content is not presented adequately, literature is not comprehensive enough, written form is full of linguistic and grammatical errors

15 to 20% - the seminar paper is good: clear structure, content is presented adequately, questions are asked, literature agrees with the presented content, written expression is clean
20 to 25% - the seminar paper is very good: clear structure, content is presented adequately with individual overview, literature is rich (own data from an internet research used), written expression without complaints.

b) Oral part:

0 to 10% - the term paper was not presented in the given time
10 to 15% - the presentation is poor - lack of understanding of what was presented, the student uses the term paper notes by reading them.

15 to 20% - the presentation is good - the content is satisfactory, the student presents spontaneously and occasionally reads the written text of the term paper.

20 to 25% - the presentation is excellent - correct, clear and precise presentation and contains a personal critical evaluation.

The EXAMINATION is written at the end of the semester and covers the material previously covered.

It will be graded as follows:

0 to 10 points - the success rate of correct answers is 0-35%

10 to 15 points - the success rate of correct answers is 35-50%

15 to 20 points - the success rate of correct answers is 50-70%

20 to 25 points - the success rate of correct answers is 70-100%

A student with a knowledge score higher than 35% on the exam will not be allowed to take the oral exam and will be required to make corrections. The revision exam includes the treatment of one of the topics of the course in the form of a

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

	<p>Wenar, C. (2003). Developmental psychopathology and psychiatry: from infancy to adolescence. Jastrebarsko: Naklada Slap.</p> <p>In the case of distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the implementation of the activities, the methods of interpretation and teaching, and the methods of evaluation - the obligations of the students - the available literature. <p>The course instructor and the assistant will inform the students of this at the beginning of the distance learning course.</p> <p>The learning outcomes will remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Berk, L.E. (2008). Psihologija cjeloživotnog razvoja. Naklada Slap, Jastrebarsko. 2. Berk, L.E. (2015). Dječja razvojna psihologija. Naklada Slap, Jastrebarsko. 3. Starc, B., Čudina-Obradović, M., Pleša, A., Profaca, B., i Letica, M. (2004). Osobine i psihološki uvjeti razvoja djeteta predškolske dobi. Zagreb: Golden Market. <p>Optional:</p> <ol style="list-style-type: none"> 1. Vasta, R., Haith, M.M. i Miller, S.A. (1998). Dječja psihologija. Naklada Slap, Jastrebarsko. 2. Cvetković Lay J.; Sekulić Majurec, A. (2008). Darovito je, što ću s njim? Zagreb: Alinea i Centar za poticanje darovitosti Bistrić. 3. Walker S.Y. (2007). Darovita djeca. Vodič za roditelje i odgajatelje. Zagreb: Naklada Veble. 4. Shapiro L.E. (2007). Kako razviti emocionalnu inteligenciju djeteta. Zagreb: Mozaik knjiga. 5. Duran, M. (2011). Dijete i igra. Jastrebarsko: Naklada Slap. 6. Winnicot D.W. (2004). Igra i stvarnost. Biblioteka 'Svijet dječje psihe', Prosvjeta. Zagreb (str. 11 – 109) 7. Wenar C. (2003). Razvojna psihopatologija i psihijatrija od dojenačke dobi do adolescencije. Jastrebarsko: Naklada Slap. 8. Freud A. (2000). Normalnost i patologija djece. Biblioteka 'Svijet dječje psihe', Prosvjeta, Zagreb. (str. 7 – 100) 9. Mesec, I. (2010). Razvoj jezika i govora od rođenja do sedme godine. U D. Andrešić, N. Benc-Štuka (ur.), „Kako dijete govori? Razvoj govora i jezika, najčešći poremećaji jezično-govorne komunikacije djece predškolske dobi“. Zagreb: Planet Zoe, str.6-16 10. Zrilić, S. (2013). Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole. Zadar: Sveučilište. 11. Čuturić N. (1996). Psihomotorni razvoj djeteta u prve dvije godine života. Naklada Slap, Jastrebarsko, 1996.

Course Syllabus			
Course Code and Title	200178 Early and preschool age pedagogy 1		
Names of Lecturers	Assistant professor Danijela Blanuša Trošelj, PhD (main course teacher) Monika Terlević, assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	II
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	15L – 7,5S – 0E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study programme.		
Correlativity	General psychology, General pedagogy, Sociology of upbringing and education, Developmental psychology, Family pedagogy, Diversity of the living world and ecology, all methodologies		
Objective of the course	Adopt competencies for theoretical and practical research on early development, upbringing and education of children (in the context of family and non-family social and cultural conditions) in accordance with the curriculum of early and preschool education and child rights		
Learning outcomes	<ol style="list-style-type: none"> 1. Interpret basic scientific knowledge about modern approaches to children of early and preschool age 2. critically analyze scientific and professional sources on early and preschool education in the light of modern knowledge about preschool children 3. interpret the basic provisions of the basic legal documents for work in organized early and preschool education and care 4. implement the acquired competencies through personal reflection on the practical dimensions of early and preschool education and care 5. understand the holistic nature of the educational process, the processes of learning and emancipation of the child 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Scientific basis of Pedagogy of early and preschool age 2. Socio-historical context of creating the foundations of early and preschool education and pedagogical heritage 3. Basic pedagogical processes 4. Child, childhood and the quality of institutional early and preschool education 5. The institutional context of growing up and development of early and preschool children aligned with the determinants of the pedagogical standard, curriculum and child rights (UN Declaration on the Rights of the Child) 6. Curriculum of Early and preschool education; Basic determinants in the construction and co-construction of the curriculum 7. Professionals in early and preschool education 8. Reflexive practice. The educator as a reflective practitioner 		

	9. Professional development of educators				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L,S)	1. – 4.	17	0,6	10%
	Seminars	1. – 4.	39	1,3	40%
	Exam (oral)	1. – 4.	25	0,8	20%
	Exam (written)	1. – 4.	63	2,1	30%
	Total		120	4	100%
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.) 2. write, submit and present a seminar paper (detailed instructions will be presented in class, and the process of creating and submitting a seminar paper should be coordinated with the Instructions for creating a seminar paper - posted on the Merlin e-learning system portal) 3. pass the exam. <p>Note (valid for obligation 2): The student should write a seminar paper and submit it within the agreed deadline. If he does not solve the obligation by the given deadline, then he loses the right to ECTS credits in that academic year. The deadlines in this course must be respected.</p>				
Mid-term and final exam term	They are published in the ISVU system.				
Additional information on the course	<p>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.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Višnjić-Jevtić, A. (ur.) (2014). Pedagogija ranog i predškolskog odgoja i obrazovanja. Sveučilišni udžbenik. Zagreb: Alfa i Učiteljski fakultet u Zagrebu. Poglavlja 1, 2, 7 i 9. 2. Slunjski, E. (2006). Stvaranje predškolskog kurikulumu u vrtiću - organizaciji koja uči. Čakovec: VUŠ Čakovec, Mali profesor. 3. Šagud, M. (2006). Odgajatelj refleksivni praktičar. Petrinja: Mali profesor, VUŠ Petrinja. 4. Slunjski E. i suradnici (2015). Izvan okvira-kvalitativni iskoraci u shvaćanju i oblikovanju predškolskog kurikulumu. Zagreb: Element, d.o.o. 5. Mendeš, B. (2020). Prema suvremenom dječjem vrtiću. Hrvatska sveučilišna naklada. 6. Miljak, A. (2009). Življenje djece u vrtiću. SM Naklada, Zagreb.: str. 157-173 <p>Optional:</p>				

	<p>1. Giesecke, K. (1999). Uvod u pedagogiju (poglavlje: Biološke i psihološke pretpostavke rasta, (str. 13-31) Zagreb, Hrvatsko pedagoško društvo.</p> <p>2. Gudjons, H. (1994). Pedagogija temeljna znanja (poglavlja: Metode znanosti o odgoju (str. 49-60); Dječja i mladenačka dob, kratak prikaz psihologije razvoja, cjelina Djetinjstvo (str. 93-108), Zagreb, Educa.</p> <p>3. Ljubetić, M. (2010). Partnerstvo obitelji, vrtića i škole. Zagreb: Školska knjiga.</p> <p>4. Miljak, A. (1995). Humanistički pristup teoriji i praksi predškolskog odgoja, Zagreb, HPKZ (odabrana poglavlja).</p> <p>5. Mitrović, D. (1982). Predškolska pedagogija, Svjetlost Sarajevo.</p> <p>6. Sheridan, D. (1997). Dječji razvoj od rođenja do pete godine, Zagreb: Educa.</p> <p>7. Stokes-Szanton, E. (2000).Kurikulum za jaslice: razvojno-primjereni program za djecu od 0 do 3 godine. Zagreb: Udruga roditelja Korak po korak.</p> <p>Articles:</p> <p>1. Babić, N., Irović, S. (2001). Učenje i poučavanje u predškolskim programima u svjetlu konstruktivizma. Napredak,1, 39-50.</p> <p>2. Čudina Obradović, M.(1995). Psihološka utemeljenost institucionalnog predškolskog odgoja: Teorije razvoja i njihov doprinos razumijevanju obrazovnih potreba predškolske djece Napredak, br.136(1).</p> <p>3.Vujičić, L. (2010), Istraživanje kulture odgojno-obrazovne ustanove, Zagreb: Mali profesor</p> <p>4. Šagud, M. (2002). Odgajatelj u dječjoj igri, Zagreb, Školske novine(str. 1.16.)</p> <p>5. Pećnik, N. i Starc, B. (2010), Roditeljstvo u najboljem interesu djeteta i podrška roditeljima najmlađe djece, Zagreb: UNICEF (str. 131-155.)</p> <p>Referential:</p> <p>1.Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje Narodne novine, 5/15)</p> <p>2. Deklaracija o pravima djeteta</p> <p>3. Državni pedagoški standard predškolskog odgoja i obrazovanja, (Narodne novine, 63/08 i 90/10)</p>
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Course Syllabus			
Course Code and Title	200179 Pedagogy of children with developmental difficulties		
Name of Lecturer	Full Professor Mirjana Radetić-Paić, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	undergraduate
Semester	Winter	Study year	II
Classroom location	Classroom	Teaching languages	Croatian
ECTS credits	5	Number of hours per semester	15 L – 15S – 0E
Prerequisites	No prerequisites.		
Correlativity	General pedagogy, General psychology, Developmental psychology		
Objective of the course	acquire content on the educational integration of children with developmental disabilities, on the peculiarities of development and the specifics of education of children with voice-speech-language difficulties, hearing-impaired children, visually impaired children, children with intellectual disabilities and autism, children with physical disabilities and chronic diseases and children with behavioral disorders		
Learning outcomes	<ol style="list-style-type: none"> 1. recognize (less expressed) developmental difficulties in children 2. describe the impact of developmental difficulties on the ability to learn, initial reading and writing 3. properly apply adopted procedures for working with children with developmental disabilities 4. analyze peculiarities in the behavior of children with developmental disabilities 5. assess the developmental potential of children with developmental disabilities 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Educational integration: idea development, integration models, legal regulations. 2. Voice-speech-language difficulties: Introduction to language-speech pathology and norms of orderly development, types of language-speech difficulties (articulation difficulties, stuttering, rashness, voice disorders, language difficulties, dyslexia, dysgraphia, dyscalculia). The influence of language and speech difficulties on the ability to learn, read and write. Procedures in working with children with speech and language difficulties. 3. Hearing impairment: Causes. Demographic indicators. Classifications. Psychosocial consequences of hearing impairment. Approaches and procedures in working with hearing impaired children. 4. Visual impairment: Visual impairment - biopsychosocial problem. Structural approach to visually impaired people. Peculiarities of the 		

	<p>development of visually impaired children. History of education and social integration of the visually impaired.</p> <p>5. Motor disorders and chronic diseases: Definition and classification of motor disorders and chronic diseases. Peculiarities of the development of children with motor disorders and chronic diseases. Educational integration of children with motor disorders into the regular preschool system.</p> <p>6. Intellectual disabilities and autism: Classical and contemporary definitions of intellectual disabilities (mental retardation/autism, learning disabilities and support systems). Features of development, non-discriminatory assessment, procedures support (kindergarten, extracurricular programs).</p> <p>7. Behavioral disorders: Concept and classifications of behavioral disorders of children and young people. Risk behaviors and behavioral disorders. The most common forms of behavioral disorders of children and young people in relation to the environment in which they manifest. From prevention, early interventions to specific forms of treatment.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 5.	23	0,8	5%
	Activities (classwork)	1. – 4.	30	1	5%
	Written projects (seminar)	1.- 4.	30	1	40%
	Exam (written and oral)	1.- 5.	67	2,2	45% 5%
	Total		150	5	100%
	Additional information (assessment criteria):				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. regularly attend lectures and seminars (three absences are allowed) 2. actively participate in all forms of teaching 3. write and submit a seminar paper 4. pass a written and oral exam. 				
Mid-term and final exam term	They are published in the ISVU system and Studomat				
Additional information on the course	<p>Materials are delivered for e-learning.</p> <p>In the case of distance learning, deviations are possible in: the place of the course, implementation of activities, 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.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Bouillet D. (2010). <i>Izazovi integriranog odgoja i obrazovanja</i>. Zagreb: Školska knjiga. 2. Pintarić Mlinar, L. (2014). Priručnik za razvoj inkluzivnih ustanova ranog i predškolskog odgoja i obrazovanja. Jastrebarsko: Dječji vrtić Radost. 3. Ljubešić, M., Šimleša, S., Bučar, M. (ur.). (2015). Razvoj inkluzivne prakse u dječjim vrtićima. Podrška uključivanju djece s teškoćama u razvoju u redovne vrtiće. Zagreb: Hrvatska udruga za ranu intervenciju u djetinjstvu. 4. Radetić-Paić, M. (2013). <i>Prilagodbe u radu s djecom s teškoćama u radu u odgojno-obrazovnim ustanovama</i>. Pula: Sveučilište Jurja Dobrile u Puli. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bašić, J., Koller-Trbović, N., Uzelac, S. (ur.) (2004). <i>Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja</i>. Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu. 2. Bradarić-Jončić, S., Ivasović, V. (2004). <i>Sign Language, Deaf Culture & Bilingual Education</i>. Zagreb: HRF. 3. Galić-Jušić, I. (2004). <i>Djeca s teškoćama u učenju</i>. Lekenik: Ostvarenje. 4. Radetić-Paić, M., Ružić-Baf, M., Zuliani, Đ. (2011). <i>Poremećaji nedovoljno kontroliranog ponašanja sa psihološkog, socijalnopedagoškog te informacijskog i komunikacijskog aspekta</i>. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu
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Course Syllabus					
Course Code and Title	200180 Music practicum 1				
Names of Lecturers	Full professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Branko Radić, MSc, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	II		
Classroom location	Classroom	Teaching languages	Croatian (Italian, Slovenian)		
ECTS credits	2	Number of hours per semester	0L – 0S – 15E		
Prerequisites	There are no prerequisites				
Correlativity	Music practicum 2, Music culture methodology in the integrated curriculum 1, Music culture methodology in the integrated curriculum 2				
Objective of the course	Play and sing simple songs on an instrument with keys (piano, keyboards) and play and sing with Orff instruments.				
Learning outcomes	1. Play simple songs on the keyboard separately with the left and right hand. 2. Apply the skill of reading musical notation to interpret simpler compositions by singing and playing the piano (keyboard). 3. Play meter and rhythm on Orff instruments. 4. Sing children's songs and musical games in a range of up to 5 tones				
Course content (syllabus)	1. Musical literacy 2. Familiarizing and application of musical expressive elements 3. Technical exercises for the development of finger motor skills 4. Playing scales (major and minor), through one octave, up to four accidentals 5. Playing the melody with the right hand and simple harmonic accompaniment with the left hand (separately) on the keyboard 6. Playing meter and rhythm on Orff instruments. 7. Singing				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activities E	1. – 4.	11	0,4	20 %
	Playing exercises	1. – 4.	19	0,6	20 %
	Written exam	1. – 4.	15	0,5	30 %
	Oral exam	1. – 3.	15	0,5	30 %
	Total		60	2	100 %

	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory.</p> <p>Class attendance is evaluated as follows:</p> <p>0% = Does not attend lectures</p> <p>10% = Attendance 50%</p> <p>20% = Attendance 100%</p> <p>Practicing playing is necessary (as homework) to master the course.</p> <p>0% = Does not exercise</p> <p>5% = Mastered 1 song</p> <p>10% = Mastered 2 songs</p> <p>15% = Mastered 3 songs</p> <p>20 % = Mastered 4 songs</p> <p>The assistant will listen to the songs immediately before the exam or during the consultation. The written exam is evaluated as follows:</p> <p>less than 50% correct answers = 0% grade</p> <p>from 50.1% onwards in a proportional share up to 30% of the grade.</p> <p>Oral exam - the playing of the scale, the composition chosen by the student and the composition a prima vista chosen by the teacher are evaluated. It is played separately with the left and right hand. All three elements must be played positively to pass the oral part of the exam. It is graded as follows:</p> <p>from 1 to 5. 0% = does not master 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 grade of all elements is up to 4.4</p> <p>30% = the average grade of all elements is from 4.5.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes 2. play the given exercises 3. take the written exam 4. take the oral exam
Mid-term and final exam term	<p>Exam terms are published on the website of the Faculty of Educational Sciences and in ISVU.</p>
Additional information on the course	<p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching and ways of evaluation - student obligations - available literature. <p>The teacher and associate will inform the students about this when distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Jurišić, G., Sam Palmić, R. (2002). Brojalica, snažni glazbeni poticaj. Rijeka: Adamić 2. Riman, M. (2001). Zvončići. Rijeka: Izdavački centar Rijeka. 3. Sam, R. (1992). Sviramo uz pjesmu. Rijeka: Glosa. <p>Optional:</p> <ol style="list-style-type: none"> 1. Ashworth, S. (2011). Naučite svirati klavijature. Zagreb: Mozaik knjiga. 2. Prašelj, D.(prir.)(1990). Ivan Matetić-Ronjgov: Zaspal Pave, Rijeka :

	<p>Izdavački centar Rijeka i KPD „Ivan Matetić-Ronjgov“</p> <p>3. Petrović, T. (2007). Osnove teorije glazbe. Zagreb: Hrvatsko društvo glazbenih teoretičara.</p> <p>4. Music culture textbooks that are used for grades 1.-4. grade of primary school</p> <p>Referential: various songbooks.</p>
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Course Syllabus					
Course Code and Title	212615 Visual art				
Names of Lecturers	Assistant professor Breza Žižović (main course teacher) Urianni Merlin, PhD, professor of professional study				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	II.		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	Not applicable				
Correlativity	Artistic creation - shape and colour; Music culture				
Objective of the course	assess artwork by learning the theory of techniques, visual motifs, visual language and syntax				
Learning outcomes	<ol style="list-style-type: none">1. Analyse a work of visual art in respect of the elements of visual language, technique, motif, period of time in which the work was composed and in which the author produced his or her artwork;2. Distinguish the main characteristics and features through the history of art from prehistoric times to date on art reproductions and original artwork at art shows;3. Critically analyse visual problems and artwork at recent art shows and museums, public spaces				
Course content (syllabus)	<ol style="list-style-type: none">1. Approach to a work of art: characteristics and specificities and relationship between the elements of form in painting, sculpture and architecture2. Visual techniques and motifs through the history of art3. Elements of visual language and syntax4. Art periods from prehistoric times to avant-garde movements (the greatest works of art of the world’s artistic heritage)5. Written analysis of works (critical review of art shows or assigned art reproductions)				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. - 3.	11	0,4	10%
	Individual tasks	1. - 3.	30	1	30%
	Written works (knowledge check - analysis of works and art problems)	1. - 3.	30	1	20%

	Exam (application of acquired competences for the purpose of confirming achieved outcomes)	1. - 3.	19	0,6	40%
	Total		60	2	100%
	Additional information (assessment criteria):				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend the classes and complete autonomously the required practical assignments 2. produce all visual projects until the end of the winter semester 3. write an analysis of works of art until the end of the winter semester 4. take the oral or written exam 				
Mid-term and final exam term	They are provided 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"> 1. Babić, A.: Likovna kultura, pregled povijesti umjetnosti, Osijek, 1997. 2. Jakubin, M.: Osnove likovnog jezika i likovne tehnike, Institut za pedagoška istraživanja Filozofskog fakulteta Sveučilišta u Zagrebu, 1990. 3. Peić, M.: Pristup likovnom djelu, Školska knjiga, Zagreb, 1977. 4. Pischel, G.: Opća povijest umjetnosti I., II., III., Mladost, Zagreb, 1977. Optional: 5. Grupa autora: opća povijest umjetnosti, Mozaik knjiga, Zagreb, 2000. 6. Ivančević, R.: Likovni govor, Uvod u svijet likovnih umjetnosti, Profil, Zagreb, 1997. 7. Dorfles, G.: Kič, antologija lošeg ukusa, Zagreb, Golden marketing, 1997. 8. Hrvatska likovna enciklopedija, Leksikografski zavod Miroslava Krlež i Vjesnik, Zagreb, 2005. 9. Monografije velikih umjetnika, časopisi, internet, katalozi... 10. Muzeji i galerije svijeta, Mladost Zagreb; Mladinska knjiga Ljubljana 1978. 11. Wölfflin, H.: Osnovni pojmovi iz povijesti umjetnosti, <i>Veselin Masleša</i>, Sarajevo, 1958. 				

Course Syllabus					
Course Code and Title	227277 Children’s literature				
Name of Lecturer	Assistent Professor Kristina Riman, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	II.		
Classroom location	Classroom	Teaching languages	Croatian		
ECTS credits	4	Number of hours per semester	15L – 15S – 0E		
Prerequisites	There are no prerequisites for enrollment and for mastering the course.				
Correlativity	Croatian language, Music culture, Art culture, Media culture, Puppetry and stage culture, Methodology of spoken communication				
Objective of the course	Become familiar with the basic concepts of children's literature. Students will acquire basic knowledge of the types of children's literature and their development, and develop the ability to independently interpret literary content intended for preschool children.				
Learning outcomes	1. apply basic terms from the field of children's literature 2. analyze individual works of children's literature 3. analyze different literary genres 4. critically evaluate individual works of children's literature 5. apply the acquired skills in the interpretation of literary texts for preschool children				
Course content (syllabus)	1. Introduction to the study of children's and young adult literature (Definition and name. Orientation of reception. Problem of classification. Problem of periodization). 2. Picture books. 3. Poetry for children. 4. Fairy tales (folk tales and art tales). 5. Children's stories (definition, development and division of the story). 6. Children's novel (definition of children's novel and basic characteristics, types of novels). 7. History of world literature for children and the youth. 8. History of Croatian children and youth literature.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 5.	22,5	0,8	10%

	Individual tasks (seminars)	2. – 5.	34	1,2	40%
	Preentation of seminars	2. – 5.	33,5	1,2	40%
	Colloquium	1.,2.	15	0,4	30%
	Exam (oral)	1.,2.,5.	15	0,4	30%
	Total		120	4	100%
	<p>Additional information (assessment criteria):</p> <p>It is desirable that students attend and actively participate in classes. Student attendance in lectures and seminars is recorded separately. A student may earn 10% of the points if he/she does not miss a lecture. Points are deducted for absences according to the following formula: 3 points for 1 absence, 5 points for 2 absences, 7 points for 3 absences, and 10 points for 4 absences.</p> <p>Absences cannot be compensated and should not be excused. A colloquium will be written during the course with a maximum of 30%. Independent assignments will be given during the class, and students will receive instructions on how to solve them in the e-learning course of the same name. The final knowledge test is conducted through a final oral exam.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. pass the colloquium 2. write a seminar paper 3. read and analyse at least 10 titles from the attached reading list 4. pass the exam 				
Mid-term and final exam term	They are published in the ISVU system.				
Additional information on the course	<p>In distance learning, variations are possible in terms of: the location of the course, the delivery of the activities, the methods of interpretation and teaching and methods of assessment, 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. The learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Hameršak. M. i Zima, D. <i>Uvod u dječju književnost</i>. Leykam d.o.o: Zageb, 2015. 2. Hranjec, S. <i>Pregled hrvatske dječje književnosti</i>. Školska knjiga, Zagreb, 2006. 3. Crnković, M. i Težak, D. <i>Povijest hrvatske dječje književnosti od početaka do 1955.</i>, Znanje, Zagreb, 2002. <p>Optional:</p> <ol style="list-style-type: none"> 1. Crnković, M., <i>Hrvatske malešnice</i>, Zagreb 1998. 2. Hameršak, M. <i>Pričalice: o povijesti djetinjstva i bajke</i>, Algoritam, Zagreb, 2011. 3. Hranjec, S. <i>Hrvatski dječji roman</i>, Znanje, Zagreb, 1998. 4. <i>Kakva je knjiga slikovnica (zbornik)</i>, Zagreb, 2000. 5. Kolar-Dimitrijević, M. <i>Tragovi vremena u djelima Mate Lovraka, Srednja Europa</i>, Zagreb, 2012. 				

	<ol style="list-style-type: none"> 6. Kos-Lajtman, A. Autobiografski diskurs djetinjstva, Naklada Ljevak, Zagreb, 2011. 7. Majhut, B. Pustolov, siroče i dječja družba: hrvatski dječji roman do 1945. FF press, Zagreb, 2005. 8. Majhut, B. Recepcija romana Čudnovate zgode Šegrta Hlapića Ivane Brlić Mažuranić, Nova Croatica, Vol. 2, No 2, 2008. 9. Težak, D. Dječji junak u romanu i filmu. Školske novine, Zagreb, 1990. 10. Redefiniranje tradicije: dječja književnost, suvremena komunikacija, jezici i dijete, Učiteljski fakultet Sveučilišta u Zagrebu, Zagreb, 2011. 11. Težak, D. Vitez i Kušan – začetnici moderne hrvatske dječje književnosti, Metodika, Vol 7, No 3, 2006. 12. Veliki vidar: stoljeće Grigora Viteza, Učiteljski fakultet Sveučilišta u Zagrebu, Zagreb, 2013. 13. Visinko, K. Dječja priča – povijest, teorija, recepcija i interpretacija. Školska knjiga, Zagreb, 2005. 14. Vrcić-Mataija, S. Prilog tipologiji hrvatskog dječjeg romana. Fluminensia, Vol. 23, No. 2, 2012. 15. Zima, D., Kraći ljudi: povijest dječjeg lika u hrvatskom dječjem romanu, Školska knjiga, Zagreb, 2011. <p>Periodicals:</p> <ol style="list-style-type: none"> 1. Libri & Liberi: časopis za istraživanje dječje književnosti i kulture 2. Književnost i dijete <p>Readings:</p> <ol style="list-style-type: none"> 1. Narodne bajke i priče 2. Hrvatske narodne bajke i priče 3. Charles Perrault: Bakine priče ili priče iz drevnih vremena (Bajke) 4. Braća Grimm: Bajke i priče 5. Hans Christian Andersen: Bajke i priče 6. Gustav Schwab: Najljepše priče klasične starine 7. Lewis Carroll: Alica u zemlji čudesa i iza zrcala 8. Oscar Wilde: Sretni princ i druge bajke 9. Ivana Brlić-Mažuranić: Priče iz davnine, Čudnovate zgode šegrta Hlapića 10. Carlo Collodi: Pinocchio 11. James M. Barrie: Petar Pan 12. Astrid Lindgren: Pipi Duga Čarapa 13. Antoine de Saint Exupery: Mali princ 14. Gustav Krklec, Grigor Vitez, Luko Paljetak, Zvonimir Balog – Pjesme 15. Mark Twain: Pustolovine Toma Sawyera, Kraljević i prosjak 16. Johanna Spyri: Heidi 17. Jagoda Truhelka: Zlatni danci 18. Ferenc Molnar: Junaci Pavlove ulice 19. Erich Kastner: Emil i detektivi, Blizanke 20. Mato Lovrak: Družba Pere Kvržice, Vlak u snijegu 21. Ivan Kušan: serijal romana o Koku, Lažeš Melita, Domaća zadaća, Zagonetni dječak, Ljubav ili smrt 22. Ezop, de la Fontaine, Krilov: Basne 23. Rudyard Kipling: Knjiga o džungli
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	<p>24. Felix Salten: Bambi</p> <p>25. Jack London: Zov divljine</p> <p>26. Daniel Defoe: Robinson Crusoe</p> <p>27. Jules Verne: roman po izboru</p> <p>28. Anto Gardaš: Duh u močvari, Miron u škripcu, Filip dječak bez imena</p> <p>29. Henryk Sienkiewicz: Kroz pustinju i prašumu</p> <p>30. Hrvoje Hitrec: Smogovci</p> <p>31. Sue Townsend: Tajni dnevnik Adriana Molea</p> <p>32. Sanja Pilić: Sasvim sam popubertetio; Jesam li se zaljubila; Što mi se to događa</p> <p>33. J. K. Rowling: Harry Potter i kamen mudraca; Harry Potter i odaja tajni</p>
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Course Syllabus			
Course Code and Title	200183 Kinesiology		
Name of Lecturer	Full professor Iva Blažević, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	II.
Classroom location	Classroom, sports hall	Teaching language	Croatian
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E
Prerequisites	There are no prerequisites.		
Correlativity	Kinesiology culture, Kinesiology methodology in the integrated curriculum, General pedagogy, Early and preschool age pedagogy, Sociology of education, General psychology, Early and preschool age psychology, Developmental psychology, Pedagogy of children with developmental disabilities, Health protection and care of preschool child, Methodology of pedagogic research, Philosophy of education and vocational ethics		
Objective of the course	master the basic kinesiology laws on which planning, programming, implementation and evaluation of the exercise process in the field of physical education of early and preschool children are based		
Learning outcomes	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 2. define the significance of movement for a person's life and society 3. carry out simpler research tasks in the field of physical education with the aim of interpreting and improving immediate theory and practice.		
Course content (syllabus)	1. Concept, definitions and development of kinesiology. 2. The structure of kinesiology science and the uniqueness and relationship between kinesiology and other sciences. 3. Kinesiological phenomena and laws. 4. Measuring instruments and measurements in kinesiology in the field of applied kinesiology (education). 5. Anthropological characteristics. 6. Motor abilities (variety and degree of acquisition of motor abilities, level of characteristics and abilities, state of health and educational effects). 7. Management of kinesiology transformation processes and parameters of exercise process management. 8. Programming of the exercise process for children of early and preschool age (selection and distribution of work content, intensity and modality).		

	9. Monitoring, checking and evaluating the acquisition of motor, abilities, characteristics and health. 10. The influence of the exercise process on the human body.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L,E)	1. – 3.	11	0,4	10%
	Exam (oral)	1.– 3	49	1,6	90%
	Total		60	2	100%
	Additional clarifications (evaluation criteria): The oral exam consists of three questions in which a maximum of 90% of the grade can be achieved.				
Course requirements	To pass the course, the student must: 1. Pass the oral exam.				
Mid-term and final exam term	They are published in the ISVU system.				
Additional information on the course	Lecture materials are published on e-learning. In the case of distance learning, deviations are possible in: - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. The course instructor and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Compulsory: 1. Prskalo, I., Sporiš, G. (2016). <i>Kineziologija</i> . Zagreb: Školska knjiga. 2. Sekulić, D., Metikoš, D. (2007). <i>Osnove transformacijskih postupaka u kineziologiji</i> . Sveučilište u Splitu: Fakultet prirodoslovno-matematičkih znanosti i kineziologije. Optional: 1. 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. 2. Findak, V., Metikoš, D., Mraković, M, Neljak, B. (1996). <i>Primijenjena kineziologija u školstvu-NORME</i> . Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 3. Neljak, B., Novak, D., Sporiš, G., Višković, S. (2011). <i>Metodologija vrednovanja kinantropoloških obilježja učenika u tjelesnoj i zdravstvenoj kulturi-Crofit norme</i> . Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				

Course Syllabus					
Course Code and Title	212617 Kinesiology culture 3				
Names of Lecturers	Full professor Iva Blažević, PhD (main course teacher) Ivan Oreb, PhD, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
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 – 15E		
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.				
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture				
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, sport games, swimming, dances and different types of elementary and relay games 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 organizational forms of work (with and without props, with and on equipment, with and without music, independently and in pairs). 2. Volleyball - shots on the ball in a jump on the net, top serve, rules of the game, tactics of the game, game. 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. 4. Handball – passing, receiving and guiding the ball, jump-shot. 5. Dances: Foxtrot, Slow fox. 6. Hiking in nature and mountain climbing.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities, evaluation	1. – 4.	11	0,4	80%
	Field work	1. – 4.	19	0,6	20%

	Total	30	1	100%
	Additional clarifications (evaluation criteria): The activity in class, the given elements of motor knowledge and the results of tests (levels) of motor and functional abilities are evaluated.			
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Actively participate in classes. 2. Come to class without any jewelry in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants). 3. 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). 4. Master all given elements. 			
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. 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).</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 lecturers will inform students when the distance learning begins. Learning outcomes remain unchanged.</p>			
Bibliography	<p>Mandatory: Literature is not mandatory.</p> <p>Optional:</p> <ol style="list-style-type: none"> 1. Findak, V. (2001). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga. 2. Findak, V., Prskalo, I., Babin, J. (2011). <i>Sat Tjelesne i zdravstvene kulture u primarnoj edukaciji</i>. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu. 3. Kosinac, Z. (2011). <i>Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine</i>. Split: Savez školskih športskih društava grada Splita. 4. Pejčić, A. i Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci. 5. Prskalo, I., Sporiš, G. (2016). <i>Osnove kineziologije</i>. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu. 6. Sekulić, D., Metikoš, D. (2007). <i>Osnove transformacijskih postupaka u kineziologiji</i>. Sveučilište u Splitu: Fakultet prirodoslovno-matematičkih znanosti i kineziologije. <p>Referential:</p>			

	<p>1. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996). <i>Primijenjena kineziologija u školstvu-NORME</i>. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu.</p> <p>2. Šimunić, M. (1996). <i>Zašto ne pušiti?</i> Zagreb: 4P.</p>
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Course Syllabus			
Course Code and Title	200187 Professional training 2		
Names of Lecturers	Associate Professor Sandra Kadum, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	II
Classroom location	Preschool institution	Teaching language	Croatian
ECTS credits	2	Number of hours per semester	1 week in the semester 2 weeks in February 0L – 0S – 75E
Prerequisites	There are no prerequisites.		
Correlativity	All courses from the study programme.		
Objective of the course	train students for independent application of professional-methodical knowledge, assuming responsibility in the processes of further professional affirmation and improvement of their professional profile, and for reflection on early and preschool education		
Learning outcomes	1. correctly interpret the specific conditions for the implementation of early education and training (spatial, material, personnel, programmatic) 2. prepare a three-month integrated work program based on children's developmental and educational needs 3. apply techniques for observing the child's activities and abilities 4. analyze the behavior of educators and children 5. devise original solutions for new educational situations 6. evaluate personal practical experience in educational work with children		
Course content	1. Getting to know the plan and program of the educational group 2. Cooperation with the professional service, technical staff and other educators 3. Getting to know the professional training program for educators 4. Kindergarten/nursery cooperation with parents and the local community 5. Assisting and helping the teacher of the group in the realization of daily tasks 6. Daily observation of all-day activities and involvement in the work with the help of educators - mentors 7. Monitoring work with gifted children and children with developmental disabilities (if there are any in the group)		

	8. Analysis of communication and interaction between adults - child/children, child - child/children in everyday situations/activities				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity of E	1. – 6.	56	1,9	90%
	Written projects	1. – 6.	4	0,1	10%
	Total		60	2	100%
	<p>Additional clarifications (evaluation criteria):</p> <ul style="list-style-type: none"> - Cooperation with the psycho-pedagogical service, technical staff and other educators. - Getting to know the professional training program for educators. - Cooperation of kindergarten/nursery with parents and the local community. - Assisting and helping the teacher of the group in the realization of daily tasks. - Daily observation of all-day activities and involvement in the work with the help of educators - mentors. - Monitoring work with gifted children and children with developmental disabilities (if there are any in the group). - Analysis of communication and interaction between adults - child/children, child - child/children in everyday situations. <p>In the practice diary, the student writes (for the period in which the practice is carried out):</p> <ul style="list-style-type: none"> - educators' quarterly, monthly and weekly work plan - daily plan - planned activities during each day with explained goals and tasks to be achieved - all daily activities (free and organized) observed during each day of practice. <p>Observations on the implementation of planned activities in the group during professional-pedagogical practice must include:</p> <ul style="list-style-type: none"> - the name of the observed game, activity - the number of children present and the number of children with special needs - methods and forms of work and duration of individual stages - place of play, means and toys, didactic material - during the activity, observe and record everything that educators and children do - pay attention to the teacher's speech, the questions asked and the children's answers <p>The student performs professional-pedagogical practice in the chosen preschool institution for 1 week in the semester and 2 weeks in February (75 hours). Students are assigned a mentor/educator with whom they spend three weeks following all the activities of the educational group.</p>				

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Regularly attend professional practice according to the hourly rate determined by the Implementation Plan of the course. 2. Actively participate in the organized activities of the preschool institution during professional practice - activities with children, seminars, professional activities, cooperation with parents. 3. Keep a Journal of professional practice. <p>Notes:</p> <ol style="list-style-type: none"> 1. The instructions on writing professional practice diaries that are delivered to male and female students determine their level of competence in work and represent the basis for designing the Implementation Plan and Practice Program. Principals of pre-school institutions, professional assistants and managers, together with mentors, participate in the creation of the Executive Plan and program of students' professional practice in order to achieve the set learning outcomes. 2. Upon completion of professional practice, male and female students submit the Practice Diary to the director or head of the pre-school institution for signature. The male and female students' hand in the signed Practice Diary to the course leader or course assistant. 3. The pre-school institution submits a Certificate of completed professional practice for each male and female student.
Mid-term and final exam term	They are published in the ISVU system.
Additional information on the course	<p>The materials are published on the e-learning course.</p> <p>In the case of distance learning, deviations are possible in: the place of the course, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Bredkamp, S. (1996). Kako djecu odgajati: razvojno primjerena praksa u odgoju djece od rođenja do osme godine, Zagreb: Educa. 2. Došen-Dobud, A. (1995). Malo dijete - veliki istraživač, Zagreb: Alineja. 3. Hansen, K.A.; Kaufman, R-K.; Walsh, K.B.(2004). Kurikulum za vrtiće, Zagreb: Pučko otvoreno učilište korak po korak. 4. Slunjski, E. (2003). Devet lica jednog odgajatelja/roditelja, Zagreb: Mali profesor. 5. Šagud, M. (2003). Odgajatelj u dječjoj igri, Zagreb: Školske novine.

Course Syllabus					
Course Code and Title	200188 Oral regional heritage				
Name of Lecturer	Full professor Vjekoslava Jurdana, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	II		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	2	Number of hours per semester	7,5L – 7,5S – 0E		
Prerequisites	There are no prerequisites.				
Correlativity	Children's literature, Media culture, Art culture, Musical culture, Croatian language, Speech expression				
Objective of the course	to learn about the rich oral heritage of Istria and its homeland and the role of cultivating this heritage in preschool education				
Learning outcomes	1. correctly interpret the oral heritage of Istria and its homeland 2. apply concrete experiences to the care of the native heritage in field teaching 3. use professional and scientific literature and correctly apply the acquired knowledge 4. creatively design a specific educational model with the oral heritage in the work with preschool children				
Course content (syllabus)	1. Oral native heritage: concept, record, connection with other forms of folklore 2. Types in verse 3. Types 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 (%)
	Class activities (L, S, E)	1. – 4.	11	0,4	10 %
	Fieldwork	2.	3	0,1	0 %
	Individual tasks (research)	3.	24	0,8	60 %
	Exam (oral)	1. – 4.	22	0,7	30 %
	Total		60	2	100%

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend class and actively participate in lectures and seminars 2. participate actively and continuously in the supervision and evaluation of seminar papers in accordance with the postulates of reception theory 3. actively participate in field classes: book fair in Istria, Monte Librić and certain local events. 4. study theoretical literature and apply it to work with preschool children in designing a concrete model of work. 5. pass the oral examination.
Mid-term and final exam term	They are published in the ISVU system.
Additional information on the course	<p>Other important facts related to the course</p> <p>In the case of distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - the implementation of the activities, the interpretation and the teaching methods, as well as the evaluation of the methods - the obligations of the students - the available literature. <p>The course instructor will inform students of this at the beginning of the distance learning course. Learning outcomes will remain unchanged. Materials for lectures and seminars are published on e-learning</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Bonifačić Rožin, N. (1963). Narodne drame, poslovice i zagonetke, PSHK, knjiga 27, MH i Zora, Zagreb. 2. Bošković-Stulli, M. (1986). Zakopano zlato, Hrvatske usmene pripovijetke, predaje i legende iz Istre, Istra kroz stoljeća, Pula/Rijeka. 3. Botica, S. (1995). Hrvatska usmenoknjiževna čitanka, Školska knjiga, Zagreb. 4. Botica, S. (2013). Povijest hrvatske usmene književnosti, Školska knjiga, Zagreb. 5. Hrvatske narodne pjesme što se pjevaju u Istri i na Kvarnerskih otocima (1880) pretisak 1997., Istarsko književno društvo „Juraj Dobrila“, Pazin. 6. Jurdana, V. (2015). Igri. Mala zavičajna čitanka, Sveučilište Jurja Dobrile u Puli/ Ustanova „Ivan Matetić Ronjgov“ Viškovo. 7. Kekez, J. (1998). Usmena književnost, u: Uvod u književnost, Globus, Zagreb. <p>Optional:</p> <ol style="list-style-type: none"> 1. Delorko, O. (1960). Istarske narodne pjesme, Institut za narodnu umjetnost, Zagreb. 2. Mikac, J. (1997). Istarska škrinjica, MH, Zagreb. 3. Orlić, D. (2005). Istarske narodne poslovice, Errata corrige, Poreč. 4. Rudan, E. (2005), Usmena književnost, u: Istarska enciklopedija, Leksikografski zavod Miroslav Krleža, Zagreb. <p>Referential:</p> <ol style="list-style-type: none"> 1. Odabrani primjerci Zavičajne zbirke Sveučilišne knjižnice u Puli ili koje druge zavičajne zbirke. 2. Ministarstvo znanosti, obrazovanja i sporta (2015.). Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje, Zagreb. 3. Hameršak, M.(2009). Usmenost za djecu u hrvatskoj etnologiji i folkloristici, Studia ethnologica Croatica, vol. 21, No. 1 (2009), str. 233.-254. 4. Matoković, D.(2004). Dječji svijet, Etnološka istraživanja, No.2 (2004), str. 53.-64.

Course Syllabus					
Course Code and Title	200189 Artistic creation – shape and colour				
Names of Lecturers	Assistant professor Breza Žižović (main course teacher) Urianni Merlin, PhD, professor of professional studies				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	II		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	Not applicable.				
Correlativity	Visual art; Music culture				
Objective of the course	acquire proficiency in all visual art techniques in order to be able to independently express themselves in visual arts and enhance their ability to convey their knowledge and skills to children. Train students to develop their own creative expression by using new materials (recycling).				
Learning outcomes	1. interpret the elements of visual language and technique 2. create their own drawing, painting, graphic, sculpture, and analyse their own and others’ drawing, painting 3. independently complete a project 4. apply the techniques of appropriate visual evaluation of children’s works, works of art and their own artistic expression				
Course content (syllabus)	1. Acquisition of knowledge about visual art techniques 2. Practical application of visual art techniques in their own artistic expression 3. Analysis of new techniques (transformation of an everyday object into a new visual/technical item or expression) 4. Application of knowledge about visual art techniques on different motifs (based on an assigned motif, imagination, or a motif of their choice) 5. Fieldwork (museums, art gallery, nature...) 6. Integrate the acquired knowledge and skills into an individual project (from the concept idea, through elaboration, to the finalization)				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 4.	11	0,4	10%
	Individual tasks (drawings, paintings, graphics, sculptures)	1. – 4.	22	0,7	50%

	Written projects (contemporary work of visual art)	1.,2.,4.	6	0,2	10%
	Project (1 motif-several techniques)	1. – 4.	21	0,7	30%
	Total		60	2	100%
	Additional information (assessment criteria) To successfully complete the course, students must: Attendance of classes is mandatory. 30% of absences (4 absences) are tolerated and are not required to be excused. The final grade will be based on all segments of the course and if a student has 0% in one of the segments, he or she will not get a passing grade. The minimum share in the grade for each single segment has to be 50% to get a passing final grade.				
Course requirements	To pass the course, the student must: 1. do all exercises (drawings, paintings, graphics, sculptures) by the end of the winter semester 2. write an essay and submit it by the given deadline 3. create and present the project before the end of the winter semester				
Mid-term and final exam term	They are provided in the Higher Education Information System.				
Additional information on the course	In the case of remote teaching, there might be some changes with regard to the venue of classes, performance of activities, method of presentation and teaching, and assessment methods, student responsibilities, and available literature. The course lecturer will inform the students of any and all changes when the remote teaching begins. The learning outcomes will remain unchanged.				
Bibliography	Mandatory: 1. Damjanov, J. (1991). Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga 2. Grupa autora (2000). Opća povijest umjetnosti, Zagreb: Mozaik knjiga 3. Jakubin, M. (1990). Osnove likovnog jezika i likovne tehnike, Institut za pedagoška istraživanja Filozofskog fakulteta Sveučilišta u Zagrebu 4. Meyers, H. (1975). 150 likovnih tehnika, Sarajevo: IP Svjetlost, Zavod za udžbenike 5. Peić, M. (1977). Pristup likovnom djelu, Zagreb: Školska knjiga 6. Dorfles, Gillo (1997). Kič, antologija lošeg ukusa, Zagreb: Golden marketing Optional: 1. Arbanas, N. (1999) Grafičke tehnike, Zagreb: Laser plus 2. Grgurić, N. (2003) Oblikovanje papirom, alufolijom i didaktički neoblikovanim materijalima, Zagreb: Educa 3. Grčko, S. (1968) Grafički postupci, Zagreb: Školska knjiga 4. Kučina, V., Tanay E. R. (1995) Tehnike likovnog izražavanja od olovke do kompjutera, Zagreb: Naklada Zaki 5. Catalogues, magazines, archives of art gallery, museums and ethnographic collections as well as information from the internet.				

	Monographs of great artists, Museums and art galleries of the world, etc.
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Course Syllabus					
Course Code and Title	200190 Contemporary Italian language 1				
Name of Lecturer	Assistant professor Lorena Lazarić, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	II		
Classroom location	Classroom	Teaching languages	Croatian Italian		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	There are no prerequisites.				
Correlativity	Croatian language, English language, German language				
Objective of the course	acquire initial knowledge of the Italian language, in accordance with the needs of one's profession, in accordance with level A1 of the Common European Framework of Reference for Languages.				
Learning outcomes	1. to use, in basic communication, simple words and phrases when presenting oneself and the immediate environment 2. conduct a simple conversation, ask and answer simple questions about well-known topics and your immediate needs 3. describe a famous person 4. describe the environment in which one lives 5. write a short text about oneself				
Course content (syllabus)	1. Italian standard language: phonological, morphological, lexical structure. 2. Phonology: rules of writing 3. Morphological structure: noun (gender, number), article (definite, indefinite), adjective (descriptive, demonstrative), pronoun (personal, possessive), verb (present), adverb (time, place), preposition (simple), conjunction, interjection 4. Lexical structure: vocabulary related to basic communication.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	11	0,4	10%
	Colloquiums and preparation for continuous knowledge testing	3. – 5.	30	1	60% (30+30)
	Exam oral	1. – 4.	19	0,6	30%
	Total		60	2	100%

	<p>Additional information (assessment criteria):</p> <p>Class attendance and class activity are graded as follows:</p> <p>0% = Not attending exercises.</p> <p>2% = Attends exercises, but does not participate in the work, i.e., homework and exercises in <i>the Workbook</i> are not written more than 4 times.</p> <p>4% = Prepared, but preparation is incomplete – with more deficiencies.</p> <p>6% = Prepared, but preparation is incomplete –with minor defects (exercises with only a few errors).</p> <p>8 % = Regularly prepared, the preparation is correct, student voluntarily participates in the teaching process.</p> <p>10% = Student shows a high degree of interest in the course, is always prepared; asks questions and problematizes contents from the Exercise Book important for the course.</p> <p>The colloquiums are evaluated as follows:</p> <p style="padding-left: 40px;">from 0% to 50% correct answers = 0% grade</p> <p style="padding-left: 40px;">from 51% to 60% = 6% of grades</p> <p style="padding-left: 40px;">from 61% to 70% = 12% of the grade</p> <p style="padding-left: 40px;">from 71% to 80% = 18% of the grade</p> <p style="padding-left: 40px;">from 81% to 90% = 24% of the grade</p> <p style="padding-left: 40px;">from 91% to 100% = 30% of the grade</p> <p>The final - oral exam is evaluated as follows:</p> <p style="padding-left: 40px;">from 0 to 5 correct answers = 0% grade</p> <p style="padding-left: 40px;">6 correct answers = 6% of the grade</p> <p style="padding-left: 40px;">7 correct answers = 12% of the grade</p> <p style="padding-left: 40px;">8 correct answers = 18% of the grade</p> <p style="padding-left: 40px;">9 correct answers = 24% of the grade</p> <p style="padding-left: 40px;">correct answers = 30% of the grade</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend at least 70% of classes 2. write homework (solve tasks in <i>the Workbook</i>) and present the results of your exercises at the next meeting 3. pass 2 colloquia 4. pass the oral exam.
Mid-term and final exam term	They are published in the ISVU system.
Additional information on the course	<p>Class attendance is mandatory. 30% of absences are tolerated. In case of a longer absence, the right to signature is denied and students must attend the course again. Students are required to write homework (solve tasks in <i>the Workbook</i>) and present the results of their exercises at the next meeting. In the semester there are 2 colloquia. At the end of the semester, the final oral exam is taken only if a minimum of 30% of the grade from the colloquia was obtained during the semester. Otherwise, the final written exam is taken before the oral exam, which includes the material of two colloquia.</p> <p><i>In order to get to know the elements of culture and civilization, and to apply what has been learned in a real situation, field teaching in Italy is planned.</i> 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 will</p>

	inform the students about this when the distance learning starts. Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Cozzi, Federico, Taccone (2005). Caffè Italia 1, Libro dello studente con esercizi (lezione 1-5), ELI, Recanati. (str. 9-65; 121-150). 2. Klarić, H.; Lazarić, L. (2012). Allegramma, grammatica A1/A2, Školska knjiga, Zagreb (pp.11; 13-15; 21-23, 29-30; 32; 45-49; 52-53; 78-79; 87-93; 95-98; 100-101; 103-109;) Referential: <ol style="list-style-type: none"> 1. Dizionario di italiano Garzanti-Petrini. Petrini editore, Milano, 2002. 2. Peccianti, M.C. (1997) Grammatica d'uso della lingua italiana per stranieri, Giunti, Firenze.

Course Syllabus					
Course Code and Title	200185 Psychology of communication				
Name of Lecturer	Full professor Neala Ambrosi Randić, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	II		
Classroom location	Classroom	Teaching languages	Croatien		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	There are no prerequisites.				
Correlativity	All courses in psychology				
Objective of the course	Develop communication skills				
Learning outcomes	1. analyze communication messages 2. distinguish the forms and elements of verbal and non-verbal communication 3. recognize obstacles in communication				
Course content (syllabus)	1. language and communication 2. verbal communication 3. interference in communication 4. constructive conflict resolution 5. nonviolent communication 6. nonverbal communication				
Course activities, teaching and learning methods and assessment criteria	Obligations	Outcomes	Hours	ECTS	Maximum share in the grade (%)
	Class activities	1. – 3.	11	0,4	0 %
	Colloquium (x2)	1. – 3.	15	0,5	70 %
	Written exam	1. – 3.	34	1,1	30 %
	Total		60	2	100 %
	At each written colloquium, up to 35 points can be gained in tasks of different types (multiple choice, true/false, matching). The share of an individual answer in the overall grade of the course is as follows: • 2% for the correct answer on more complex tasks • 0.5 % for the correct answer on simpler tasks (correct/incorrect) • 0 % if there is no answer or if it is incorrect. The first colloquium covers the first half of the course materials (verbal communication), while the second one refers to non-verbal communication. Taking the colloquium is mandatory. The colloquium can be accessed only once.				

	<p>The written exam consists of 30 multiple-choice questions. The share of an individual answer in the overall grade of the course is as follows:</p> <ul style="list-style-type: none"> • 1 % if the answer is correct • 0 % if there is no answer or if it is incorrect <p>If there are less than 50% correct answers in the exam, the exam is not passed. However, even 50% of correct answers is not a guarantee of a positive grade from the course, because the total grade is obtained by adding up all the percentages.</p>
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. Attend at least 50% of classes. During classes, it is necessary to actively participate in the planned activities (exercises, workshops). 30% absences are tolerated and do not need to be excused. 2. Pass the colloquia 3. Pass a written exam covering the material of the entire course.
Mid-term and final exam term	<p>They are given at the beginning of the academic year, published on the University's website and in ISVU</p>
Additional information on the course	<p>Lecture presentations are published on e-learning. In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching and ways of evaluation - student obligations - available literature. <p>The head of the course and the assistant will inform the students about this when the distance learning takes place. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Hall, J. A., Knapp, M. L. (2010). <i>Neverbalna komunikacija u ljudskoj interakciji</i>. Naklada Slap, Jastrebarsko. (str.: 3. – 17., 71. – 97., 109. – 135., 143. – 152., 229. – 296., 347. – 410.) <p>Optional:</p> <ol style="list-style-type: none"> 1. Haviland, W. A. (2002). <i>Kulturna antropologija</i> (4. poglavlje - Jezik i komunikacija). Naklada Slap, Jastrebarsko. 2. Pečnik, N. (1993). <i>Nenasilno rješavanje sukoba</i>. Alinea, Zagreb. 3. Pennington, D. C. (2001). <i>Osnove socijalne psihologije (pogl. 9.)</i>. Naklada slap, Jastrebarsko. 4. Reardon, K. (1998). <i>Interpersonalna komunikacija: gdje se misli susreću</i>. Alinea, Zagreb. 5. Rosenberg, M. (2006). <i>Nenasilna komunikacija</i>. Centar za mir, nenasilje i ljudska prava, Osijek. <p>Referential:</p> <ol style="list-style-type: none"> 1. Petz, B. (ur.). (2005). <i>Psihologijski rječnik</i>. Naklada Slap, Jastrebarsko.

Course Syllabus					
Course Code and Title	200184 Intercultural communication				
Name of Lecturer	Associate Professor Dijana Drandić, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	II		
Classroom location	Classroom	Teaching languages	Croatian (Italian and English)		
ECTS credits	2	Number of hours per semester	7,5L – 7,5S – 0E		
Prerequisites	The prerequisite for enrolling this course is determined by the provisions of the study programme, and a prerequisite for mastering the course is acquired competencies in the fields of pedagogy, sociology and other related fields.				
Correlativity	General pedagogy, Early and preschool age pedagogy 1, Early and preschool age pedagogy 2, Sociology of education				
Objective of the course	to acquire necessary competencies for intercultural communication as a prerequisite for successful communication in early and preschool education				
Learning outcomes	1. to analyze the fundamental guidelines in the field of communication, intercultural education and intercultural communication in the research of concepts and the analysis of professional/newspaper articles 2. to analyze the fundamental elements of intercultural communication 3. to apply acquired competencies in activities and exercises among students				
Course content (syllabus)	1. Intercultural education 2. Intercultural education in early and preschool age 3. Intercultural competence as a part of interpersonal and civic competence 4. Intercultural dialogue 5. Obstacles in intercultural communication in a preschool institution 6. Creating an intercultural curriculum 7. Research in the field of intercultural communication				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 3.	11	0,4	10%

methods and assessment criteria	Individual work (research and analysis)	1. – 3.	30	1	20%+ 20%
	Exam (written)	1. – 3.	19	0,6	50%
	Total		60	2	100%
	Additional information (assessment criteria): Students will write the research and analysis (10% for each work) and present it (10% for each work) during class in front of a group of students (PPT) according to the agreed presentation schedule.				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> regularly follow classes and actively participate in all forms of classes investigate one key term from the field of intercultural communication analyze professional/newspaper articles in the field of intercultural education pass the written exam. <p>Note (valid for obligations 2 and 3): The student should write the individual works and submit them eight (8) days before the presentation of the work in front of the students. If she/he does not meet the obligation by the given deadline, then she/he loses 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 e-learning. In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>The teacher 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"> Diković, M. (2016). Interkulturalna dimenzija građanskoga odgoja i obrazovanja [Intercultural dimension of citizenship education]. U: E. Piršl i suradnici, Vodič za interkulturalno učenje. Zagreb: Naklada Ljevak. Mrnjauš, K., Rončević, N., Ivošević, L. (2013). Inter]kulturalna dimenzija u odgoju i obrazovanju [Inter]cultural dimension in education]. Rijeka: Filozofski fakultet. Piršl, E. (2007). Interkulturalna osjetljivost kao dio pedagoške kompetencije [Intercultural sensitivity as part of pedagogical competence]. U: V. Previšić, N. N. Šoljan, N. Hrvatić (ur.), Pedagogija – prema cjeloživotnom obrazovanju i društvu znanja. Zagreb: Hrvatsko pedagoško društvo, Zbornik radova Prvog kongresa pedagoga Hrvatske, 275-292. Piršl, E. i suradnici (2016). Vodič za interkulturalno učenje [A guide to intercultural learning]. Zagreb: Naklada Ljevak. 				

	<p>5. Piršl, E. (2014). (Re)definicija pojma kompetencije i interkulturalne kompetencije [(Re)definition of the concept of competence and intercultural competence]. U: N. Hrvatić (ur.), Interkulturalno obrazovanje i europske vrijednosti. Zagreb – Virovitica: Odsjek za pedagogiju – Filozofski fakultet u Zagrebu, Visoka škola za menadžment u turizmu i informatici u Virovitici, 47-67.</p> <p>6. Tatković, N., Diković, M., Tatković, S. (2016). Pedagoško-psihološki aspekti komunikacije [Pedagogical-psychological aspects of communication]. Pula: Sveučilište Jurja Dobrile u Puli.</p> <p>Optional:</p> <p>1. Diković, M. (2014). Interculturalism, Human Rights and Citizenship in Compulsory Education in the South Eastern Europe. U: M. Bartulović, L. Bash, L., V. Spajić-Vrkaš (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>2. Diković, M., Piršl, E. (2014). Interkulturalizam, ljudska prava i građanstvo u inicijalnom obrazovanju nastavnika [Interculturalism, human rights and citizenship in initial teacher education]. U: N. Hrvatić, A. Lukenda, S. Pavlović, V. Spajić-Vrkaš, M. Vasilj (ur.), Pedagogija, obrazovanje i nastava, Zbornik radova 2. međunarodne znanstvene konferencije, Mostar. Mostar: Fakultet prirodoslovno-matematičkih i odgojnih znanosti Sveučilišta u Mostaru, 195-203.</p> <p>3. Diković, M., Tatković, S., Legović, M. (2016). Stjecanje i razvijanje kompetencija odgojitelja u inicijalnom obrazovanju [Acquiring and developing the competencies of educators in initial education]. U: N. Tatković, M. Radetić-Paić, I. Blažević (ur.), Kompetencijski pristup kvaliteti ranog i predškolskog odgoja i obrazovanja. Medulin-Pula: DV Medulin, Fakultet za odgojne i obrazovne znanosti Sveučilišta Jurja Dobrile u Puli, 155-172.</p> <p>4. Hrvatić, N. (ur.) (2014). Interkulturalno obrazovanje i europske vrijednosti [Intercultural education and European values]. ZagrebVirovitica: Odsjek za pedagogiju – Filozofski fakultet u Zagrebu, Visoka škola za menadžment u turizmu i informatici u Virovitici.</p> <p>5. Piršl, E. (2011). Odgoj i obrazovanje za interkulturalnu kompetenciju [Education for intercultural competence]. Pedagogijska istraživanja, 1 (8), 53-71.</p> <p>6. Piršl, E., Diković, M. (2012). L'educazione interculturale: stimolo per una cittadinanza europea e democratica [Intercultural education: stimulus for a European and democratic citizenship]. Studia Polensia – Rivista del Dipartimento di studi in lingua italiana – Università Juraj Dobrila di Pola, Anno I, Numero I, 111-122.</p> <p>7. Piršl, E., Diković, M., Pokrajac-Bulian, A. (2010). Intercultural Competence and Sensitivity from Students' Viewpoint. In: N. Popov, Ch. Wolhuter, B. Leutwyler, M. Mihova, J. Ogunleye (eds.), Comparative Education and Teacher Training, Education Policy, School Leadership and Social Inclusion, Vol. 8, 363-368.</p> <p>8. Spajić-Vrkaš, V., Stričević, I., Maleš, D., Matijević, M. (2004). Poučavati prava i slobode. Priručnik za učitelje osnovne škole [Teaching rights and freedoms. Handbook for primary school</p>
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	<p>teachers]. Zagreb: Istraživačkoobrazovni centar za ljudska prava i demokratsko građanstvo i Filozofski fakultet Sveučilišta u Zagrebu.</p> <p>9. Tatković, N., Diković, M., Štifanić, M. (2015). Odgoj i obrazovanje za razvoj danas i sutra. Ekološke i društvene paradigmi [Education for development today and tomorrow. Ecological and social paradigms]. Pula: Sveučilište Jurja Dobrile u Puli.</p> <p>Referential:</p> <p>1. Spajić-Vrkaš, V., Kukoč, M., Bašić, S. (2001). Obrazovanje za ljudska prava i demokraciju: Interdisciplinarni rječnik [Education for human rights and democracy: An interdisciplinary dictionary]. Zagreb: Hrvatska komisija za UNESCO i Projekt „Obrazovanje za mir i ljudska prava za hrvatske osnovne škole“.</p>
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4th semester

Course Syllabus			
Course Code and Title	200193 Early and preschool age pedagogy 2		
Names of Lecturers	Assistant professor Danijela Blanuša Trošelj, PhD (main course teacher) Monika Terlević, assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	II.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	15L – 0S – 7,5E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study programme.		
Correlativity	General pedagogy, General psychology, Family pedagogy, Sociology, all methodologies, Early and preschool age pedagogy 1		
Objective of the course	to understand the changes in the modern theory and practice of organized early and preschool education, in which the integrated preschool curriculum forms a complete and open educational system, and in an atmosphere of continuous exchange of educators, parents and the community's experiences		
Learning outcomes	<ol style="list-style-type: none"> 1. interpret knowledge about the laws of early and preschool child education in the function of achieving optimal conditions for their development in organized preschool education 2. analyze methods and means of research and critically review the practice of preschool education and evaluation of the quality of education in an institutional context 3. think critically about the organization of space as a stimulating environment for child upbringing and education 4. (self) evaluate the work of educators while solving educational problems in the context of the curriculum 5. design educational processes in a preschool institution 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Basic values in creating the preschool curriculum, broader and narrower preschool curriculum. 2. Spatial surroundings of the preschool institution - a stimulating place for communication and interaction. 3. Learning as a child's personal concept of knowledge in a social environment. 4. Educational strategies and methods of preschool education: conceptual definition of methods, criteria and classifications; peculiarities of their application in working with children of early and preschool age. 5. Didactic means - sources of experience. 6. Play and toys in an institutional context. 7. Personality traits and professional competencies of educators in preschool education. 8. Personal card of the preschool institution (documentation, normative acts, legal regulations). 		

	9. Basic legal starting points in determining the preschool educational system (pedagogical standard, ethical code of educators and others) 10. Professional team and teamwork				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	17	0,6	10%
	Activities	1. – 5.	30	1	40%
	Exam (written)	1. – 5.	43	1,4	20%
	Exam (oral)	1. – 5.	30	1	30%
	Total		120	4	100%
Course requirements	To successfully complete the course, students must: 1. Attend classes and actively participate in all forms classes. 2. During their stay in the preschool institution, do three exercises in written form. Note (valid for obligation 2): The student should prepare the exercises according to the teacher's instructions and submit it within the agreed deadline. If they do not meet their obligations by the given deadline, they lose the right to ECTS credits 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, deviations are possible 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 leader and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Jurčević Lozančić, A. (2016). Socijalne kompetencije u ranom djetinjstvu. Zagreb: Biblioteka Magistar. Str. 15- 48, 69-71, 129-154. 2. Slunjski E. (2008). Dječji vrtić- Zajednica koja uči-mjesto dijaloga, suradnje i zajedničkog učenja, Zagreb: Spektr Media 3. Slunjski. E. (2020). Izvan okvira 5 - Pedagoška dokumentacija procesa učenja djece i odraslih kao alat razvoja kurikuluma. Zagreb: Element. 4. Slunjski E. (2012). Tragovima dječjih stopa. Zagreb, Profil. 5. Mendeš, B., Marić, Lj., Goran, Lj. (2020). Dijete u svijetu igre: Teorijska polazišta i odgojno-obrazovna praksa, Zagreb: Golden marketing - Tehnička knjiga. Optional: 1. Bredekamp, S. (1994). Kako odgajati djecu. Zagreb, Educa. 2. Duran, M. (1991). Dijete i igra. Jastrebarsko, Slap. 3. Krstović, J. (2004). Etički kodeks predškolskih učitelja kao čimbenik njihove daljnje profesionalne orijentacije, U: Zbornik radova Rastimo zajedno, Osijek: Centar za predškolski odgoj i Visoka učiteljska škola u Osijeku, (25-39. str.).				

	<p>4. Ljubetić, M. (2014). Od suradnje do partnerstva obitelji. odgojnoobrazovne ustanove i zajednice Zagreb: Element d. o. o.</p> <p>5. Ljubetić, M. (2007). Biti kompetentan roditelj. Zagreb, Mali profesor</p> <p>6. Maleš, D. (1988). Obitelj i uloga spolova, Zagreb: Školske novine.</p> <p>6. Miljković, D., Rijavec, M. (2002). Komuniciranje u organizaciji, Zagreb: Alinea.</p> <p>7. Petrović-Sočo, B. (2008). Kontekst ustanove za rani odgoj i obrazovanje – holistički pristup. Zagreb: Mali profesor</p> <p>8. Šagud, M. (2002). Odgajatelj kao reflektivni praktičar. Zagreb, Školske novine.</p> <p>9. Slunjski E. (2001). Integrirani predškolski kurikulum - rad djece na projektima. Zagreb; Mali profesor (odabrana poglavlja)</p> <p>Referential:</p> <p>1. Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje, Narodne novine, 5/15)</p> <p>2. Nacionalni program odgoja i obrazovanja za ljudska prava (Vlada RH, 1999).</p> <p>3. Zakon o predškolskom odgoju i obrazovanju, narodne novine 10/1997., 107/2007. i 94/2013)</p> <p>4. Pravilnik o sadržaju i trajanju programa predškole (Narodne novine 107/14).</p> <p>5. xxx. 1991. Suvremena koncepcija predškolskog odgoja, Glasnik Ministarstva prosvjete i kulture Republike Hrvatske, br. 7-8.</p> <p>Journals: <i>Dijete, vrtić, obitelj</i> i drugi</p>
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Course Syllabus					
Course Code and Title	200195 Music practicum 2				
Names of Lecturers	Full Professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Branko Radić, MSc, senior lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	II		
Classroom location	Classroom	Teaching languages	Croatian (Italian, Slovenian)		
ECTS credits	2	Number of hours per semester	0L – 0S – 15E		
Prerequisites	Completed course Music practicum 1.				
Correlativity	Music practicum 1, Music teaching methodology in the integrated curriculum 1, Music teaching methodology in the integrated curriculum 2				
Objective of the course	Improve playing and singing skills.				
Learning outcomes	1. Play the keyboard together with the left and right hand (or play on another instrument) 2. Apply the skill of reading musical notation for the interpretation of more complex compositions by singing and playing the piano (keyboard or another instrument) 3. Play meter and rhythm on Orff instruments 4. Beautiful singing				
Course content (syllabus)	1. Musical expressive elements 2. Technical exercises for the development of finger motor skills 3. Playing scales (major and minor), through two octaves, up to four accidents (with both hands) 4. Practicing broken chords 5. Playing the melody with the right hand and a simple harmonic accompaniment with the left hand (simultaneously) 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 activities E	1. – 4.	11	0,4	20%
	Playing and singing practicing	1. – 4.	19	0,6	30%
	Exam (oral)	1. – 4.	30	1	50%
	Total		60	2	100%

	<p>Additional information (assessment criteria):</p> <p>Class attendance is evaluated as follows:</p> <p>0 % = Does not attend lectures (from 5 absences Onwards)</p> <p>20 % = Attends lectures.</p> <p>Practicing playing and singing is necessary (as homework) to master the course.</p> <p>0 % = Does not practice</p> <p>For each mastered song, student will get 5% (up to 6 songs).</p> <p>The assistant will listen to the songs immediately before the exam or during the consultation.</p> <p>Oral exam - the playing of the scale, the composition chosen by the student and the composition chosen by the teacher from the ten given compositions for practice are evaluated. It is simultaneously sung and played with both hands. All three elements must be graded 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>13 % = the average grade of all elements is from 2 to 2.4</p> <p>26 % = the average grade of all elements is up to 3.4</p> <p>39 % = the average grade of all elements is up to 4.4</p> <p>50 % = the average grade of all elements is 4.5.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes 2. play the given exercises 3. take the oral exam
Mid-term and final exam term	<p>Exam terms are published on the website of the Faculty of Educational Sciences and in ISVU.</p>
Additional information on the course	<p>Completion of the course Music practicum 2 is a requirement for enrolling in the course Music teaching methodology in the integrated curriculum I.</p> <p>In case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, interpretation methods and evaluation methods - student obligations - available literature. <p>The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Gortan-Carlin, I. P., Veljović, M. (ur.) (2016). Dječje pjesme Nella Milottija. Pula: Sveučilište Jurja Dobrile u Puli. 2. Jurišić, G., Sam Palmić, R. (2002). Brojalica, snažni glazbeni poticaj. Rijeka: Adamić 3. Riman, M. (2001). Zvončići. Rijeka: Izdavački centar Rijeka. 4. Sam, R. (1992). Sviramo uz pjesmu. Rijeka: Glosa. <p>Optional:</p> <ol style="list-style-type: none"> 1. Ashworth, S. (2011). Naučite svirati klavijature. Zagreb: Mozaik knjiga. 2. Prašelj, D.(prir.)(1990). Ivan Matetić-Ronjgov: Zaspal Pave, Rijeka : Izdavački centar Rijeka i KPD „Ivan Matetić-Ronjgov“ 3. Petrović, T. (2007). Osnove teorije glazbe. Zagreb: Hrvatsko društvo glazbenih teoretičara.

	4. Music culture textbooks that are used for grades 1. - 4. grade of primary school Referential: various songbooks.
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Course Syllabus					
Course Code and Title	212625 Puppetry and stage culture				
Name of Lecturer	Assistant professor Breza Žižović (main course teacher) Urianni Merlin, PhD, professor of professional studies				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	II.		
Classroom location	Classroom	Teaching languages	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	Not applicable				
Correlativity	Visual arts, Children's literature, Music culture, and Media culture.				
Objective of the course	Gain competencies required for student’s own creative expression in theatrical and scenic creativity, autonomously create the elements required for a puppet show performance, and demonstrate the knowledge about visual language.				
Learning outcomes	<ol style="list-style-type: none">1. Integrate theory and praxis, i.e., knowledge and experience (integration of Visual Arts Methodology, Visual Arts and experiences with new materials which are used in everyday life in order to create by using a new technique)2. Apply the learned competencies to practical work3. Guide the children in creating all elements required for high-quality artistic solutions for a children’s (puppet) show4. Analyse the concepts of the artistic solution of the show				
Course content (syllabus)	<ol style="list-style-type: none">1. Process of creation of a children’s and puppet show2. Selection of the text for a children’s puppet show3. Dramaturgical analysis of the text4. Assignment of tasks for project implementation5. First concept sketches6. Elaboration of sketches – size of costumes, puppets and stage7. Rehearsals for the show8. Design of play bills and invitations9. Performance of the puppet show10. Analysis of a children’s show seen at any theatre				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1.- 4.	17	0,6	10%

	Individual tasks (text for a puppet game, sketches of puppets and stage, creation of puppets and stage)	1. – 4.	30	1	40%
	Written projects (children's theatre or puppet show)	1. – 4.	13	0,4	10%
	Exam (performance of a puppet show)	1. – 4.	30	1	40%
	Total		90	3	100%
	Additional information (assessment criteria): /				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes (30% of absences in relation to the total hours of the course are tolerated and are not required to be excused. In case of a longer absence, the student shall be required to re-enrol in the course.) 2. make sketches of a puppet and the stage 3. create the puppet and the stage 4. write an essay on a children's theatre performance or a puppet show (to be submitted 14 days before the end of the summer semester) 5. perform a puppet show <p>Students have to bring everything, except for the essay, to the exam, i.e., the performance of the puppet show.</p>				
Mid-term and final exam term	They are provided at the beginning of the academic year by posting them on the University's website and in the Higher Education Information System.				
Additional information on the course	<p>In the case of remote teaching, there might be some changes with regard to the venue of classes, performance of activities, method of presentation and teaching, and assessment methods, student responsibilities, available literature.</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> <p>Optional:</p> <ol style="list-style-type: none"> 1. Bauer, Ljudevit (Ludwig) (2005). Bajkoviti igrokazi. Zagreb: Golden marketing - Tehnička knjiga. 2. Bauer, Ljudevit (Ludwig) (2005). Morski igrokazi. Zagreb: Golden marketing – Tehnička knjiga. 3. Coffou, Verica (2004). Lutka u školi: Priručnik za lutkarstvo u nastavi i slobodnim aktivnostima s lutkarskim igrima. Zagreb: Školska knjiga. 4. Čunčić-Bandov, Jadranka (2003). Igre sazmajevima. Zagreb: Alfa 5. Čunčić-Bandov, Jadranka (2005). Ijuju! Zagreb: Naklada Divič. 6. Čunčić-Bandov, Jadranka (1993). Od jarca do komarca: lutkarske minijature. Zagreb: Međunarodni centar za usluge u kulturi. 7. Čunčić-Bandov, Jadranka (2002). Pužnaraskrižju. Zagreb: Profil International. 				

	<p>8. Čunčić-Bandov, Jadranka (1981). Razgovori u travi. Zagreb: Savez društava Naša djeca SR Hrvatske.</p> <p>9. Čunčić-Bandov, Jadranka (1999). Šale, trice, zvrndalice. Zagreb: Alfa.</p> <p>10. Domjanić, Dragutin (2005). Petrica Kerempuh i spametni osel. Zagreb: Disput.</p> <p>11. Gavran, Miro (1995). Igrokazi s glavom i repom: osam lutkarskih igrokaza. Zagreb: Međunarodni centar za usluge u kulturi.</p> <p>12. Horvat-Vukelja, Željka (2001). Reumatični kišobran i drugi lutkarski igrokazi. Zagreb: Divič.</p> <p>13. Horvat, Nada (1987). Hoću biti Brljiban. Zagreb: Školska knjiga.</p> <p>14. Stanzel, Vera (izbor i priprema), (1995). Igramo se kazališta: od monologa do igrokaza: izbor tekstova za dječju lutkarsku i živu scenu. Zagreb: Naša djeca.</p> <p>15. Čuček, Milan (2000). Igrokazi. Zagreb: ABC naklada.</p> <p>16. Iveljić, Nada (2002). Balonijada; Superjež. Zagreb: Mozaik knjiga.</p> <p>17. Jelašac, Mirjana (2002). Tajna je u lutki. Zagreb: Međunarodni centar za usluge u kulturi.</p> <p>18. Kraljević, Ana (2003). Lutka iz kutka. Zagreb: Naša djeca.</p> <p>19. Krilić, Zlatko (1989). Kazalište lutaka i drugi igrokazi. Rijeka: Izdavački centar Rijeka.</p> <p>20. Krilić, Zlatko (1994). Krilate lutke: sedam lutkarskih igrokaza. Zagreb: Međunarodni centar za usluge u kulturi.</p> <p>21. Krizmanić, Mirjana (2001). Medo u kolicima. Sisak: Aura.</p> <p>22. Đokić Pongrašić, Ana (priredila) (2005). Lutkarski igrokazi za djecu XXI. stoljeća. Zagreb: Autorska kuća.</p> <p>23. Kroflin, Livija (ur.), (1994). Lutke iz davnine Ivane Brlić-Mažuranić. Zagreb: Međunarodni centar za usluge u kulturi.</p> <p>24. Pašagić, Blanka (1993). Maksimirska priča. Zagreb: Matica hrvatska.</p> <p>25. Pokrivka, Vlasta (1978). Dijete i scenska lutka: priručnik za odgajatelje u dječjim vrtićima. Zagreb: Školska knjiga.</p> <p>26. Đokić-Pongrašić, Ana (2005). Ana i Andersen. Zagreb: Autorska kuća.</p> <p>27. Gardaš, Anto (2000). Ledendvor (bajkoviti igrokazi za djecu i mladež). Osijek: Matica hrvatska.</p> <p>28. Đokić Pongrašić, Ana (priredila), (2005). Kazališne bajke za djecu XXI. stoljeća. Zagreb: Autorska kuća.</p> <p>29. Kolumbić, Tin (2004). Sat ljubavi: zbirka igrokaza za djecu i mladež. Zagreb: Školska knjiga.</p> <p>30. Mrduljaš, Igor (1995). Potjeh, Toporko i Neva Nevičica: dramske prilagodbe triju Priča iz davnine Ivane Brlić-Mažuranić. Zagreb: AGM.</p> <p>31. Paljetak, Luko (1995). Duhovi sa Strahurna: tri igrokaza. Rijeka: Izdavački centar Rijeka.</p> <p>32. Parun, Vesna (1999). Igrokazi. Zagreb: Naklada.</p> <p>33. Parun, Vesna (2003). Mačak Džingiskan i Miki Trasi. Zagreb: ABC.</p> <p>34. Stahuljak, Višnja (1985). Darovi Djeda Mraza: igrokazi za djecu. Zagreb: Školska knjiga.</p> <p>35. Škrabe, Nino (2004). Ivana: rock bajka. Zagreb: Egmont.</p> <p>36. Škrabe, Nino (2000). Iznad duge: tri igrokaza. Zagreb: Disput.</p>
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	<p>37. Škrinjarić, Sunčana (2002). Začudena zemlja i oko nje. Zagreb: Disput.</p> <p>38. Ladika, Zvezdana (priredila), (1980). Zbornik igrokaza. Zagreb: Školska knjiga.</p> <p>39. Bjelčić, Ratko (2005). 7 teen igrokaza. Zagreb: Nova knjiga Rast.</p> <p>40. Ernoić, Ivan (1997). Iznenadenje za rasku i drugi igrokazi. Zagreb: AGM.</p> <p>41. Palada, Josip (1977). Divlje jagode: igrokazi. Zagreb: Savez društava „Naša djeca“.</p> <p>42. Kolumbić, Tin (2004). Sat ljubavi: zbirka igrokaza za djecu i mladež. Zagreb: Školska knjiga.</p> <p>43. Kosec-Torjanac, Vesna (1997). Veselo, šareno, maleno. Varaždinske Toplice: Tonimir.</p> <p>44. Paravina, Emil (ur.), (1980). Maštoviti svijet. Zagreb: Savez društava "Naša djeca".</p> <p>45. Muršić, Miljenko (1997). Tajfun, kompjutor Svetog Nikole: igrokaz za mladež i starež. Velika Gorica: Glasnik Turopolja i Čakovec: Međimurski književni krug Reči rieč.</p> <p>46. Seferović-Bosak, Sanja (2002). Maštarije: igrokazi za djecu od 3 do 13 godina. Zagreb: Školska knjiga.</p> <p>47. Stahuljak, Višnja (1985). Darovi Djeda Mraza: igrokazi za djecu. Zagreb: Školska knjiga.</p> <p>48. Martinec-Kralj, Lada (ur.), (1980). Dječja radiodrama: 1980. - 2000. Zagreb: Hrvatski radio.</p> <p>49. Skok, Joža (1990). Harlekin i Krasuljica: antologija hrvatskoga dječjega igrokaza. Zagreb: Naša djeca.</p> <p>50. Stenzel, Vera (izbor i priredila), (1995). Igramo se kazališta. Zagreb: Naša djeca.</p> <p>51. Ladika, Zvezdana (priredila), (2001). Kazališni vrtuljak: zbornik hrvatskih igrokaza za djecu. Zagreb: ABC naklada.</p> <p>52. Ladika, Zvezdana (2000). Kazališne čarolije: zbirka igrokaza za kazališta za djecu i dramske grupe. Zagreb: Kazalište Mala scena.</p> <p>53. Škuflić Horvat, Ines (ur.), (2002). Maštoplov: zbirka igrokaza za djecu i mlade. Zagreb: Dramski studio Tirena.</p> <p>54. Skok, Joža (priredio), (1985). Od riječi do igre: izbor dramskih i lutkarskih tekstova. Zagreb: Školska knjiga.</p> <p>55. Skok Joža (priredio), (1994). Razigrane riječi: zbornik igrokaza. Zagreb: Školska knjiga.</p> <p>56. Škrinjarić, Sunčana (2002). Začudena zemlja i oko nje. Zagreb: Disput.</p> <p>57. Skok, Joža (priredio), (1980). Zbornik igrokaza. Zagreb: Školska knjiga.</p> <p>58. Čapek, Karel (1985). Kako što nastaje (kako nastaje kazališna- predstava). Zagreb: Znanje.</p> <p>59. Francois Boucher (1984). A History of Costume in the West. Thames and Hudson. Millia Davenport: The Book of Costume, Crown Publishers Inc.</p> <p>60. Senker, Boris (1984). Redateljsko kazalište. Zagreb: Cekade. Referential:</p> <p>1. Prelog, M., Damjanov, J. Ivančević, R. (1963). Likovne umjetnosti. Zagreb: Privreda.</p> <p>2. Pischel, G. (1970). Opća povijest umjetnosti. Zagreb: Mladost.</p> <p>3. Damjanov, J. (1991). Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga</p> <p>4. Despot, N. (1966). Svjetlo i sjena. Zagreb: Tehnička knjiga.</p>
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	<p>5. Ivančević, R. (2005). Likovni govor, uvod u svijet likovnih umjetnosti. Zagreb: Profil.</p> <p>6. Babić, A. (1978). Promatranje likovnih djela u osnovnoj školi. Zagreb: Školska knjiga.</p>
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Course Syllabus					
Course Code and Title	212629 Media culture				
Name of Lecturer	Assistant professor Kristina Riman, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	II		
Classroom location	Classroom	Teaching languages	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 15S – 0E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Croatian language 1 and 2, Children’s literature, Music culture, Visual arts				
Objective of the course	learn the basic concepts of media culture, acquire basic knowledge about the types of media and their development, and develop the ability to independently interpret media content intended for preschool children				
Learning outcomes	1. define the basic terms in the field of media culture 2. analyze individual media performances 3. compare different media productions of the same content 4. critically evaluate individual media performances 5. apply the acquired competencies to media content for children of preschool and 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 broadcasts for children) 6. Film (basic concepts of film, history of film, types of film, film productions for children, film in the classroom) 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 (%)
	Class activities (L, S)	1. – 5.	17	0,6	10%
	Seminar	1. – 5.	30	1	30%
	Individual tasks (homework, research)	2. – 5.	13	0,4	30%
	Exam (written)	1., 2., 5.	30	1	30%
	Total		90	3	100%

	<p>Additional information (assessment criteria):</p> <p>Class attendance It is desirable that students attend and actively participate in class. Students may earn 10% points for class attendance and activity. Points will be deducted for absences using the following formula: 3 points for 1 absence, 5 points for 2 absences, and 10 points for 3 absences. Absences cannot be compensated and should not be excused.</p> <p>Preparation and evaluation of the seminar paper The main objective of the seminar paper is to interest and inform students about the chosen seminar topic. The seminar paper may take up to 30 minutes to complete. 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: 1. Coverage of the topic (is the main content presented in an appropriate manner, are appropriate examples given) 2. Presentation of the topic (confidence, without reading cues, clarity, comprehensibility, freedom from errors - content and language) 3. Student activity and motivation (ability to focus attention on the topics and activities presented; successful encouragement of students to actively participate)</p> <p>Colloquium Assessment Two colloquia will be written during the semester, for each of which a maximum of 10% may be achieved The final knowledge assessment will be through the final written exam only. 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 from 71% to 80% = 18% of the grade from 81% to 90% = 24% of the grade from 91% to 100% = 30% of the grade</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Participate in the courses 2. Present the seminar paper 3. Pass the written exam
Mid-term and final exam term	They are published in the ISVU system.
Additional information on the course	In distance learning, variations are possible in terms of the location of the course, the delivery of the activities, the methods of interpretation and teaching and methods of assessment, the obligations of the students and the literature available. The course instructor will inform students of this at the start of the distance learning course. The learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Čitajmo između redaka. Priručnik za razvoj medijske pismenosti. GONG i Kurziv, Zagreb, 2016. 2. Komunikacija odgaja — odgoj komunicira. Emocionalna i medijska pismenost, Pragma, Zagreb, 2015.

	<ol style="list-style-type: none"> 3. Kolucki, B. i Lemish, D. Kako komunicirati s djecom, Fond Ujedinjenih naroda za djecu (UNICEF), Ured za Hrvatsku, Zagreb 2013. 4. Mikić, K., Film u nastavi medijske kulture, Educa, Zagreb, 2001. 5. Težak, S., Metodika nastave filma na općeobrazovnoj razini, Školska knjiga, Zagreb, 2002. <p>Optional:</p> <ol style="list-style-type: none"> 1. Časopisi za djecu i mladež, Knjižnice grada Zagreba, Zagreb, 2010. 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. 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., Zgrabljčić, 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-pedagogijske 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 – Researching Paradigms of Childhood and Education – UFZG2015, Opatija, 2015.,101-122 16. Vukonić-Žunić, J., Delaš, B., Lutkarski medij u školi: priručnik za učitelje i voditelje lutkarskih družina, Školska knjiga, Zagreb, 2006. 17. Žderić, J., Medijska kultura djece i mladih – mogućnosti i zamke, Sretna knjiga, Zagreb, 2009. <p>Referential: Filmski leksikon https://www.medijskapismenost.hr/</p>
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Course Syllabus					
Course Code and Title	200009 Diversity of the living world and ecology				
Names of Lecturers	Full Professor Mauro Štifanić, PhD (main course teacher) Associate Professor Ines Kovačić, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	II.		
Classroom location	Classroom	Teaching languages	Croatian		
ECTS credits	4	Number of hours per semester	15L – 0S – 7,5E		
Prerequisites	-				
Correlativity	Environmental and initial mathematical concepts methodology in the integrated curriculum 1, 2 and 3.				
Objective of the course	the aim of the course is to acquire factual and theoretical knowledge about the chemical composition, structure and diversity of the living world and the relationship between organisms and their environment, as well as the development of cognitive skills, independence and responsibility				
Learning outcomes	1. describe basic examples of structure and way of life of organisms from different taxonomic groups 2. recognize and describe the most common life forms of the local climate 3. systematize ecological factors, basic terms and principles of mutual dependence of living organisms 4. relate the interaction of living organisms with the environment				
Course content (syllabus)	1. Chemical composition and basis of structure of the living world 2. Diversity of the living world: bacteria, viruses, protists (autotrophic, heterotrophic and simple fungi), fungi, plants (mosses, ferns, gymnosperms and angiosperms), invertebrates (sponges, anemones, flatworms, molluscs, annelids, arthropods, echinoderms) and scrolls) and vertebrates (fish, amphibians, reptiles, birds and mammals) 3. Introduction to ecology and ecology as a science 4. Biotic and abiotic ecological factors 5. Ecology of populations, living communities, ecosystems and biomes 6. Biodiversity - concept, significance and dependence on environmental factors 7. Anthropogenic influences on the biosphere and nature protection				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 4.	17	0,6	10%

methods and assessment criteria	Exam (written)	1. – 4.	103	3,4	90%
	Total		120	4	100%
Course requirements	To successfully complete the course, students must: 1. Attend and actively participate in at least two field lessons. 2. Pass two colloquiums or a final exam.				
Mid-term and final exam term	They are published in the ISVU system and Studomat.				
Additional information on the course	Materials for lectures and exercises are published on the portal for distance learning (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 instructors of the course will inform students when distance learning begins. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Babić, A., Kovačić, I., Dolenc Orbanić, N. (2021). Raznolikost živog svijeta - Priručnik za studente ranog i predškolskog odgoja, studente učiteljskog fakulteta, odgojitelje i učitelje Sveučilište Jurja Dobrile u Puli, Fakultet za odgojne i obrazovne znanosti, 2. Jelenić, A., Kerovac, M., Ternjej, I., Mihaljević, Z. (2008). Biologija 4 – genetika, evolucija, ekologija. Udžbenik za 4. razred gimnazije (IV izdanje). Profil, International, Zagreb, str. 160-245 Optional: 1. Scott M. Ekologija. (1998). SysPrint d.o.o. Zagreb 2. Glavač, V. Uvod u globalnu ekologiju. (2001). Zagreb: Hrvatska sveučilišna naklada, Ministarstvo zaštite okoliša i prostornog uređenja, Pučko otvoreno učilište Referential: 1. Blatarić, Z. (2009). Biološki leksikon 2., Alfa 2. Bralić V. (1991). Nacionalni parkovi Hrvatske. Školska knjiga. Zagreb 3. Litvinoff, M. Atlas zaštite okoliša (2001). Veliki ilustrirani vodič za skrb o našem planetu. ABC naklada. Zagreb, 2001. 4. Rogers, E. K. Zeleni priručnik (2008). svaki dan za zdraviji planet. Planetopija. Zagreb 5. Springer, O. Ekološki leksikon. MZOPU. Barbat, (2001). Zagreb 6. Springer, O. (2008.) Otrovani modrozeleni planet: priručnik iz ekologije, ekotoksikologije i zaštite prirode i okoliša. Meridijani. Samobor 7. Uzelac V. i Starčević I. (1999). Djeca i okoliš. Adamić. Rijeka				

Course Syllabus					
Course Code and Title	200200 Kinesiology methodology in the integrated curriculum 1				
Name of Lecturer	Full professor Iva Blažević, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	II.		
Classroom location	hall sports hall	Teaching language	Croatian		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	Attended Kinesiology course. Students who have passed the Kinesiology course can take the final exam.				
Correlativity	Kinesiology culture, Kinesiology methodology in the integrated curriculum 2 and 3, General pedagogy, Early and preschool age pedagogy, Sociology of education, General psychology, Early and preschool age psychology, Developmental psychology, Pedagogy of children with developmental disabilities, Health protection and care of preschool child, Methodology of pedagogic research, Phylosophy of education and vocational ethics				
Objective of the course	to adopt the purpose and guidelines of work in physical education and motor content suitable for children of early and preschool age				
Learning outcomes	1. interpret a critical and creative attitude towards kinesiology science and the physical education field 2. interpret basic concepts and professional terms from kinesiology methodology 3. analyze the possibilities of applying physical activities and other forms of educational work with children of early and preschool age 4. to analyze the possibilities of applying motor content in children of early and preschool age 5. distinguish the characteristics of growth and development of children of early and preschool age 6. analyze the structure and duration of physical education activities				
Course content (syllabus)	1. Introduction to Kinesiology Methodology (basic terms, definition and subject of study of Kinesiology Methodology). 2. Physical education in the education system. 3. Characteristics of growth and development of children of early and preschool age. 4. Motor activities for children of early and preschool age. 5. Physical education activity. 6. Structure and duration of physical education activities (introductory part, preparatory part, main part and final part).				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Activity S, E (hall)	1. – 5.	11	0,4	10%
	Exam (oral)	1. – 5.	79	2,6	90%
	in total		90	3	100%
	Additional clarifications (evaluation criteria): 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 90% of the grade can be achieved.				
Course requirements	To pass the course, the student must: 1. actively participate in classes 2. pass an oral exam.				
Mid-term and final exam term	They are published in the ISVU system.				
Additional information on the course	Lecture materials are published on e-learning. In the case of distance learning, deviations are possible in: - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. The course instructor and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Compulsory: 1. Neljak, B. (2011). <i>Opća kineziološka metodika</i> . Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Neljak, B. (2009). <i>Kineziološka metodika u predškolskom odgoju</i> . Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 3. Petrić, V. (2019). <i>Kineziološka metodika u ranom i predškolskom odgoju i obrazovanju</i> . Rijeka: Učiteljski fakultet Sveučilišta u Rijeci. Optional: 1. Findak, V. (1995). <i>Metodika tjelesne i zdravstvene kulture u predškolskom odgoju</i> . Zagreb: Školska knjiga. 2. Findak, V., Delija, K. (2001). <i>Tjelesna i zdravstvena kultura u predškolskom odgoju</i> . Zagreb: Edip. 3. Ivanković, A. (1980). <i>Tjelesni odgoj djece predškolske dobi</i> . Zagreb: Školska knjiga. 4. Ivanković, A. (1982). <i>Tjelesne vježbe i igre u predškolskom odgoju</i> . Zagreb: Školska knjiga. 5. Pejčić, A. i Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i> . Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.				

Course Syllabus			
Course Code and Title	212631 Speech communication methodology in the integrated curriculum 1		
Names of Lecturers	Assistan Professor Danijela Blanuša Trošelj, PhD (nositeljica) Monika Terlević, assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	II.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 0E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study programme.		
Correlativity	General psychology, General pedagogy, Early and preschool age pedagogy 1 and 2		
Objective of the course	to adopt basic terms in the field of speech and communication development in the context of achieving a reflective dialogue of children, educators and parents		
Learning outcomes	1. analyze the latest scientific knowledge about the specifics of the development of children's speech and communication in early and preschool education and care 2. interpret the theories of preschool children's speech development 3. recognize the quality of institutional work on child development speech communication 4. explain the characteristics of speech communication at the level of child-preschool teacher-environment 5. analyze the role of the institutional context for speech development and communication of the child as part of lifelong learning 6. interpret the significance of social interactions for speech development and children's communication		
Course content (syllabus)	1. Conceptual definition of speech communication 2. Language 3. Speech 3.1. Speech in the preschool period 3.2. Developmental levels of speech 3.3. Basic elements of speech (voice, word, sentence) 3.4. Components of speech 3.5. Characteristics of good speaking (educators) 3.6. Speech forms 4. Voice articulation and discrimination 5. Vocabulary development 6. Children's speech creativity		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 6.	11	0,4	10%
	Written projects (seminars)	1. – 6.	30	1	40%
	Exam (written)	1. – 6.	49	1,6	50%
	Total		90	3	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend classes and actively participate in all forms of classes. 2. Write, submit and present a seminar paper using ICT. <p>Note (valid for obligation 2): Students should write a seminar paper and submit it within the agreed deadline. If they meet the obligation by the given deadline, they lose the right to ECTS credits in that academic year. The deadlines set in this course should be respected.</p> <ol style="list-style-type: none"> 3. Pass the written exam 				
Mid-term and final exam term	They are published in the ISVU system and on Studomat.				
Additional information on the course	Materials for lectures and seminars are published on e-learning. In the case of distance learning, deviations are possible in the location of the course, implementation of activities, 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	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Apel, K., Masterson, J. (2004). Jezik i govor od rođenja do 6. godine. Zagreb: Ostvarenje. 2. Čerepinko, D. (2012). Komunikologija. Kratki pregled najvažnijih teorija, pojmova i principa. Varaždin: Veleučilište u Varaždinu. 3. Pavličević -Franić, D. (2005). Komunikacijom do gramatike. Zagreb: Alfa. 4. Prebeg-Vilke, M. (1991). Vaše dijete i jezik. Zagreb: Školska knjiga. 5. Rade, R. (2003). Poticanje ranog govorno-jezičnog razvoja. Zagreb: Foto-marketing Fo Ma. 6. Tatković, N., Diković, M., Tatković, S. (2016). Pedagoško-psihološki aspekti komunikacije. Pula: Sveučilište Jurja Dobrile u Puli. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bognar, L., Matijević, M. (2005). Didaktika. Zagreb: Školska knjiga. (str. 29, 30, 101-162; 357-372). 2. Greenspan, S. I. (2004). Program emocionalnog poticanja govorno-jezičnog razvoja. Zagreb: Ostvarenje. 3. Jensen, E. (2003). Super-nastava – Nastavne strategije za kvalitetnu školu i uspješno učenje. Zagreb: Educa. 4. Juraković, L., Tatković, N. (2012). Kreativnost kao oblik komunikacije u odgojno-obrazovnom radu. U: D. Mustić (ur.), Društvo i tehnologija. Zagreb: Croatian Communication Association and International Federation of Communication Association, 647-653. 				

	<p>5. Pease, A. (2008). Velika škola govora tijela. Zagreb: Mozaik knjiga.</p> <p>6. Tatković, N., Radetić-Paić, M., Blažević, I. (ur.) (2016). Kompetencijski pristup kvaliteti ranog i predškolskog odgoja i obrazovanja. Medulin: Dječji vrtić Medulin. Pula: Sveučilište Jurja Dobrile u Puli, Fakultet za odgojne i obrazovne znanosti.</p> <p>Referential:</p> <p>1. Journals for preschool teachers, parents and children.</p>
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Course Syllabus			
Course Code and Title	200198 Environmental and initial mathematical concepts methodology in the integrated curriculum 1		
Names of Lecturers	Full professor Lidija Vujičić, PhD (main course teacher) Kristina Alviž, assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	II.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 0E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study programme.		
Correlativity	General psychology, General pedagogy, Early and preschool age pedagogy 1 and 2		
Objective of the course	to understand the importance of research-cognitive activities of preschool children and the active use of research-cognitive and initial mathematical knowledge in working with children, as well as the application of modern learning strategies, teamwork, evaluation and self-evaluation		
Learning outcomes	1. interpret the goals, tasks and models of the research-cognitive curriculum, the content of getting to know the environment and initial mathematical concepts 2. analyze the characteristics, advantages and functions of the research-cognitive integrated curriculum 3. analyze a stimulating, safe and creative environment for the child's research and cognitive activities (contextual institutional conditions) 4. use modern and find traditional sources of children's games (from relatives, parents...) for the child's research and creative learning of initial mathematical and contextual natural and social content 5. to interpret the significance and integrative characteristics of modern theories and approaches to learning and the development of the mathematical-logical thinking of preschool children in interaction with the immediate environment		

Course content	<p>1. Introduction to the course</p> <p>1.1. Conceptual determination of the research-cognitive curriculum/theoretical bases of learning about the environment and initial mathematical concepts</p> <p>1.2. Goals and tasks of the research-cognitive curriculum</p> <p>2. Research-cognitive curriculum</p> <p>2.1. Curriculum (definition, features of integrated curriculum, shortcomings of non-integrated curriculum, models of integrated curriculum)</p> <p>2.2. Curriculum co-construction</p> <p>3. Encouraging environment (contextual institutional conditions)</p> <p>3.1. The importance of a stimulating environment for the child's research, creative and cognitive development</p> <p>3.2. Safety of the child in the environment</p> <p>3.3. Incentives (natural and didactic in the environment)</p> <p>4. Important methodological instructions for educators in the integrated curriculum (investigation of one's own practice, reflexivity, professional development, cooperation and collaboration, learning with children and from children, metacognitive processes, self-evaluation and responsibility of children and educators in the process of their own learning and application of learning and learning strategies)</p> <p>5. Didactic games as a function of child's research and cognitive activities (importance, examples)</p> <p>6. Research-cognitive initial mathematical activities of the child</p> <p>6.1. Why research and learn basic mathematical concepts</p> <p>6.2. The development of the child's abstract thinking in the function of research and learning</p> <p>6.3. Psychological factors that influence the integration, research and learning of initial mathematical concepts (sensory, perceptual, cognitive, social, emotional)</p> <p>7. Mathematical logical principles</p> <p>8. Theories of learning in the context of research and learning of initial mathematical concepts</p> <p>9. Forming initial mathematical concepts: joining, sorting, pairing, stringing, counting, learning numbers in order, the connection between ordinal and main numbers, digits</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 5.	11	0,4	10%
	Seminars	1. – 5.	30	1	40%
	Exam (written)	1. – 5.	49	1,6	50%
	Total		90	4	100%
Course requirements	<p>To successfully complete the course, students must:</p> <p>1. Attend classes and actively participate in all forms of teaching.</p> <p>2. Write, submit and present a seminar paper using ICT.</p> <p>Note (valid for obligation 2: Students should write a seminar paper and submit it within the agreed deadline. If they do not meet the obligation by the given deadline, they lose the right to ECTS credits in that academic year. The deadlines in this course must be respected.</p> <p>3. Pass the written exam.</p>				

Mid-term and final exam term	They are determined at the beginning of the academic year, published in the ISVU system and in Studomat.
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, deviations are possible in the place of the course, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Miljak, A. (2009). Življenje djece u vrtiću. Zagreb: SM naklada 2. Vujičić, L. i sur. (2017). Razvoj znanstvene pismenosti u ustanovama ranog odgoja. Rijeka: Centar za istraživanje djetinjstva Učiteljskog fakulteta Sveučilišta u Rijeci. 3. Slunjski, E. (2012). Tragovima dječjih stopa. Zagreb: Profil. 4. Marendić, Z. (2010). Razvoj matematičkih pojmova. Dijete, vrtić, obitelj. Vol.16 No.60 Lipanj. 5. Petrović-Sočo, B. (2009). Značajke suvremenog naspram tradicionalnog kurikuluma ranog odgoja. Pedagogijska istraživanja, 6(1-2). 6. Nacionalni kurikulum ranog i predškolskog odgoja i obrazovanja. <p>Optional:</p> <ol style="list-style-type: none"> 1. Došen-Dobud, A. (1995). Malo dijete – veliki istraživač. Zagreb, Alinea. 2. Došen-Dobud, A. (2016). Dijete – istraživač i stvaralac. Zagreb: Alinea. 3. Došen-Dobud, A. (2018). Djeca otkrivaju tajne svijeta. Zagreb: Alinea. 4. Miljak, A. i Vujičić, L. (2002). Vrtić kao dječja kuća. Rovinj: DV Neven. 5. Liebeck, P. (1995). Kako djeca uče matematiku. Zagreb, Educa. 6. Časopis Zrno „Kurikulum ranog odgoja i obrazovanja“ (Tema broja) br. 93-94, studeni 2010.- veljača 2011. 7. Slunjski, E. (2013). Integrirani predškolski kurikulum: rad djece na projektima. Zagreb, Mali profesor. 8. Ferucci, J. (2000). Što nas uče djeca. Zagreb, Algoritam. 9. Bredekamp, S. (1996). Kako djecu odgajati. Zagreb, Educa. 10. Došen-Dobud, A. (2004). S djecom u jaslicama. Zagreb, Alinea. 11. Armstrong, T. (2006). Višestruke inteligencije u razredu. Zagreb: Educa.

Course Syllabus			
Course Code and Title	200210 Kinesiology culture IV		
Names of Lecturers	Full professor Iva Blažević, PhD (main course teacher) Ivan Oreb, lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
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 – 15E
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.		
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture		
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, sport games, swimming, dances and different types of elementary and relay games 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 organizational forms of work (with and without props, with and on equipment, with and without music, independently and in pairs). 2. Contents of sports gymnastics: ground floor (roll back, position on the shoulder blades, cartwheels), 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). 3. Sports games: Basketball - basketball two-step, jump shot, game rules, one- and two-basket game. 4. Athletics contents: running on short and medium distances, running and training on a trim track. 5. Hiking in nature and mountain climbing.		

	6. Swimming content: breaststroke, crawl, back crawl, rescue of drowning, first aid and reanimation.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities, evaluation	1. – 4.	11	0,4	80%
	Field work	1. – 4.	19	0,6	20%
	Total		30	1	100%
	Additional clarifications (evaluation criteria): The activity in class, the given elements of motor knowledge and the results of tests (levels) of motor and functional abilities are evaluated.				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Actively participate in classes. 2. Come to class without any jewelry in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants). 3. 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). 4. Master all given elements. 				
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 1200 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 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 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.</p> <p>Optional:</p> <ol style="list-style-type: none"> 1. Findak, V. (2001). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga. 2. Findak, V., Prskalo, I., Babin, J. (2011). <i>Sat Tjelesne i zdravstvene kulture u primarnoj edukaciji</i>. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu. 3. Kosinac, Z. (2011). <i>Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine</i>. Split: Savez školskih športskih društava grada Splita. 4. Pejčić, A. i Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci. 5. Prskalo, I., Sporiš, G. (2016). <i>Osnove kineziologije</i>. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu. 6. Sekulić, D., Metikoš, D. (2007). <i>Osnove transformacijskih postupaka u kineziologiji</i>. Sveučilište u Splitu: Fakultet prirodoslovno-matematičkih znanosti i kineziologije. <p>Referential:</p> <ol style="list-style-type: none"> 1. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996). <i>Primijenjena kineziologija u školstvu-NORME</i>. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 2. Šimunić, M. (1996). <i>Zašto ne pušiti?</i> Zagreb: 4P.
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Course syllabus					
Course Code and Title	200212 Artistic Creativity: Graphics				
Names of Lecturers	Associate professor Aleksandra Rotar (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education				
Course status	Elective	Level of course	Undergraduate		
Semester	Summer	Year of study	II		
Classroom location	Classroom	Language	Croatian		
ECTS credits	2	No. of hours in a semester	7,5P – 0S – 7,5E		
Prerequisites	No requirements for enrolment				
Correlativity	Art Education, Art Education Methods 1, Art Education Methods 2, Visual Communication and Cultural Heritage, Artistic Creativity - shape and colour, Puppetry and Theatre, Croatian Language, Children's Literature				
Objective of the course	to develop creative, motivational competences, for the sake of personal professional creative development, based on an original work by an individual or group				
Learning outcomes	1. apply artistic language in artistic expression through graphic art areas and correctly interpret the specifics of various graphic and other art techniques, accessories and materials 2. apply skills, personal, social and methodological abilities in professional and personal development 3. analyze permitted deviations when applying graphic techniques in combination with other techniques 4. analyze works of art (original graphics and graphic maps) and relate creatively and critically to personal and other people's art design 5. prepare for independent work with children of preschool age 6. follow art events in Croatia and abroad and create an exhibition in the museum's exhibition space				
Course Content	1. Introduction to graphic art, literature 2. Historical overview of the development of graphic art 3. Approaching a work of art (artistic language, artistic elements and principles of composition, artistic fields, artistic techniques, equipment and materials) 4. Analysis of graphics in the Graphics Collection of the Pula City Library and Reading Room and an exhibition of a renowned graphic artist in a gallery or museum 5. Staging an exhibition of works created in a gallery, setup, opening				
Planned activities, learning and teaching	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods, and forms of evaluation	Class activities	1. – 4.	11	0,4	20%
	Practical work	1. – 3.	30	1	50%
	Oral examination	1. – 4.	19	0,6	30%
	Total		60	2	100%
To pass the course, students must:	1. Regularly attend classes and actively participate in all forms of classes 2. Complete all works of art 3. Attend at least five openings of exhibitions by professional artists, students, preschool or school children in a gallery and/or museum 4. Pass the oral examination Note (applies to no. 2): Students must create their practical work in situ, during classes.				
Examination schedules	Published in the ISVU system and Studomat				
Other important information for 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 person responsible for the course will inform students accordingly when remote classes begin. The learning outcomes remain unchanged.				
Literature	Mandatory: 1. Paro, Frane (1991), Grafika – marginalije o crno-bijelom, Zagreb: Mladost. 2. Jakubin, Marijan (2001), Likovni jezik i likovne tehnike, Zagreb: Educa. Elective: 1. Bringhurst, Robert (2018): Elementi tipografskog stila. Zagreb: Hrvatsko dizajnersko društvo. 2. Dizajn i nezavisna kultura, Zagreb: Savez udruga Klubtura/Clubture UPI-2M PLUS d.o.o. KURZIV platforma za pitanja kulture, medija i društva. 3. Ivančević, Radovan (2007). Likovni govor, uvod u svijet likovnih umjetnosti, Zagreb: Profil international. 4. Pischel, Gina (1996). Opća povijest umjetnosti, Zagreb: Mladost. 5. Vukić, Feđa, izbor i predgovor (2012). Teorija i povijest dizajna. Krićićka antologija, Zagreb: Arhitektonski fakultet Sveučilišta u Zagrebu, Golden marketing - Tehnička knjiga. 6. Internet, enciklopedije likovnih umjetnosti, monografije, katalozi.				

Course Syllabus					
Course Code and Title	227064 Early emotional development				
Names of Lecturers	Associate Professor Martina Mavrinac, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Summer	Study year	II		
Classroom location	Classroom	Teaching languages	Croatian (Italian, English)		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	There are no prerequisites for enrollment in this course.				
Correlativity	General psychology, Developmental psychology, Early and preschool age psychology				
Objective of the course	Acquisition of basic knowledge about the emotional development of children from birth to school age.				
Learning outcomes	1. Distinguish between different emotions, their functions and stages of development 2. Identify factors of emotional intelligence 3. Analyze the application of specific approaches to the development of emotional intelligence 4. Explain possible early emotional disorders in children 5. List different therapeutic approaches for children with emotional disorders				
Course content (syllabus)	1. Introduction to the emotional development of the child 2. What are emotions and moods, how and why do emotions arise, different subdivisions of emotions 3. Biological aspects and functions of emotions (classical theories of emotions) 4. Cognitive, social, and cultural aspects of emotions (appraisal, appraisal process, knowledge about emotions, attributions, social interaction, socialization of emotions, management of emotions). 5. The construct of emotional intelligence 6. Skills that are important for the development of emotional intelligence 7. Emotional disorders - what they are and how to recognize them 8. Psychological approaches and treatments to address emotional disorders 9. The role of the educator in the emotional maturation of the child				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	11	0,4	10 %
	Written projects	1. – 4.	22	0,7	40 %

Exam (written)	1. – 4.	27	0,9	50 %
Total		60	2	100 %

Additional information (assessment criteria):

Class attendance is mandatory, and students may miss no more than 30% of the scheduled class time. During the semester, students are required to regularly and actively participate in class in accordance with the scheduled course program.

Class activity will be evaluated as follows:

0% = more than the allowed 30% of absences

5% = the student focuses on class and occasionally participates on his/her own initiative

10% = comes to class prepared and actively participates in class; demonstrates a high level of motivation in class, consults relevant literature, regularly fulfills agreed upon obligations, provides constructive suggestions and original ideas on various class solutions.

Exercises

There will be 7 exercises during the course. Students will actively and adequately prepare for each exercise during the semester and will be able to achieve a total of 40 points in the exercise. For the exercise, students must first read the assigned literature and actively participate and/or perform the exercise.

Example exercise: recognizing the emotion of envy in children.

Students must explain the emotion of envy to a child in an appropriate way. They must have a conversation about this emotion themselves, explaining how and why this emotion arises, how a child can cope with it, how they can express their own emotions, and give examples of how a child can express an emotion by drawing, coloring, singing, playing, etc.) Exercises are scored in the following manner:

0 - 10 points - the student did not show up for the exercise or did not prepare sufficiently. He/she did not actively participate in the exercise.

11 - 20 points - the student has prepared minimally and has participated passively in the exercise only when asked by the teacher.

21 - 30 points - the student prepared well for the exercise and participated in the exercise at the teacher's request.

31 - 40 - The student has prepared excellently for the exercise.

He/she knows the topic and expresses personal critical thoughts on the given topic. He/she actively participates in class throughout the exercise.

The total score for the exercises will be graded as follows:

0 - 10 = 10% of the grade

11 - 20 = 11-20% of the grade

21 - 30 = 21-30% of the grade

31 - 40 points = 31-40% of the grade

Students who do not score at least 10 points in the exercises will not be able to earn the prerequisite for taking the exam and will have to re-enroll in the same course

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend more than 70% of classes and actively participate in the teaching process 2. prepare an exercise task on the selected topic 3. present the exercise task in front of the whole group 4. pass the exam. <p>Note: If a student does not fulfill the aforementioned student obligations, he/she will have to re-enroll in the course the following academic year.</p>
Mid-term and final exam term	<p>They are given at the beginning of the academic year and published on the University website and in the ISVU system.</p>
Additional information on the course	<p>The following topics are covered in the exercises:</p> <ol style="list-style-type: none"> 1. explaining pleasant emotions to preschoolers and how to deal with them 2. explaining unpleasant emotions to preschoolers and how to deal with them 3. explaining emotions to preschoolers: Self-regulation and self-control Measuring emotional intelligence Skills for developing emotional intelligence Early emotional disorders and their treatment - depression, anxiety disorders, and inadequate self-control (ADHD) Therapeutic stories. <p>In distance learning, variations are possible in terms of the location of the course, the delivery of the activities, the methods of interpretation and teaching and methods of assessment, student commitments, and available literature. The course instructor and assistant will inform students of this at the beginning of the distance learning course. The learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Reeve, J. (2010). <i>Razumijevanje motivacije i emocija</i>. Jastrebarsko: Naklada Slap. Poglavlja: 11 i 12. 2. Shapiro L. E. (2019). <i>Kako razviti emocionalnu inteligenciju djeteta</i>. Zagreb: Mozaik knjiga. 3. Berk, L. E. (2015). <i>Dječja razvojna psihologija</i>. Naklada Slap, Jastrebarsko. (Poglavlje 10.) <p>Optional:</p> <ol style="list-style-type: none"> 1. Oatley, K. i Jenkins, J. M. (2003). <i>Razumijevanje emocija</i>. Jastrebarsko: Naklada Slap. Poglavlja: 4., 5., i 6. 2. Beck, R. (2003). <i>Motivacija: teorija i načela</i>. Jastrebarsko: Naklada Slap. Poglavlja: 1., 2., 10. i 11. 3. Berk, L.E. (2008). <i>Psihologija cjeloživotnog razvoja</i>. Naklada Slap, Jastrebarsko. 4. Starc, B., Čudina-Obradović, M., Pleša, A., Profaca, B., i Letica, M. (2004). <i>Osobine i psihološki uvjeti razvoja djeteta predškolske dobi</i>. Zagreb: Golden Market. 5. Vasta, R., Haith, M. M. i Miller, S. A. (1998). <i>Dječja psihologija</i>. Naklada Slap, Jastrebarsko. 6. Davison G. C., Neale J. M. (1999). <i>Psihologija abnormalnog doživljavanja i ponašanja</i>. Jastrebarsko: Naklada Slap. (Poglavlja 15. i 16.)

Course Syllabus					
Course Code and Title	200216 Contemporary Italian language 2				
Name of Lecturer	Associate professor Lorena Lazarić, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Summer	Study year	II		
Classroom location	Classroom	Teaching language(s)	Croatian Italian		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	Attended course Italian language 1 or knowledge of the Italian language at level A1.				
Correlativity	Croatian language, English language, German language				
Objective of the course	To expand knowledge of the Italian language, in accordance with the needs of one's profession, according to level A1/A2 according to the Common European Framework of Reference for Languages.				
Learning outcomes	1. use words and phrases from the field of immediate personal interest and the field of professional communication 2. use simple, everyday written material in exercises 3. discuss simple common situations that require a simple and immediate exchange of information on familiar topics and activities 4. write simple notes and messages, and a shorter personal letter 5. correctly use the learned structures				
Course content (syllabus)	1. Italian standard language: phonological, morphological, lexical structure. 2. Phonology: rules of writing 3. Morphological structure: noun (particulars), article (partitive), adjective (demonstrative), pronoun (possessive), verb (perfect, future), adverb (manner, place, time, ...), preposition (noun declension - preposition and article, conjunction, interjection 4. Lexical structure: expanding the lexicon related to everyday communication and profession.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	11	0,4	10%
	Mid-term(s) (oral or written)	4. – 5.	30	1	60% (30+30)
	Exam oral	1. – 3.	19	0,6	30%
	Total		60	2	100%

	<p>Additional information (assessment criteria):</p> <p>Class attendance and class activity are graded as follows:</p> <p>0% = Not attending exercises.</p> <p>2% = Attends exercises, but does not participate in the work, i.e., homework and exercises in <i>the Workbook</i> are not written more than 4 times.</p> <p>4% = Prepared, but preparation is incomplete – with more deficiencies.</p> <p>6% = Prepared, but preparation is incomplete –with minor deficiencies (exercises with only a few errors).</p> <p>8 % = Regularly prepared, the preparation is correct, the student voluntarily participates in the teaching process.</p> <p>10% = Student shows a high degree of interest in the course, is always prepared, asks questions and problematizes contents from the Exercise Book important for the course.</p> <p>The colloquiums are evaluated as follows:</p> <p>from 0% to 50% correct answers = 0% grade</p> <p>from 51% to 60% = 6% of grades</p> <p>from 61% to 70% = 12% of the grade</p> <p>from 71% to 80% = 18% of the grade</p> <p>from 81% to 90% = 24% of the grade</p> <p>from 91% to 100% = 30% of the grade</p> <p>The final - oral exam is evaluated as follows:</p> <p>from 0 to 5 correct answers = 0% grade</p> <p>6 correct answers = 6% of the grade</p> <p>7 correct answers = 12% of the grade</p> <p>8 correct answers = 18% of the grade</p> <p>9 correct answers = 24% of the grade</p> <p>10 correct answers = 30% of the grade</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend at least 70% of classes 2. write homework (solve tasks in <i>the Workbook</i>) and present the results of exercises at the next meeting 3. pass two colloquia 4. pass the oral exam.
Mid-term and final exam term	They are published in the ISVU system and in Studomat.
Additional information on the course	<p>Class attendance is mandatory. 30% absences are tolerated. In case of a longer absence, the right to signature is denied and they must attend the course again. Students are required to write homework (solve tasks in <i>the Workbook</i>) and present the results of their exercises at the next meeting. In one semester there are two colloquia. At the end of the semester, the final oral exam is taken only if a minimum of 30% of the grade from the colloquia was obtained during the semester, otherwise, the final written exam is taken before the oral exam, which includes the material of two colloquia.</p> <p><i>In order to get to know the elements of culture and civilization, and to apply what has been learned in a real situation, field teaching in Italy is planned.</i> 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 will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Cozzi, N.; Federico, F.; Taccone. A. (2005). Caffè Italia 1, Libro dello studente con esercizi (lezione 6-10), ELI, Recanati. (pp. 66-118; 151180). 2. Klarić, H; Lazarić, L. (2012) Allegramma, grammar A1 / A2 , Školska knjiga, Zagreb (pp.35 -36; 41-43; 55-57; 78-79; 112-119; 121-123; 125-129; 131-134;) <p>Referential:</p> <ol style="list-style-type: none"> 1. Dizionario di italiano Garzanti-Petrini. Petrini editore, Milano, 2002. 2. Peccianti, M.C. (1997). Grammatica d'uso della lingua italiana per stranieri, Giunti, Firenze.
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Course Syllabus					
Course Code and Title	200217 Early bilingualism and multilingualism				
Name of Lecturer	Associate Professor Nada Poropat Jeletić, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Summer	Study year	II		
Classroom location	Classroom	Teaching language(s)	Italian		
ECTS credits	2	Number of hours per semester	7,5L – 0S –7,5E		
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	1. explain the fundamental concepts, forms and methods of bilingual and multilingual education and acquisition 2. explain the contemporary theoretical approaches to the study of bilingual/multilingual acquisition 3. explain the stages and characteristic aspects of bilingual/multilingual acquisition 4. analyze the linguistic, sociolinguistic and linguistic-political specificities of the Croatian-Italian bilingualism in Istria				
Course content (syllabus)	1. Conceptual introduction and theoretical foundations. 2. Sociolinguistic and psycholinguistic typologies of bilingualism/multilingualism. 3. Psychosocial, cognitive and linguistic development in the context of the early acquisition of two or more linguistic codes. 4. Methods of bilingual/multilingual education and acquisition/learning. 5. Sociopsychological approach to the study of bilingualism/multilingualism. 6. Linguistic approach to the study of sociolinguistic phenomena of language contact. 7. Bilingualism and multilingualism in the Istrian territory.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity	1. – 4.	11	0.4	10%
	Written project and oral presentation	3. – 4.	15	0.4	20%
	Exam	1. – 4 .	34	1.1	70%
	Total		60	2	100%

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend more than 70% of classes (if the student is absent from 50% to 70% of the classes, they will need to complete additional tasks, that is, if absent more than 50%, he/she will be denied the right to signature, take the exam and acquire ECTS credits. In exceptional cases, if for justified reasons the student is unable to attend lectures, the foreseen part of ECTS credits can be acquired by fulfilling additional tasks in the corresponding scope of work.) 2. to research and present a previously agreed topic according to the agreed deadlines in the semester and submit the work in written form through the e-learning platform no later than seven days before the exam deadline for which they are applying 3. resolve all obligations from the course within the given deadline in order to attend the final exam (if they do not complete all obligations by the given deadline, they lose the right to ECTS credits in that academic year.) 4. pass the final exam.
Mid-term and final exam term	They are given at the beginning of the academic year and are published online on the University's website and in the ISVU system.
Additional information on the course	<p>Lecture materials are published on the E-learning platform. In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, interpretation and teaching methods and methods of evaluation - student obligations - available literature. <p>The course instructor will inform students about this when distance learning begins. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Contento, S. (a cura di) (2010), Crescere nel bilinguismo. Aspetti cognitivi, linguistici ed emotivi, Roma, Carocci Editore. 2. Abdelilah Bauer, B. (2008), Il bambino bilingue. Crescere parlando più di una lingua, Milano, Cortina Raffaello. <p>Optional:</p> <ol style="list-style-type: none"> 3. Arnberg, L. (1987), Raising Children Bilingually: the pre-school years, Clevedon, Multilingual Matters. 4. Baker, C. (2000), The Care and Education of Young Bilinguals, Clevedon, Multilingual Matters. 5. Baker, C. (2006), Foundations of Bilingual Education and Bilingualism, Bristol, Multilingual Matters. 6. Baker, C. (2007), A parents' and teachers' guide to bilingualism, Clevedon, Multilingual Matters. 7. Balboni, P. E. (1999), Educazione bilingue, Guerra Edizioni. 8. Carli, A. (2007), Studi su fenomeni, situazioni e forme del bilinguismo, Milano, Franco Angeli. 9. Deshays, E. (1999), Come favorire il bilinguismo dei bambini, Novara, RED. 10. Fabbro, F. (1996), Il cervello bilingue. Neurolinguistica e poliglossia, Roma, Astrolabio Ubaldini. 11. Fabbro, F. (2004), Neuropedagogia delle lingue. Come insegnare le lingue ai bambini, Roma, Astrolabio Ubaldini. 12. Fantini, A. (1985), Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective, San Diego, College Hill Press.

	<p>13. Garcia, E. (1983), Early childhood bilingualism, Albuquerque, University of New Mexico.</p> <p>14. Grosjean, F. (1982), Life with Two Languages. An Introduction to Bilingualism, Cambridge (Mass.)/London, Harvard University Press.</p> <p>15. Gusmani, R. (2004), Saggi sull'interferenza linguistica, Firenze, Le Lettere.</p> <p>16. Milani Kruljac, N. (a cura di) (2003), L'italiano fra i giovani dell'Istro-quarnerino, Pola-Fiume, Pietas Iulia-Edit.</p> <p>17. Pallotti, G. (2012), La lingua seconda, Milano, Bompiani.</p> <p>18. Ranocchia, M. C. (1993), Bilinguismo precoce ed educazione bilingue: l'italiano L2 in età scolare, Perugia, Guerra Edizioni.</p> <p>19. Saunders, G. (1988), Bilingual Children: From Birth to Teens, Clevedon, Multilingual Matters.</p> <p>20. Scotti Jurić, R. (2003), Bilinguismo precoce: funzioni e usi linguistici, Pola-Fiume, Pietas Iulia-Edit.</p> <p>21. Scotti Jurić, R. (2008), Didattica della comunicazione in classi bilingui, Fiume, Edit.</p> <p>22. Titone, R. (1972), Bilinguismo precoce e educazione bilingue, Roma, Armando.</p>
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Course Syllabus					
Course Code and Title	200206 Fundamentals of choir singing				
Names of Lecturers	Full professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Branko Radić, MSc, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Summer	Study year	II		
Classroom location	Classroom, choral music practice rooms	Teaching languages	Croatian (Italian, Slovenian)		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	There are no prerequisites				
Correlativity	Music culture methodology in the integrated curriculum 1, Music culture methodology in the integrated curriculum 2, Working with gifted children				
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 2. define the selection criteria for high-quality and aesthetically valuable choral literature 3. conduct by applying the basic techniques of choral conducting 4. make music together in the performance of a piece of music 5. use acquired interpretation knowledge and skills				
Course content (syllabus)	1. Music theory basics 2. Elements of musical expression 3. Vocal technique basics 4. Correct intonation, phrasing, articulation and agogic when singing 5. Group music playing 6. Basics of conducting (timing) 7. Processing of the composition 8. Memorization of textual and melodic units 9. Working with choirs 10. Introduction to choral literature 11. Getting to know communication between the conductor and the choir 12. Visits to various choirs and vocal ensembles				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	11	0.4	20 %
	Review from a visit to choirs	1. – 5.	10	0.3	25 %

	Review from the vocal concert)	1. – 5.	9	0.3	25 %
	Going to a concert	1. – 5.	3	0.1	0 %
	Exam (written)	1. – 5.	27	0.9	30 %
	Total		60	2	100 %
	<p>Additional information (assessment criteria): Class attendance is mandatory. 30% of absences that do not need to be justified. Class attendance is evaluated as follows: 0% = Does not attend lectures and exercises (from 5 absences onwards) 10 % = Attends lectures Class activity (singing and conducting) is evaluated as follows: 5% = conducts with difficulty. 10% = conducts without difficulty + 10% sings the song by heart (soloist) + 10 % sings a song by heart (in a group or choir) Reviews from extracurricular classes are evaluated as follows: 0% = No review written 10% = A review of the visit to the choirs was written + 10% = Written review from the attended vocal concert. The review has to be submitted in electronic or printed form 7 days after listening to the musical event. The delay reduces the points by 25% of the stipulated ones. The written exam can receive a maximum of 30% of the grade. 0% = less than 50% correct answers Each subsequent % carries 0.6 share in the grade.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes 2. visit a choir rehearsal 3. go to a vocal music concert 4. write 2 reviews from the rehearsal and the concert 5. pass the written exam <p>To complete the course, a student must obtain a total of 50% of the grade from any segment.</p>				
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	<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"> 1. Gjadrov, I. (2002). Umijeće dirigiranja. Zagreb: Music play. (14-24, 72) 2. Manasteriotti, V. (1987). Muzički odgoj na početnom stupnju. Zagreb: Školska knjiga. (str. 82-124) 3. Njirić, N. (2001). Put do glazbe. Zagreb: Školska knjiga. (str. 9-46) <p>Optional:</p> <ol style="list-style-type: none"> 1. Jerković, J. (2003). Osnove dirigiranja I: taktiranje. Osijek: Sveučilište Jurja Strossmayera. 2. Jerković, J. (2001). Osnove dirigiranja II: interpretacija. Osijek: Sveučilište Jurja Strossmayera. <p>Referential:</p> <p>Various songbooks.</p>
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Course Syllabus					
Course Code and Title	248063 Croatian children's novel				
Name of Lecturer	Full professor Kristina Riman, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Summer	Study year	II		
Classroom location	Classroom	Teaching languages	Croatian		
ECTS credits	2	Number of hours per semester	7,5L – 7,5S – 0E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Children's literature, Literature theory I and II, Croatian oral literature, Methodology of Croatian language teaching				
Objective of the course	the goal of this course is to familiarize students with the basic concepts of children and young adult's literature. Students should acquire basic knowledge of the types of children and young adult's literature and their development, and develop the ability to independently interpret literary content intended for children and young adults				
Learning outcomes	1. correctly define basic terms in the field of children and young adult's literature 2. interpret individual achievements in the field of children and young adult's literature 3. analyze selected literary works for children and adolescents. 4. critically evaluate individual works for children and adolescents 5. apply acquired skills to literary works for children and adolescents				
Course content (syllabus)	1. Introduction to the study of the Croatian children's novel (Definition and name. Reception, orientation). 2. Characteristics of the Croatian children's novel (classification and periodization) 3. The beginnings of the Croatian children's novel. 4. A realistic children's novel. 5. The mature age of the Croatian children's novel. 6. Contemporary Croatian children's novel and novel for young adults.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

	Class activities (L, S)	1.- 5.	11	0.4	10%
	Individual tasks (homework)	2.- 5.	7	0.2	30%
	Oral presentations	1.- 5.	27	0.9	30%
	Exam (oral)	1.,2.,5.	15	0.5	30%
	Total		56	2	100%
	<p>Additional information (assessment criteria):</p> <p>Class attendance:</p> <p>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. 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:</p> <p>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 (elearning) Forum at least 72 hours before the presentation.</p> <p>When evaluating the seminar paper, the following indicators are important: 1. Coverage of the topic (are the main contents presented in an appropriate manner, are appropriate examples given)</p> <p>2. Presentation of the topic (certainty, without reading instructions, clarity, comprehensibility, freedom from errors - in terms of content and language)</p> <p>3. 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</p> <p>The final test of knowledge is carried out with a final exam for which students must read at least 10 reading titles.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. actively attend classes 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 3. pass the exam. 				
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"> -the place of the course -the conduct of the activities, the methods of interpretation and teaching, and the methods of evaluation - the obligations of the students - the available literature. 				

	The course instructor and teaching assistant will inform students when distance learning takes place. The learning outcomes will remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Hameršak, M., Zima, D. (2015). Uvod u dječju književnost. Zagreb: Leykam International, str. 197.-224. 2. Majhut, B. (2005). Pustolov, siroče i dječja družba: hrvatski dječji roman do 1945. Zagreb: FF press, Zagreb. 3. Vrcić-Mataija, S. (2018). Hrvatski realistični dječji roman, Zadar: Sveučilište u Zadru <p>Optional:</p> <ol style="list-style-type: none"> 1. Hranjec, S. (1998). Hrvatski dječji roman. Zagreb: Znanje. 2. Kolar-Dimitrijević, M. (2012). Tragovi vremena u djelima Mate Lovraka. Zagreb: Srednja Europa. 3. Majhut, B. (2008). Recepcija romana Čudnovate zgode Šegrta Hlapića Ivane Brlić Mažuranić, Nova Croatica 2 (2), 43-115. 4. Težak, D. (1990). Dječji junak u romanu i filmu. Zagreb: Školske novine. Težak, D. (2006) Vitez i Kušan – začetnici moderne hrvatske dječje književnosti. Metodika 7 (3), 279-288. 5. Vrcić-Mataija, S. (2012). Prilog tipologiji hrvatskog dječjeg romana. Fluminensia, 3 (2), 143-154. 6. Zima, D. (2011). Kraći ljudi: povijest dječjeg lika u hrvatskom dječjem romanu, Zagreb: Školska knjiga. <p>Referential:</p> <ol style="list-style-type: none"> 1. Libri & Liberi: časopis za istraživanje dječje književnosti i kulture Književnost i dijete <p>Reading (select 10 titles):</p> <p>I. Brlić Mažuranić: Čudnovate zgode Šegrta Hlapića M. Lovrak: Vlak u snijegu; Družba Pere Kvržice I. Kušan: Uzbuna na Zelenom Vrh; Koko i duhovi; Koko u Parizu; Lažeš, Melita; Ljubav ili smrt M. Matošec: Tiki traži neznanca; Strah u Ulici lipa; Suvišan u svemiru A. Gardaš: Duh u močvari; Miron u škripcu; Filip dječak bez imena M. Gavran: Sretni dani; Kako je tata osvojio mamu; Zaljubljen do ušiju; Svašta u mojoj glavi H. Kovačević: Tajna Ribljeg Oka; Tajna mačje šape; Tajna Tužnog psa; Tajna graditelja straha; Tajna zlatnog zuba Z. Krilić: Čudnovata istina; Zabranjena vrata; Veliki zavodnik P. Pavličić: Zeleni tigar; Petlja; Trojica u Trnju T. Horvat: Tajna Gornjega grada; B. Dovjak-Matković: Zagrebačka priča D. Horvatić: Junačina Mijat Tomić I. Šajatović: Tajna ogrlice sa sedam rubina J. Cvenić: Čvrsto drži joy-stick J. Bitenc: Twist na bazenu</p>

	<p>Š. Storić: Poljubit ću je uskoro, možda J. Horvat: Waitapu N. Pulić: Maksimirci; Ključić oko vrata M. Rundek: Psima ulaz zabranjen B. Prosenjak: Divlji konj H. Hitrec: Smogovci, Eko Eko D. Miloš: Bijeli klaun Z. Pongrašić: Gumi-gumi B. Primorac: Maturalac D. Jelačić-Bužimski: Sportski život Letećeg Martina; Balkanska mafija; Martin protiv CIA-e i KGB-a V. Stahuljak: Don od Tromede M. Jurić Zagorka: Kći Lotrščaka S. Škrinjarić: Ulica predaka; Čarobni prosjak S. Šesto: Debela; Vanda; Tko je ubio Pašteticu N. Mihelčić: Bilješke jedne gimnazijalke M. Brajko Livaković: Kad pobijedi ljubav S. Pilić: O mamama sve najbolje; Sasvim sam popubertetio; Mrvice iz dnevnog boravka G. Tribuson: Legija stranaca; Rani dani; Ne dao Bog većeg zla</p>
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5th semester

Course Syllabus			
Course Code and Title	200219 Preschool education theory		
Names of lecturers	Full professor Maja Ružić, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	III
Classroom location	Classroom	Teaching languages	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 0E
Prerequisites	The prerequisite for enrollment in this course is regular enrollment in the 3rd year of study.		
Correlativity	General pedagogy, Preschool pedagogy I and II, Sociology of education.		
Objective of the course	acquire competencies for the analysis and synthesis of various theories of preschool education		
Learning outcomes	<ol style="list-style-type: none"> 1. to explain the basic terms of the theoretical determinants of the theory of early development (behavioristic, psychoanalytical, cognitive, humanistic and ecological theory of development) 2. analyze the basic documents of preschool education: the National Curriculum of Early and Preschool Education and the Program Orientation of Education of Preschool Children 3. evaluate different pedagogical concepts 4. describe your position on the theories of preschool education 5. use facts about alternative concepts of preschool education and transfer knowledge about a particular, selected concept in a high-quality and interesting way 6. evaluate the theoretical determinants of the most famous alternative conceptions of preschool education (Waldorf pedagogy, Montessori pedagogy, Reggio pedagogy, Agazzi approach, Forest kindergarten) 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Theories of early development 2. National Curriculum of Early and Preschool Education, Program Orientation of Education of Preschool Children 2. Waldorf pedagogy 3. Montessori pedagogy 4. Reggio pedagogy 5. Agazzi approach 6. Forest kindergarten 		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 6.	11	0.4	10%
	Individual tasks (homework, research, oral and written tasks)	1. – 6.	36	1.2	40%
	Fieldwork	1. – 6.	9	0.9	0%
	Exam (oral, written)	1. – 6.	34	1.1	50%
	Total		150	5	100%
	<p>Additional information (assessment criteria):</p> <p>Participation in classes is evaluated as follows:</p> <p>0% = Does not attend classes</p> <p>6% = Attends classes, but does not participate in work,</p> <p>7% = Prepared, but the preparation is incomplete</p> <p>8% = Prepared, but the preparation is incomplete – with minor defects</p> <p>9% = Regularly prepared, the preparation is correct, voluntarily participates in the teaching process.</p> <p>10% = Shows a high degree of interest in the course, is always prepared; asks questions</p> <p>Seminars</p> <p>Quality of the seminar:</p> <p>1. Following the instructions for the seminar paper (number of pages, cover, citation, paraphrasing, citing literature) = 7% of the grade</p> <p>2. Content of the seminar = 10% of the grade</p> <p>3. Spelling and grammar = 6% of the grade</p> <p>Exposure</p> <p>1. Clarity of speech and expression = 4% of the grade</p> <p>2. Clarity of presentation = 4% of the grade</p> <p>3. Method of presentation aligned with goals and content = 5% of the grade (audiovisual aids, etc.)</p> <p>4. Encouraged active learning and involvement of other students = 4% of the grade</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <p>1. attend classes (30% absences are tolerated)</p> <p>2. write and present a seminar paper during the semester (the term of submission of the seminar paper as well as the presentation of the seminar paper is determined by the teacher/assistant)</p> <p>3. pass the colloquium and take the final exam if the student is not satisfied with the number of points achieved (colloquium, seminar, attendance) or did not take the colloquium.</p>				
Mid-term and final exam term	Examination deadlines are published at the beginning of the academic year on the University's website and in ISVU.				
Additional information on the course	In the case of distance learning, deviations are possible in the place of the course, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course instructor and the assistant will inform the students				

	about this when the distance learning starts. Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Britton, L. (2000). Montessori, učenje kroz igru, za djecu od 2 do 6 godina, Zagreb: Hena Com 2. Maleš, D. (ur.) (2011). Nove paradigme ranog odgoja, Zagreb, Filozofski fakultet Sveučilišta, Zavod za pedagogiju 3. Programsko usmjerenje odgoja i obrazovanja u Republici Hrvatskoj, 1991. 4. Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje, 2015. <p>Optional:</p> <ol style="list-style-type: none"> 1. Matijević, M., Pranjić, M., Previšić, V. (1994). Pluralizam u odgoju i školstvu. Zagreb: Katehetski salezijanski centar. 2. Calgren, F. (1990). Odgoj ka slobodi. Zagreb: Društvo prijatelja Waldorfske pedagogije. 3. De Beni, M., Simović V., Gasparini A.L. ur. (2012). Pedagogija zajedništva i Agazzi metoda, Zagreb, Križevci, Učiteljski fakultet, DV Zraka sunca... 4. Golubović, A. (2007). Učiti za život u životnim situacijama. Dijete Vrtić Obitelj, XII (47), 29-30. 5. Humphryes, J. (1999). Razvojno primjerena praksa visokokvalitetnih Montessori programa. Dijete Vrtić Obitelj, V (14), 14-20. 6. Klaus, S. (2000). ISSA- The International Step by Step. Dijete Vrtić Obitelj, VI (21), 15-17. 7. Krauth, V. (1996). Waldorfski pristup gledanju TV-programa. Dijete Vrtić Obitelj, II (3), 32. 8. Philipps, S. (1999). Montessori priprema za život, odgoj neovisnosti i odgovornosti. Jastrebarsko: Naklada Slap. 9. Seitz, M., Hallwach, U. (1997). Montessori ili Waldorf. Zagreb: Educa. 10. Krstović, J. (1997). Inovacijski pristupi ili razvojne perspektive predškolskog odgoja. U: Božić, Ž. (ur.), Inovacijski pristupi Korak bliže djetetu, Rijeka: Adamić. 44–55. 11. Milanović, M., Stričević, I., Maleš, D., Sekulić-Majurec, A. (2000). Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj. Zagreb: Targa. 12. Picinini, S. (2000). O pedagoškoj koncepciji Reggio Emilia iz svijeta. Dijete Vrtić Obitelj, VI (21) 13. Slunjski, E. (2015). Izvan okvira. Zagreb: Mali profesor <p>Priručna:</p> <ol style="list-style-type: none"> 14. Matijević, M. (2001). Alternativne škole. Zagreb: Tipex

Course Syllabus			
Course Code and Title	200221 Speech communication methodology in the integrated curriculum 2		
Names of Lecturers	Assistant professor Danijela Blanuša Trošelj, PhD (main course teacher) Tamara Brussich, assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	III.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study program.		
Correlativity	General pedagogy, Early and preschool age pedagogy 1 and 2, all methodologies, Speech communication methodology in the integrated curriculum 1		
Objective of the course	adopt planning, organizing and integrating language and communication content into the curriculum, independently and in cooperation with the team		
Learning outcomes	1. analyze the contents of children's literature for methodical integration in all aspects of educational work with children 2. create didactic tools for the development of spoken communication 3. organize a stimulating context for work on the development of spoken communication 4. choose the highest quality literary content suitable for children 5. create preparations, work plans and programs for the implementation of literary content for children in immediate educational work 6. explain how to encourage children's speech creativity and research activities in terms of developing the child's communication competence		
Course content (syllabus)	1. The role of book content in the development of spoken communication and interest in books, as well as the research, cognitive and creative activities of children in the field of spoken communication. 2. Picture book - a child's first book: conceptual definition, picture book as a literary genre, the role of picture books in the educational process, the appearance of picture books in the world and in the Republic of Croatia, illustration, text and language in picture books, types of picture books, criteria for choosing a picture book. 2. 1. Methodical and creative approach to the picture book. 2.2. How to make a picture book with children? 3. Methodical creative approach to the story. Cognitive research and creative activities of the child in the use of picture books. 4. Methodical creative approach to the fairy tale. Cognitive research and creative activities of the child in the use of picture books.		

	5. Storytelling and storyteller competencies. 6. Therapeutic stories. Creating therapeutic stories. Analysis of problem picture books. 7. The role of literary content in the development of a child's pre-reading skills. 8. The role of educators in the development of pre-reading skills, preparation of resources and stimulating context				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. - 6.	17	0.6	10%
	Written projects	1. - 6.	52	1.7	40%
	Exam (written)	1. - 6.	51	1.7	50%
	Total		120	4	100%
Course requirements	To successfully complete the course, students must: 1. Attend classes and actively participate in all forms of classes. 2. Create preparations and didactic material for the direct work with children and analyze the work. Note (valid for obligation 2): The students should write a preparation and submit it within the agreed deadline. If they resolve the obligation by the given deadline, they lose the right to ECTS credits from the course in that academic year. The deadlines set in this course should be respected. 3. Pass the written exam				
Mid-term and final exam term	They are published in the ISVU system and on Studomat.				
Additional information on the course	Materials for lectures and seminars are published on e-learning. In the case of distance learning, it is possible to deviate from: the location of the course, implementation of activities, methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Čudina-Obradović, M. (2004). Kad kraljevna piše kraljeviću. Zagreb: Pučko otvoreno učilište Korak po korak, str. 15-26, 45-52, 58-60, 68-85, 108-111 2. Sočo, B. P. (1997). Dijete, odgajatelj, slikovnica. Zagreb: Alineja. 3. Velički, V. (2004). Vrijeme kruga. Mogućnosti poticanja govorne kompetencije u djece predškolske dobi. <i>Zrno</i> , 61, 21-24. 4. Velički, V. (2002). Priča u predškolskom razdoblju. <i>Zrno</i> , br. 49-50, str. 56-57. 5. Velički, V. (2013). Pričanje priča-stvaranje priča. Split: Harfa. Optional: 1. Brajša, P. (2002). Kako uspješno razgovarati,. Pula: C.A.S.H. 2. Čudina Obradović (1969). Igrom do čitanja. Zagreb: Školska knjiga 3. Pease, A. (2008). Velika škola govora tijela. Zagreb: Mozaik knjiga.				

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

Course content	<p>1. Perception, research and knowledge of the term "volume" in the integrated curriculum.</p> <p>1.1. Research and first experiences about the concept of volume in play and everyday activities.</p> <p>1.2. Means and incentives for observing and researching the concept of volume and liquid (sustainability).</p> <p>1.3. Application of didactic games, trials and experiments with water, sand, earth and other materials for the purpose of understanding the concept of volume in the spirit of sustainability ethics.</p> <p>2. Perception, research and knowledge of the term "mass" in the integrated curriculum.</p> <p>2.1. Perception, research and knowledge of the concept of "weight" and sustainability of weight in play and daily activities of the child.</p> <p>2.2. Means and incentives for research and knowledge of the concept of weight.</p> <p>2.3. Didactic games with objects in order to learn the concept of weight.</p> <p>3. Perception, research and knowledge of geometric concepts in the game and integrated curriculum.</p> <p>3.1. Research and knowledge of geometric concepts in play and everyday activities and in the child's environment.</p> <p>3.2. Means and incentives for research and knowledge of geometric concepts using didactic games in correlation especially with the contents of art and kinesiology culture.</p> <p>4. Perception, research and knowledge of quantitative relationships in the game</p> <p>4.1. Games with quantities and the child's entry into the world of quantities through play.</p> <p>5. The social environment and the world around me as a source of research.</p> <p>6. Visits, trips, excursions and meetings as sources of experiences and research interests of child-oriented education in the spirit of sustainability</p> <p>7. Marking of holidays, celebrations and festivities in the context of education for sustainable development</p> <p>8. Planning and programming of work (curriculum aimed at meeting the child's developmental needs), and making preparations for carrying out the child's research and cognitive activities</p> <p>8.1. Preparation and execution of work/exercises in a preschool institution.</p> <p>8.2. Evaluation and monitoring of the child's progress in cooperation with parents and the professional team.</p> <p>9. Learning and development of social competences through group interaction.</p> <p>9.1. The learning process of constructive conflict resolution through interaction.</p> <p>9.2. Establishing common rules of behavior in the group.</p> <p>9.3. Examples of games for learning social skills, cooperation and conflict avoidance in play and communication.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 6.	17	0.6	10%
	Exercises	1. – 6.	73	2.4	40%
	Exam (written)	1. – 6.	30	1	50%
	Total		120	4	100%

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes and actively participate in all forms of teaching 2. create preparations and didactic material for direct work with children and analyze the work. <p>Note (applies to obligation 2): The students should prepare for the exercises and submit them within the agreed deadline. If they do not settle this obligations by the given deadline, then they lose the right to ECTS from the course in that academic year. The deadlines in this course must be respected.</p> <ol style="list-style-type: none"> 3. Pass the written exam.
Mid-term and final exam term	They are published in the ISVU system and Studomat.
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - location of the course - implementation of activities, interpretation and teaching methods and methods evaluation - student obligations - available literature. <p>The instructor of the course will inform students about this when distance learning begins.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Bunčić, K., Ivković, Đ., Janković, J., Penava, A. (2007). Igrom do sebe. 102 igre za rad u grupi. Zagreb: Alinea (radni materijal za izvođenje vježbi) 2. Čudina-Obradović, M. (2002). Matematika prije škole. Zagreb, Školska knjiga. 3. Došen, Dobud, A. (1995). Malo dijete veliki istraživač. Zagreb: Alinea. 4. Došen, Dobud, A. (2016). Dijete- istraživač i stvaralac. Zagreb: Alinea d.o.o. 5. Gabelica-Šupljika M., Milanović, M (1995). Blagdani djetinjstva. Zagreb: Školska knjiga (radni materijal za izvođenje vježbi). 6. Miljak, A. (2009). Življenje djece u vrtiću, Zagreb: SM Naklada d.o.o. (odabrana poglavlja) 7. Slunjski, E. (2006). Kako djeca pišu,broje i računaju. Varaždin: Stanek. <p>Optional:</p> <ol style="list-style-type: none"> 1. Babić, N. i Irović, S. (2004). Djeca i odrasli u igri, U: Zbornik radova Rastimo zajedno. Centar za predškolski odgoj i Visoka učiteljska škola u Osijeku (15.-25. str.) 2. Cvetković-Lay, J. (1995). Ja hoću i mogu više. Zagreb: Alinea. 3. Čuturić, N. (1991). Prve tri godine života. Zagreb: Školska knjiga. 4. Fox, R. (2001). Razvoj i učenje. U: Desforjes, Ch. (ur.), Uspješno učenje i poučavanje. Zagreb: Educa. str. 57-73. 5. Jensen, E. (2005). Poučavanje s mozgom na umu. Zagreb: Educa. 6. Miljak, A. i Vujičić, L. (2002). Vrtić u skladu s dječjom prirodom. «Dječja kuća». Rovinj: Dječji vrtić Neven. 7. Moss, P. i dr. (2009). Proučavanje svijeta i šire: Djeca ko znanstvenici. Djeca u Europi, zajednička publikacija mreže europskih časopisa Zagreb: Udruga Korak po korak. (1), 1.

	<p>8. Petrović-Sočo, B., Slunjski, E., Šagud, M. (2005). Nova paradigma učenja,- nove uloge odgojitelja u odgojno obrazovnom procesu. Zbornik Učiteljske akademije u Zagrebu, Sveučilište u Zagrebu, 2 (10)vol. 7, 315- 327.</p> <p>9. Petrović-Sočo, B. (2007). Kompetencije odgojitelja u jaslicama-zajednici koja uči. U: N. Babić (ur.), Kompetencije i kompetentnost učitelja. Zbornik radova, Osijek, 18. i 19. travnja, Osijek, Sveučilište J. J. Strossmayera u Osijeku, Hrvatska i Kherson: Kherson State University, Ukraine, str. 337-343.</p> <p>10. Peteh, M. (2008). Matematika za predškolce. Zagreb: Alinea.</p> <p>11. Šporer, Z. (1990). Uh, ta matematika, VI izdanje, Zagreb, Školska knjiga (Poglavlje: Skupovi: str. 9-99.)</p>
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Course Syllabus					
Course code and title	227124 Visual arts methodology in the integrated curriculum 1				
Names of lecturers	Assistant Professor Breza Žižović. (main course teacher) Urianni Merlin, PhD, professor of professional studies				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	Not applicable				
Correlativity	Visual art, Artistic creation: – shape and colour, Graphics, Music culture				
Objective of the course	<div>1. Acquire proficiency in all visual/technical means prescribed for preschool education and present them properly to children</div> <div>2. Gain knowledge about patterns established in Visual arts methodology</div> <div>3. Develop the ability to work in practice</div> <div>4. Independently prepare and implement visual arts activities.</div>				
Learning outcomes	<div>1. Interpret the concepts of visual arts teaching methods</div> <div>2. Analyse the individually developed lesson preparation and plan of visual arts activities</div> <div>3. Develop and implement an activity in kindergarten by using appropriate methods</div> <div>4. Create the materials required to independently perform the activity by using appropriate visual/technical means</div> <div>5. Analyse children’s works with regard to their stage of development with the application of techniques for evaluation of children’s works</div> <div>6. Independently write a review of children’s works</div>				
Course content (syllabus)	<div>1. Development of children’s drawing</div> <div>2. Visual types of children based on their visual expression</div> <div>3. Aesthetic principles</div> <div>4. Methods</div> <div>5. Forms of work</div> <div>6. Tasks of visual arts</div> <div>7. Elements of visual language</div> <div>8. Visual arts techniques at a preschool facility</div> <div>9. Analysis and assessment of children’s works of visual art</div>				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Class activities (L, E)	1. – 6.	17	0,6	10%
	Individual tasks	4.	30	1	20%
	Written projects (analysis of children's works of visual art and preparation for performance of a visual arts activity at kindergarten)	1. – 6.	30	1	30%
	Exam (application of the gained competencies to confirm the achieved outcomes)	1. – 6.	43	1.4	40%
	Total		120	4	100%
Course requirements	To successfully complete the course, students must: 1. attend the classes and actively participate in all forms of classes 2. complete all works of visual art by the end of the winter semester 3. write an analysis of children's works of visual art and prepare for the performance of a visual arts activity in the kindergarten within the set deadline 4. take and pass the oral or written exam				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	In the case of remote teaching, there might be some changes with regard to venue of classes; performance of activities, method of presentation and teaching, and assessment methods; student responsibilities; available literature. The course lecturer will inform the students of any and all changes when the remote teaching begins. The learning outcomes will remain unchanged.				
Bibliography	Mandatory: 1. Belamarić, D. (1986). Dijete i oblik. Zagreb: Školska knjiga 2. Čudina-Obradović, M. (1990). Nadarenost-razumijevanje i prepoznavanje, Zagreb: Školska knjiga 3. Grgurić, N. – Jakubin, M. (1996). Vizualno- likovni odgoj i obrazovanje. Zagreb:Educa 4. Herceg, L., Rončević, A. i Karlavaris B. (2010). Metodika likovne kulture djece rane i predškolske dobi. Zagreb: Alfa d.d. 5. Karlavaris, B.(1988). Metodika likovnog odgoja. GZH 6. Roca, J. (1978). Likovni odgoj u osnovnoj školi. Zagreb: Školska knjiga 7. Roca, J. (1978). Likovne aktivnosti u osnovnoj školi. Zagreb: Školska knjiga 8. Ružić, B. (1959). Djeca crtaju. Zagreb: Školska knjiga Optional: 1. Babić, A. (1986). Promatranje likovnih djela u osnovnoj školi. Zagreb: Školska knjiga 2. Damjanov, J. (1991). Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga 3. Despot, N. (1966). Svjetlo i sjena. Zagreb: Tehnička knjiga 4. Horvat Pintarić, Vera (2015). Umijeće opisivanja, Zagreb: Hrvatska akademija znanosti i umjetnosti, Gliptoteka, Biblioteka Arthistorija 5. Ivančević, R. (2005). Likovni govor: uvod u svijet likovnih umjetnosti, udžbenik za 1. razred gimnazije. Zagreb: Profil 6. Pischel, G. (1970). Opća povijest umjetnosti. Zagreb: Mladost				

	<p>7. Prelog, Damjanov, Ivančević (1963) Likovne umjetnosti, školski leksikon. Zagreb: Privreda</p> <p>8. Tomašević Dančević, Šobat (2002). Likovna kultura, udžbenik za 5. i 6. razred osnovne škole. Zagreb: Profil international</p> <p>9. Itten, J. 2002). Arte del colore, Milano: Il saggiatore.</p>
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Course Syllabus					
Course code and title	227070 Music culture methodology in the integrated curriculum 1				
Names of lecturers	Full professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Branko Radić, MSc, senior lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching languages	Croatian (Italian, Slovenian)		
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	Passed exams in Music Culture, Music Practicum 1, Music Practicum 2				
Correlativity	Musical culture, Music practicum 1 and 2, Fundamentals of choir singing, Speech communication methodology in the integrated curriculum, Environmental and initial mathematical concepts methodology in the integrated curriculum, Visual arts methodology in the integrated curriculum, Kinesiology methodology in the integrated curriculum				
Objective of the course	adopt the musical competences of singing and playing for teaching children in early and preschool age				
Learning outcomes	1. explain the methodical approach of singing, rhyme (counter) and playing with Orff instruments 2. demonstrate children's counters in meter and rhythm 3. demonstrate the approach of singing 4. recognize the elements of musical abilities in a child 5. perform with children of early and preschool age (singing, playing, movement, independent creative expression)				
Course content (syllabus)	1. Concept and definition of the methodology of musical culture 2. Musical culture in preschool institutions 3. Teaching forms and methods 4. Recognizing the elements of musical abilities 5. Singing as an area of musical culture 6. Counter 7. Orff's instrumentation 8. Singing, playing and conducting 9. Singing with movement 10. Observation of expressive elements 11. Expressing impressions and evaluating experiences 12. Creative musical expression				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	17	0.6	10 %

methods and assessment criteria	making two preparations	1. – 5.	30	1	30 %
	making 4 musical instruments	1. – 5.	13	0.4	10 %
	written exam	1. – 5.	30	1	30 %
	oral exam	1. – 5.	30	1	20 %
	Total		120	4	100 %
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. One day of absence is tolerated and does not need to be excused.</p> <p>It is necessary to make two preparations for immediate work in a preschool institution in the field of singing, playing and working with abacus.</p> <p>The writing of the preparation is assessed:</p> <p>0 % - no preparation was written</p> <p>15% - written song preparation (4% = grade 2, 7.5% = grade 3, 11.5% = grade 4, 15% = grade 5)</p> <p>15 % - written preparation of the counter (4% = grade 2, 7.5% = grade 3, 11.5% = grade 4, 15% = grade 5)</p> <p>The preparation is handed over in the agreed time, i.e., according to the academic calendar, while classes are in session</p> <p>Making 4 musical instruments</p> <p>0 % = Did not participate in the creation</p> <p>2% = The production itself per instrument</p> <p>2.5 % = Stands out for creativity in making, theoretical preparation for the instrument, singing accompanied by the instrument, etc., which is necessary for classes.</p> <p>The written exam is graded as follows, and the max. share in the grade is 30 %.</p> <ul style="list-style-type: none"> - Less than 50% of correct answers = 0 %. - Each subsequent correct answer (from 51 % to 100 %) carries a 0.6 % share in the percentage (proportional percentage). <p>The oral exam tests the knowledge of the elements present in the song and the counter. The student brings 10 songs and 5 counters to the exam.</p> <p>0 % = The student does not know how to play and sing</p> <p>5 % = The student can play and sing well enough</p> <p>10 % = The student can play and sing well</p> <p>15 % = The student can play and sing very well</p> <p>20 % = The student can excellently play and sing.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes 2. make two preparations for a performance 3. make four musical instruments 4. pass the written exam 5. pass the oral exam. <p>Note: All written works should be handed in or delivered during classes, respecting the given deadlines. To pass the course, the student must have all five elements positively evaluated and achieve at least 50% of points.</p>				

Mid-term and final exam term	<p>The written exam is taken after the completion of lectures. It is also possible to take the written exam during the exam periods (it is necessary to register through Studomat).</p> <p>Exam deadlines are published in the ISVU system and in Studomat</p>
Additional information on the course	<p>Preparations must be submitted by email to: bradic@unipu.hr by the agreed time (during classes). If the agreed time is not respected, the set points will be reduced by 25%.</p> <p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. <p>The teacher and the assistant will inform the students about this when distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Gospodnetić, H. (2015). Metodika glazbene kulture za rad u dječjim vrtićima: 1-2. Zagreb: Mali profesor. 2. Manasteriotti, V. (1982). Muzički odgoj na početnom stupnju. Zagreb: Školska knjiga, str. 5-182. <p>Optional:</p> <ol style="list-style-type: none"> 1. Gortan-Carlin, I. P., Sapanjoš, T. (2011). Music and Cartoons: Opportunities for Using Media in Music Education. Monografija radova s Drugog međunarodnog simpozija glazbenih pedagoga. Glazbena nastava i nastavna tehnologija: mogućnosti i ograničenja. S. Vidulin-Orbanić (ur.). Pula: Sveučilište Jurja Dobrile u Puli, 187-194. 2. Njirić, N. (2001). Put do glazbe. Zagreb: Školska knjiga. 3. Riman, M. (2008). Dijete pjeva. Rijeka: Učiteljski fakultet u Rijeci. 4. Rojko, P. (2012). Metodika nastave glazbe: teoretsko-tematski aspekti (Glazbena nastava u općeobrazovnoj školi). Osijek: Sveučilište Josipa Jurja Strossmayera, Pedagoški fakultet Osijek, 1996. (II. elektroničko izdanje. Zagreb) 5. Rojko, P. (2004). Metodika glazbene nastave - praksa I. dio. Zagreb: Jakša Zlatar. 6. Rojko, P. (2005). Metodika glazbene nastave - praksa II. dio: slušanje glazbe. Zagreb: Jakša Zlatar. <p>Referential:</p> <p>Various songbooks</p>

Course Syllabus					
Course code and title	227071 Kinesiology methodology in the integrated curriculum 2				
Name of lecturer	Full Professor Iva Blažević, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	Attended course Kinesiology and Kinesiological Methodology in the integrated curriculum 1. Students who passed the course Kinesiology and Kinesiological Methodology in the integrated curriculum 1 can take the final exam.				
Correlativity	Kinesiology culture, Kinesiology methodology in the integrated curriculum 2 and 3, General pedagogy, Early and preschool age pedagogy, Sociology of education, General psychology, Early and preschool age psychology, Developmental psychology, Pedagogy of children with developmental disabilities, Health protection and care of the preschool child, Methodology of pedagogic research, Phylosophy of education and vocational ethics				
Objective of the course	to master the organizational setups of exercises and work methods in the physical education for children of early and preschool age				
Learning outcomes	1. to interpret the organizational training setups 2. distinguish between simpler and more complex training setups 3. analyze the types of motor activities of children of early and preschool age 4. differentiate between work methods in the physical education 5. analyze work methods in the physical education in the function of implementing motor activities in work with children of early and preschool age.				
Course content (syllabus)	1. Types of motor activities of early and preschool children. 2. Organizational training setups. 3. Work methods. 4. Work methods in the function of realization of motor activities. 5. Practical implementation of motor content in accordance with the structure and duration of physical education activities in preschool institutions.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	17	0.6	10%
	Practical work	1. – 5.	30	1	10%

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

Course Syllabus			
Course Code and Title	200022 Professional training 3		
Names of Lecturers	Associate professor Sandra Kadum, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	III
Classroom location	Preschool institution	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	10 days in the semester 2 weeks in February 0L – 0S – 100E
Prerequisites	There are no prerequisites.		
Correlativity	All courses from the study program.		
Objective of the course	acquire competencies for educational work in a preschool institution		
Learning outcomes	<ol style="list-style-type: none"> 1. participate in the work of the educational council, professional assets and other bodies of the preschool institution and analyze the professional development program for educators 2. achieve cooperation with parents and the local community 3. organize at least five activities in the educational group 4. participate in the organization and implementation of walks, excursions, visits, wintering and other types of activities 5. participate in work with children with special needs in the educational group 6. participate in the preparation of parents' meetings and workshops with parents 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Participation in the work of the educational council, professional assets and other kindergarten bodies 2. Involvement in the preschool institution's cooperation with parents and the local community 3. Application of the plan and program for the educational group in the preparation of activities with children 4. Observation of the (selected) child in different situations 5. Participation in the organization and implementation of walks, excursions, visits, wintering and other types of activities 6. Participation in work with children with special needs 7. Preparation of parents' meetings and workshops with parents and participation in them 8. Assisting and helping the teacher of the group in the realization of daily tasks 9. Organization and execution of at least five integrated practical activities 10. Analysis of communication and interaction: adults - child/children, child - child/children in everyday situations 		

	11. Synthesizing and critical interpretation of collected data during the realization of professional-pedagogical practice				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity (E)	1. – 6.	75	2.5	70%
	Written projects	1. – 6.	5	0.2	20%
	Activities in a preschool institution	1. – 6.	6	0.2	10%
	Total		90	3	100%
	<p>Additional clarifications (evaluation criteria):</p> <ul style="list-style-type: none"> - Cooperation with the psycho-pedagogical service, technical staff and other educators. - Getting to know the professional training program for educators. - Cooperation of kindergarten/nursery with parents and the local community. - Assisting and helping the group's educator in the realization of daily tasks. - Daily observation of all-day activities and involvement in the work with the help of educators - mentors. - Monitoring work with gifted children and children with developmental disabilities (if there are any in the group). - Analysis of communication and interaction between adults - child/children, child - child/children in everyday situations. <p>In the practice diary, the student writes (for the period in which the practice is carried out):</p> <ul style="list-style-type: none"> - quarterly, monthly and weekly work plan of educators - daily plan - planned activities during each day with explained goals and tasks to be achieved - all daily activities (free and organized) observed during each day of practice. <p>Observations on the implementation of planned activities in the group during professional-pedagogical practice must include:</p> <ul style="list-style-type: none"> - the name of the observed game, activity - the number of children present and the number of children with special needs - methods and forms of work and duration of individual stages - place of play, means and toys, didactic material - during the activity, observe and record everything that educators and children do - pay attention to the educator's speech, the questions asked and the children's answers <p>The students perform professional-pedagogical practice in the chosen preschool institution for 1 week in the semester and 2 weeks in February (75 hours). They are assigned a mentor/educator with whom they spend three weeks monitoring all the activities of the educational group.</p>				
	<p>To successfully complete the course, students must:</p> <p>1. regularly attend professional practice according to the hourly rate determined by this Implementation Plan of the course</p>				

Course requirements	<p>2. actively participate in the organized activities of the preschool institution during professional practice - activities with children, seminars, professional activities, cooperation with parents</p> <p>3. keep a Journal of professional practice.</p> <p>Notes:</p> <p>1. The instructions on writing professional practice diaries that are given to students determine their level of competence in work and represent the basis for designing the Implementation Plan and Practice Program. Pre-school institution principals, professional assistants and managers, together with mentors, participate in the creation of the Executive Plan and program of students' professional practice in order to achieve the set learning outcomes.</p> <p>2. Upon completion of professional practice, students submit the Practice Diary to the head of the pre-school institution for signature. The students hand in the signed Practice Diary to the course leader or course assistant.</p> <p>3. The pre-school institution submits a Certificate of completed professional practice for each student.</p>
Mid-term and final exam term	They are published in the ISVU system and in Studomat.
Additional information on the course	<p>The materials are published on the e-learning course.</p> <p>In the case of distance learning, deviations are possible in: the place of the course, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <p>1. Petrović-Sočo, B. (2007). Kontekst ustanove za rani odgoj i obrazovanje: holistički pristup. Zagreb: Mali profesor.</p> <p>Optional:</p> <p>1. Bredkamp, S. (1996). Kako djecu odgajati: razvojno primjerena praksa u odgoju djece od rođenja do osme godine. Zagreb: Educa.</p> <p>2. Došen-Dobud, A. (1995). Malo dijete – veliki istraživač. Zagreb: Alinea.</p> <p>3. Hansen, K. A., Kaufman, R-K., Walsh, K. B. (2004). Kurikulum za vrtiće. Zagreb. Pučko otvoreno učilište korak po korak.</p> <p>4. Schön, D. A. (2006). Formare il professionista riflessivo. Milano: Franco Angeli.</p> <p>5. Slunjski, E. (2001). Integrirani predškolski kurikulum. Zagreb: Mali profesor.</p> <p>6. Slunjski, E. (2003). Devet lica jednog odgajatelja/roditelja. Zagreb: Mali profesor.</p> <p>7. Šagud, M. (2003). Odgajatelj u dječjoj igri. Zagreb: Školske novine.</p>

Course Syllabus					
Course Code and Title	200241 Social skills training				
Name of Lecturer	Full professor Mirjana Radetić-Paić, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching language(s)	Croatian (Italian, English)		
ECTS credits	2	Number of hours per semester	7,5L – 0S –7,5E		
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 (%)
	Class activities (L, E)	1. – 4.	11	0.4	10%
	Individual tasks (homework)	1. – 4.	19	0.6	40%
	Exam (oral)	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. The practical work consists of four 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 a critical contribution of the student.</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> <ol style="list-style-type: none"> 1. attend more than 70% of classes and actively participate in the teaching process 2. perform independent tasks 3. pass the oral exam. <p>Note: If a student does not fulfill the aforementioned student obligations, he/she will have to re-enroll in the course the following academic year.</p>
Mid-term and final exam term	They are published in the ISVU system and Studomat.
Additional information on the course	<p>In the case of distance learning, deviations are possible in the place of the course, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and associate will inform students about this when distance learning begins .</p> <p>Learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Ajduković , M., Pečnik , N. (1993). Non-violent conflict resolution . Zagreb: Alineja, (9-74) 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). 3. Rijavec, M. and Miljković, D. (2002). Nonverbal communication. Zagreb: IEP, VERN, (1-74) <p>Optional:</p> <ol style="list-style-type: none"> 4. Bašić, J., Koller - Trbović , N., Žižak, A. (1994). Integral method – manual for educators . Zagreb: Alinea . 5. Bašić, J., Koller - Trbović , N., Žižak, A. (1994). Integral method in working with preschool children and their parents . Zagreb: Alinea . 6. Brajša, P. (1993). Pedagogical communication . Zagreb: School newspaper. 7. Bunčić, K., Ivković , Đ., Janković, J., Penava, A. (1994). I play to myself . Zagreb: Alinea . 8. Janković, J. (1994). Conflict or cooperation . Zagreb: Alinea . 9. Uzelac, M., Bognar , L., Bagić, A. (1994). Let's be friends. Zagreb: Elephant.
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Course Syllabus					
Course Code and Title	200242 Contemporary Italian language 3				
Name of Lecturer	Associate professor Lorena Lazarić, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching languages	Croatian Italian		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	Attended course Italian language 2 or knowledge of the Italian language at level A1/A2.				
Correlativity	Croatian language, Children's literature, Letteratura per l'infanzia				
Objective of the course	adopt competences to train previously acquired knowledge in accordance with the needs of one's profession, in accordance with level A2 of the Common European Framework of Reference for Languages				
Learning outcomes	1. tell a simple children's story, fairy tale or fable 2. discuss topics of personal and professional interest 3. write a personal opinion on a well-known topic or a topic of personal interest 4. create a children's story, fairy tale or fable				
Course content (syllabus)	Italian standard language: syntax Emphasis is placed on basic language skills, familiarization with grammatical rules in a wider linguistic context, and realizing language potential. Exercises that should create a recognizably Italian correlate of a Croatian sentence are encouraged. They take place in the form of conversation and in writing, on a free or given topic. Various methods of reading comprehension are also practiced. The vocabulary is expanding.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 4.	11	0.4	10%
	Colloquiums and preparation for continuous knowledge testing	3. – 4.	30	1	60% (30+30)
	Exam oral	1. – 2.	19	0.6	30%
	Total		60	2	100%

	<p>Additional information (assessment criteria):</p> <p>Class attendance and class activity are graded as follows:</p> <p>0% = Not attending exercises.</p> <p>2% = Attends exercises, but does not participate in the work, i.e., homework and exercises in <i>the Workbook</i> are not written more than four times.</p> <p>4% = Prepared, but preparation is incomplete – with more deficiencies.</p> <p>6% = Prepared, but preparation is incomplete –with minor deficiencies (exercises with only a few errors).</p> <p>8 % = Regularly prepared, the preparation is correct, students voluntarily participate in the teaching process.</p> <p>10% = Students show a high degree of interest in the course, are always prepared; ask questions and problematize contents from <i>the Exercise Book</i> important for the course.</p> <p>The colloquiums are evaluated as follows:</p> <p style="padding-left: 40px;">from 0% to 50% correct answers = 0%</p> <p style="padding-left: 40px;">from 51% to 60% = 6% of grades</p> <p style="padding-left: 40px;">from 61% to 70% = 12% of the grade</p> <p style="padding-left: 40px;">from 71% to 80% = 18% of the grade</p> <p style="padding-left: 40px;">from 81% to 90% = 24% of the grade</p> <p style="padding-left: 40px;">from 91% to 100% = 30% of the grade</p> <p>The final - oral exam is evaluated as follows:</p> <p>oral production 10% of the grade</p> <p>oral interaction 10% of the grade</p> <p>syntax 10% of the grade</p>
Course requirements	<p>For successful completion of the course, student must:</p> <ol style="list-style-type: none"> 1. attend at least 70% of classes 2. write homework (solve tasks in <i>the Workbook</i>) and present the results of exercises at the next meeting 3. pass two colloquia 4. pass the oral exam.
Mid-term and final exam term	They are published in the ISVU system and in Studomat.
Additional information on the course	<p>Class attendance is mandatory. 30% absences are tolerated. In case of a longer absence, the right to signature is denied and they must attend the course again. Students are required to write homework (solve tasks in <i>the Workbook</i>) and present the results of their exercises at the next meeting. There are two colloquia in one semester. At the end of the semester, the final oral exam is taken only if a minimum of 30% of the grade from the colloquia was obtained during the semester, otherwise, the final written exam is taken before the oral exam, which includes the material of two colloquia.</p> <p><i>In order to get to know the elements of culture and civilization, and to apply what has been learned in a real situation, field teaching in Italy is planned.</i> 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 will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Cozzi, N.; Federico, F.; Taccone. A. (2005). Caffè Italia 1, Libro dello studente con esercizi (lezione 1-10), ELI, Recanati. (pp. 43, 53, 65, 75, 87, 97, 109, 119). 2. 10 short stories. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bjelobaba, S. (2009). Reading does not tire, Školska knjiga , Zagreb 2. IARD (1992). ELLE to read, Giunti Marzocco publisher, Florence. 3. Salvini, F. (2003). Talking singing, Guerra Edizioni, Perugia. <p>Referential:</p> <ol style="list-style-type: none"> 1. Dizionario di italiano Garzanti-Petrini. Petrini editore, Milano, 2002. 2. Peccianti, M.C. (1997). Grammatica d'uso della lingua italiana per stranieri, Giunti, Firenze.
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Course Syllabus					
Course Code and Title	200250 Creative music workshop				
Names of Lecturers	Full professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Branko Radić, MSc, senior lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	III		
Classroom location	classroom, extracurricular teaching in nature, alternative halls (concert, theater)	Teaching languages	Croatian (Slovenian, Italian)		
ECTS credits	2	Number of hours per semester	0L – 0S – 30E		
Prerequisites	There are no prerequisites				
Correlativity	Music practicum, Music culture methodology in the integrated curriculum, Speech communication methodology in the integrated curriculum, Environmental and initial mathematical concepts methodology in the integrated curriculum, Visual arts methodology in the integrated curriculum, Kinesiology methodology in the integrated curriculum, Puppetry and stage culture				
Objective of the course	innovative approaches to musical content and skills with creative solutions				
Learning outcomes	1. design high-quality musical content for working with children of preschool age 2. create a rhythmic accompaniment to the song 3. create a musical melody 4. create a musical game 5. sound in 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				
	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

Course activities, teaching and learning methods and assessment criteria	Class activities (E)	1. – 5.	11	0,4	10 %
	Individual tasks (homework, research, playing instrument, singing, music notebook)	1. – 5.	36	1.2	60 %
	Oral exam	1. – 5.	13	0,4	30 %
	Total		60	2	100 %
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory.</p> <p>Independent tasks:</p> <p>The project task is selected in the first lesson and the framework tasks are assigned. Based on the activities in the lectures, the students design their own homework in the form of musical contents listed in the outcomes. The student sends designed assignments by email. For each achieved outcome they get 10% (total 60%)</p> <p>Exam</p> <p>The exam is oral. In the exam, the student presents independent tasks</p> <p>0 % = The acquired musical knowledge and skills were reproduced unsuccessfully.</p> <p>15 % = The acquired musical knowledge and skills were partially reproduced.</p> <p>30 % = The acquired musical knowledge and skills were successfully reproduced.</p> <p>To pass the course, a student must obtain a total of 50 % from any segment.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes 2. create agreed exercises 3. participate in the process of creating new musical content 4. pass the oral exam 				
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"> - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. <p>The course instructor will inform students about this when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Gortan-Carlin, I. P., Dobravec, 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. 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. 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, Prehrambenotehnoški fakultet Osijek, str. 543-553 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". 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. 6. Žužić, M., Kovačić, D. (2008). Glazbene čarolije. 1-3. Zagreb: Profil International. <p>Optional:</p> <ol style="list-style-type: none"> 1. Ainsley R. (2004). Enciklopedija Klasične glazbe, Zagreb: Znanje 2. Dobrota, S. (2004). Sociopsihologijska procjena glazbenih sposobnosti djece: suvremeni metodološki pristup.// Napredak, 145 (2004), 2, str.145152. 3. Dobrota, S. (2003). Stvaralaštvo kao aktivnost glazbene nastave ranog školskog razdoblja. // Metodika, 4 (2003), 7, str. 202-210. 4. Motte-Haber, H. (1999). Psihologija glazbe. – Jastrebarsko: Naklada Slap. 5. Stevanović, M., Stevanović, D. (2004). Predškolsko dijete za budućnost. Varaždinske Toplice: Tonimir. 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. <p>Referential:</p> <p>various songbooks, picture books, song collections.</p>
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Course Syllabus					
Course Code and Title	200237 Preschool				
Name of Lecturer	Associate Professor Sandra Kadum, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching languages	Croatian (Italian)		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	There are no prerequisites.				
Correlativity	General pedagogy, Developmental psychology, Family pedagogy, Ecology, Theoretical bases of the methodology of spoken communication and Theoretical bases of the methodology of getting to know the environment and initial mathematical concepts				
Objective of the course	to understand the importance of preschool education and critically look at the methods of work and research-cognitive activities of the child at the time of their departure to school				
Learning outcomes	1. define the basic concepts related to the general functioning of the child before starting school 2. compare the basic concepts related to general functioning with regard to the development of a child up to the age of seven 3. analyze the basic professional competences in raising preschool children in planning, programming and (self) evaluation in order to solve educational problems 4. analyze and evaluate work methods with the aim of understanding the development when the child starts school 5. interpret the knowledge about the legalities of raising a child before starting school in order to achieve optimal conditions for their development in organized preschool education				
Course content	1. National curriculum for early and preschool education, kindergarten curriculum and preschool curriculum 2. The contribution of play with the purpose of comprehensive learning and development of children 3. Creating a healthy environment 4. Daily routine activities - an opportunity for learning 5. Development of fine motor skills, graphomotics and initial mathematical concepts 6. The importance of the family and institutional environment for upbringing and learning 7. Maturity for school and fear of school 8. Observation and recording of children's development				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Class activities (L, E)	1. – 4.	11	0.4	25%
	Exercises	1. – 4.	19	0.6	25%
	Exam (written)	1. – 4.	30	1	50%
	Total		60	2	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> regularly follow classes and actively participate in all forms of classes create an exercises <ul style="list-style-type: none"> - presentation of a selected scientific article and present it in front of students pass the written exam. <p>Note (valid for obligation 2): The student should write the seminar work within the given deadline. If she/he does not resolve the obligation by the given deadline, then she/he loses the right to ECTS from the course in that academic year. Deadlines are fully respected in this course.</p>				
Mid-term and final exam term	They are published in the ISVU system and Studomat.				
Additional information on the course	<p>The courses will take place through lectures and discussions with students.</p> <p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teacher will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> Došen-Dobud, A. (2001), <i>Predškola</i>. Zagreb: Alinea. Burić, H., Džepina Lj. (2000), <i>Prijelaz iz vrtića u školu kontinuirani model</i>. Zbornik radova Učiteljske akademije u Zagrebu, Vol. 2, br. 1, str. 345-353. Prelogović, S. (2005), <i>Priprema djece za školu i suradnja dječjeg vrtića i škole</i>. Bjelovarski učitelj, god. X., br. 1-2. <p>Optional:</p> <ol style="list-style-type: none"> Kadum, S., Drandić, D., Lazarić, L. (2021), <i>Spremnost djece za školu iz perspektive učitelja, Nova prisutnost : časopis za intelektualna i duhovna pitanja</i>. Došen-Dobud A., (2016). <i>Dijete – istraživač i stvaralac</i>. Zagreb: Alinea. Čudina-Obradović, M. (2002), <i>Čitanje prije škole : priručnik za roditelje i odgojitelje</i>. Zagreb: Školska knjiga. Čudina-Obradović, M. (2002), <i>Matematika prije škole: priručnik za roditelje i odgojitelje</i>. Zagreb: Školska knjiga. Likierman, H. (2007), <i>Pripremite dijete za školu : kako osigurati da dijete uspješno započne školovanje</i>. Buševac: Ostvarenje. Rečić, M. (2006), <i>Priprema za školu</i>. Đakovo: Tempo. Rečić, M. (2006), <i>Polazak djeteta u školu – radost ili briga</i>. Đakovo: 				

	<p>Tempo.</p> <p>8. Lovrentjev, A. (2005), <i>Priprema, pozor, škola: savjetnik i vodič za roditelje čija djeca polaze u osnovnu školu</i>. Zagreb: Obord.</p> <p>9. Praćenje stručnih časopisa (Napredak, Školski vjesnik, Život i škola, Zrno,...) te prikupljanje informacija mrežnim uslugama.</p>
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Course Syllabus					
Course Code and Title	291640 Human rights education and citizenship education				
Name of Lecturer	Associate professor Marina Diković, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	III		
Classroom location	classroom, civil society organizations	Teaching language(s)	Croatian (Italian and English)		
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E		
Prerequisites	There are no prerequisites.				
Correlativity	General pedagogy, Sociology of education, Social skills training				
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 create 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 (%)
	Class activities (L, E)	1. – 5.	11	0.4	0%
	Exercise (research)	2., 3.	30	1	50%

	Written exam	1. – 5.	19	0.6	50%
	Total		60	2	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.) 2. do an independent research task according to the instructions that will be provided in class, and submit it based on the given deadline 3. design 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	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Batarelo, I., Čulig, B., Novak, J., Reškovic, T., Spajić-Vrkaš, V. (2010). Demokracija i ljudska prava u OŠ: Teorija i praksa. Centar za ljudska prava. Dostupno na: https://zaklada.civilnodrustvo.hr/upload/File/hr/izdavastvo/digitalna_zbirka/dem_i_ljudska_prava_u_os.pdf 2. Diković, M. (2011). Osposobljavanje nastavnika za promicanje i provođenje odgoja i obrazovanja za građanstvo. Život i škola, 26, 2/2011, 11-24. Dostupno na: https://hrcak.srce.hr/file/114726 3. European Commission. (2017). Građanski odgoj i obrazovanje u školama u Europi. Eurydice European Unit. Dostupno na: https://op.europa.eu/hr/publication-detail/-/publication/6b50c5b0-d651-11e7-a506-01aa75ed71a1/language-hr 4. Kesić Kiš, M., Plavšić, M. (2020). Veli Jože: To se može! Sveučilište Jurja Dobrile u Puli i Udruga Suncokret – Pula. (Poglavlje: Radionički pristup doživljavanju, stvaranju i učenju, 5-8.) 5. Spajić-Vrkaš, V. (2014). Znam, razmišljam, sudjelujem: projekt. Novo doba ljudskih prava i demokracije u školama: eksperimentalna provedba kurikulumu građanskog odgoja i obrazovanja: istraživački izvještaj. Mreža mladih Hrvatske. (Poglavlja: „Stvaranje” građana odgojem i obrazovanjem, 8-23.; Osvrt na rezultate istraživanja, 147-161.; Diskusija i zaključci, 162-177.; Preporuke, 178-179.) 6. Spajić-Vrkaš, V., Stričević, I., Maleš, D., Matijević, M. (2004). Poučavati prava i slobode. Priručnik za učitelje osnovne škole. Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo i Filozofski fakultet Sveučilišta u Zagrebu. (Poglavlja: 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.) Dostupno na: https://wp.ffzg.unizg.hr/hre-edc/publikacije-2/izvori-za-nastavnikece/poucavati-prava-i-slobode-prirucnik-za-ucitelje-osnovne-skole/ <p>Optional:</p>				

1. Diković, M. (2010). Odgoj i obrazovanje za građanstvo kao sastavnica zaštite ljudskih prava. *Tabula* 8, 112-123.
 2. Diković, M. (2014). Interculturalism, Human Rights and Citizenship in Compulsory Education in the South Eastern Europe. U Bartulović, M., Bash, L., Spajić-Vrkaš, V. (ur.), *IAIE Zagreb 2013: Unity and disunity, connections and separations: intercultural education as a movement for promoting multiple identities, social inclusion and transformation*, Conference proceedings. *Interkultura / IAIE*, 247-258.
 3. Diković, M., Piršl, E. (2014). Interkulturalizam, ljudska prava i građanstvo u inicijalnom obrazovanju nastavnika. U Hrvatić, N., Lukenda, A., Pavlović, S., Spajić-Vrkaš, V., Vasilj, M. (ur.), *Pedagogija, obrazovanje i nastava*, Zbornik radova 2. međunarodne znanstvene konferencije, Mostar, 21. - 23. ožujka 2013., Fakultet prirodoslovno-matematičkih i odgojnih znanosti Sveučilišta u Mostaru, 195-203.
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 6. Golja, T., Plavšić, M., Slivar, I. (2019). Collaborative learning guidelines. Sveučilište Jurja Dobrile u Puli.
 7. Hagenaars, P., Plavšić, M., Sveaass, N., Wainwright, T. (ur.) (2020). *Human rights education for psychologists*. Routledge.
 8. Piršl, E. (2002). Cooperation of Schools and NGOs in Intercultural Education. http://www.ffzg.hr/hre-edc/Zd-Sem-Report_ENG.htm
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 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. 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. 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. Sveučilište Jurja Dobrile u Puli.
- Referential:
1. Kurikulum građanskog odgoja i obrazovanja. (2012). 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. (2014). Ministarstvo znanosti i obrazovanja.
 3. Nacionalni Kurikulum međupredmetne teme – Građanski odgoj i obrazovanje. (2019). Ministarstvo znanosti i obrazovanja (NN 10/2019).
 4. Spajić-Vrkaš, V. (1999). Temeljni međunarodni dokumenti iz područja odgoja i obrazovanja za ljudska prava. Vlada Republike Hrvatske.
 5. Spajić-Vrkaš, V., Kukoč, M., Bašić, S. (2001). Obrazovanje za ljudska prava i demokraciju: Interdisciplinarni rječnik. Hrvatska komisija za UNESCO i Projekt „Obrazovanje za mir i ljudska prava za hrvatske osnovne škole“.

Course Syllabus			
Course Code and Title	291641 Working with gifted children		
Name of Lecturer	Associate professor Andrea Debeljuh, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Elective	Study level	Undergraduate
Semester	Summer	Study year	III
Classroom location	Classroom, field teaching, kindergartens	Teaching language	Croatian
ECTS credits	2	Number of hours per semester	7,5L – 0S – 7,5E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study programme.		
Correlativity	General pedagogy, Early and preschool age pedagogy 1 and 2, all methodologies, Speech communication methodology in the integrated curriculum 1 i 2		
Objective of the course	to learn the main characteristics of giftedness, to recognize a gifted child in order to recognize his special needs in educational institutions		
Learning outcomes	<ol style="list-style-type: none"> 1. adopt the basic concepts of talent, giftedness, and genius, as well as the different understandings of giftedness 2. carry out the procedure for identifying a gifted child in a preschool setting 3. apply specific forms of educational support for the gifted, such as acceleration, selection, and enrichment programs 4. analyze and correctly apply knowledge about the characteristics of gifted children and educators, about the role of the family, about experiences from direct educational practice, about the principles of creating a gifted education program in kindergarten, and about the development of a systematic gifted education program 5. to establish a positive relationship with the parents of potentially gifted children 		
Course content	<p>I. Introduction</p> <ol style="list-style-type: none"> 1. Basic concepts (intelligence, giftedness, talent) 2. Theoretical directions on giftedness and their influence on forms of gifted education (Renzulli-Reis-Tropstenasta definition of giftedness, H. Gardner - theory of multiple intelligences, etc.) <p>II. Identification and recognition of giftedness</p> <ol style="list-style-type: none"> 1. Identification of giftedness (methodological problems, identification at an early age of the child, possible consequences of identification, interdisciplinary approach to identification, the role of educators in the process of discovery of giftedness) 2. Characteristics of gifted children (social and emotional behaviour, motivation, cognitive needs, educational needs) <p>III. Work with gifted children</p> <ol style="list-style-type: none"> 1. Basic forms of pedagogical support for the highly gifted 		

	<p>2.Acceleration (advantages, disadvantages, possible forms, acceleration methods in educational institutions)</p> <p>3.Enrichment (concept and content of the enrichment curriculum), additional enrichment of the environment in kindergarten or school</p> <p>4.Accompaniment of the gifted in their development</p> <p>IV. Creativity and giftedness</p> <p>1.Concept of creativity</p> <p>2.Development of creativity throughout life with emphasis on preschool age</p> <p>3.Models of creativity development, creativity workshops as a form of giftedness development</p> <p>4.Problem solving and creative solutions</p> <p>V. Support for gifted children</p> <p>1. Qualifications of educators/teachers for working with gifted children, opportunities for continued professional development</p> <p>2. The role of the family in the development of gifted children</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	11	0.4	10%
	Independent tasks (research, oral and written exercises)	1. – 5.	22	0.7	40%
	Exam (written)	1. – 5.	27	0.9	50%
	Total		60	2	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>Class attendance will be graded as follows:</p> <p>0% = Does not attend class.</p> <p>2% = Attends class but does not participate in the work.</p> <p>4% = Prepared, but preparation is incomplete with major deficiencies.</p> <p>6% = Prepared, but the preparation is incomplete with minor deficiencies</p> <p>8% = Regularly prepared, the preparation is correct, participates in class voluntarily.</p> <p>10% = Shows a high interest in the course, is always prepared, asks questions</p> <p>The exercises are evaluated as follows:</p> <p>0% = The student did not do the exercises.</p> <p>8% = The student did the exercises but did not follow the instructions.</p> <p>16% = The student did the exercises, but with many errors.</p> <p>24% = The student did the exercises with negligible errors.</p> <p>32% = The exercises were done correctly but without personal attitude or creativity.</p> <p>40% = The exercises were done correctly and include personal attitude and creativity is evident in the execution.</p> <p>The final exam is an analysis of a text littered with spelling errors and is graded as follows (and according to the percentage based on the exact number of questions in the test):</p> <p>less than 50% correct answers = 0% of the grade</p> <p>from 51% to 60% = 10% of the grade</p> <p>from 61% to 70% = 20% of the grade</p>				

	<p>from 71% to 80% = 30% of the grade</p> <p>from 81% to 90% = 40% of the grade</p> <p>from 91% to 100% = 50% of the grade</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes regularly and actively and participate in all forms of instruction, especially exercises 2. create assigned exercises 3. pass the written exam.
Mid-term and final exam term	<p>They are published in the ISVU system and on Studomat.</p>
Additional information on the course	<p>The titles and topics of the exercises are defined during the first lectures. Attending lectures is mandatory. It is possible to miss 30% of the hourly rate without an excuse. Absence does not justify the realization of the exercises, which the student is obliged to make up and deliver. Otherwise, it will be considered an unfulfilled obligation.</p> <p>In order to take the final exam, the student must have at least 25% of the points (exercises and attending lectures).</p> <p>The final grade includes the results of exercises, independent tasks and the final exam.</p> <p>Materials for lectures and seminars are published on e-learning.</p> <p>In the case of distance learning, it is possible to deviate from: the location of the course, implementation of activities, methods of literature. The course leader and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>
	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Cvetković – Lay, J., Sekulić-Majurec, A. (1998). Darovito je što ću s njim, Priručnik za odgoj i obrazovanje darovite djece predškolske dobi. Zagreb: Alinea i Centar za poticanje darovitosti «Bistrić», 2. Cvetković-Lay, J., Pečjak V. (2004). «Mogu i drugačije», priručnik za razvijanje kreativnog mišljenja, Alinea, Zagreb 3. Rajović. R. (2010). I.Q. djeteta – briga roditelja, za predškolski uzrast, Zagreb <p>Optional:</p> <ol style="list-style-type: none"> 1. Cvetković-Lay, J. (2002). Darovito je što ću sa sobom. Zagreb:Alinea 2. Gardner, H. (1999). Inteligencija-različita gledišta. Jastrebarsko: Naklada Slap. 3. Sternberg, R. (1995). Uspješna inteligencija. Zagreb: Barka. 4. Miljak, A. (1995). Odgajatelj i kreativnost djece. U: 4.dani predškolskog odgoja Čakovec `95. 5. Sekulić-Majurec, A. (1995.), Programi istraživanja darovitosti. Napredak, 4 6. Grupa autora (2000). Odkrivanje in delo z nadarjenimi učenci. Ljubljana: Ministarstvo za šolstvain šport Republike Slovenije. 7. Maksić, S. (1998). Darovito dete u školi. Beograd: Institut za pedagoška istraživanja. 8. Koren, I. i Ivezić-Pasini, Z. (1989). Pogled na pojavu nadarenosti i drugi članci. Pula: SIZ za zapošljavanje Istre. 9. Ozimec, S. (1996). Rađanje kreativnosti. Varaždinske toplice:Tonimir Srića, V. (1992). Upravljanje kreativnošću. Zagreb: Školska knjiga

	<p>10. Čudina-Obradović, M. (1990). Nadarenost, razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga</p> <p>11. Dr George, D. (2005) «Obrazovanje darovitih – kako identificirati i obrazovati darovite i talentirane učenike», EDUCA, Zagreb</p> <p>12. Koren, I (1989.), Kako prepoznati i identificirati nadarenog učenika, Zagreb: Školske novine</p>
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6th semester

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

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

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

Course content	<div>1. Perception, research and understanding of spatial relationships in the integrated curriculum</div> <div>1.1. The importance of spatial orientation for a preschool child and the possibility of influencing its development</div> <div>1.2. Psychological mechanisms of perceiving space and developing spatial orientation</div> <div>1.3. Spatial relations / orientation and acquisition of spatial concepts</div> <div>1.4. Research and learning about space and spatial concepts in the game</div> <div>1.5. The importance of proper verbalization and differentiation of spatial relationships, experiences and emotions in the perception of space</div> <div>1.6. The influence of the environment (didactically designed institutional influences) and the application of didactic games in correlation with the content of kinesiology culture and methodology</div> <div>2. Perception, research and understanding of temporal relations in the integrated curriculum</div> <div>2.1. Research and understanding of time concepts in play and everyday activities</div> <div>2.2. The importance and characteristics of the preschool child's development and understanding of time relations (subjective experience of time, order of acquisition of time concepts, influence of emotions, time measurement - basic concepts)</div> <div>2.3. Means and incentives for researching time concepts using didactic games</div> <div>3. Perception, research and learning about volume, mass and liquid in an integrated curriculum</div> <div>3.1. Games with didactic tools and natural materials for observing and exploring the concepts of volume, mass and liquid</div> <div>4. Use of basic statistical analyses and statistical presentations in the integrated curriculum</div> <div>5. Projects in kindergarten</div> <div>5.1. The role of the educator and the child in the preparation of the project</div> <div>5.2. Basic principles, stages and activities of work on the project</div> <div>5.3. Activities and the role of the child during the implementation and evaluation of the work on the project</div>					
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)	
	Class activities (L, E)	1. – 6.	17	0.6	10%	
	Individual tasks	1. – 6.	45	1.5	40%	
	Exam (written)	1. – 6.	58	1.9	50%	
	Total		120	4	100%	
Course requirements	<div>To successfully complete the course, students must:</div> <div>1. attend classes and actively participate in all forms of classes.</div> <div>2. create preparations and didactic material for direct work with children and analyze the works.</div> <div>Note (applies to obligation 2): The students should prepare the exercises and submit them within the agreed deadline. If they do not settle the obligations by the given deadline, then they lose the right to ECTS from the course in that academic year. The deadlines in this course must be respected.</div> <div>3. pass the written exam.</div>					

Mid-term and final exam term	They are published in the ISVU system and Studomat.
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, interpretation and teaching methods and methods evaluation - student obligations - available literature. <p>The instructor of the course will inform students about this when distance learning begins.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Liebeck, P. (1995). Kako djeca uče matematiku. Zagreb: Educa (odabrana poglavlja str. 1- 64). 2. Slunjski E. (2001). Integrirani predškolski kurikulum-rad djece na projektima. Zagreb: Mali profesor. 3. Slunjski, E. (2006). Stvaranje predškolskog kurikuluma u vrtiću - organizaciji koja uči. Zagreb: Mali profesor: Čakovec, Visoka učiteljska škola u Čakovcu. 4. Slunjski, E. (2012). Tragovima dječjih stopa. Zagreb: Profil. 5. Slunjski, E. (2015). Izvan okvira. Zagreb: Element. <p>Optional:</p> <ol style="list-style-type: none"> 1. Cifrić, I. (2002). Okoliš i održivi razvoj. Zagreb: Hrvatsko sociološko društvo. 2. Cifrić, I. (2009). Kultura i okoliš. Zaprrešić: Visoka škola za poslovanje i upravljanje s pravom javnosti Baltazar Adam Krčelić. (poglavlje: Održivi razvoj: str. 259-287) 3. Časopis „Dijete Vrtić Obitelj“ i ostali časopisi za odgojitelje, roditelje i djecu. 4. Devernay, B. i suradnici (2001). Obrazovanje za okoliš i održivi razvoj. Zagreb: Centar za građanski odgoj i demokraciju. 5. Došen-Dobud, A. (2001). Predškola: vodič za voditelje i roditelje. Zagreb, Alinea. 6. Lay, V. i J. Puđak (2008). Sociološke dimenzije odgoja i obrazovanja za održivi razvoj. U: V. Uzelac i L. Vujčić, (ur), Cjelovito učenje za održivi razvoj, str. 95-105, Rijeka: Sveučilište u Rijeci, Učiteljski fakultet u Rijeci. 7. Lay, V. (2005). Integralna održivost i učenje. Društvena istraživanja, 14(77), str. 353-377. 8. Lawrence, S. i Shapiro E. (1997). Kako razviti emocionalnu inteligenciju djeteta. Zagreb: Mozaik knjiga. 9. Loschi, T. (2000). Fare programmazione e valutazione. Ediz. del Borgo, Bologna. 10. Pećnik, N. (2008). Suvremeni pogled na dijete, roditeljstvo i socijalizaciju. Dijete i društvo, Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti, br.1/2, Zagreb (99.-119. str.) 11. Petrović Sočo B. (2009). Mijenjanje konteksta i odgojne prakse dječjih vrtića. akcijsko istraživanje s elementima etnografskoga pristupa, Zagreb: Mali profesor. 12. Majer, J., Nelović, V. (2007). Odgojitelj u igri s djecom. Đakovo: Tempo d.o.o. 13. Miljević,-Rižički, R., Maleš, D., Rijavec, M. (2001). Odgoj za razvoj. Zagreb: Alineja (odabrana ppoglavlja). 14. Slunjski, E. (2003). Devet lica jednog odgojitelja/roditelja. Zagreb: Mali profesor.

	<p>15. Unapređenje kvalitete rada primjenom ISSA pedagoških standarda. (2006). Priručnik za odgajatelje, „Korak po korak“, Zagreb.</p> <p>16. UNESCO (2005). UN Decade of Education for Sustainable Development. Resolution of the 65th General Meeting of the German Commission for UNESCO, Bonn, 7th July 2005. http://www.unesco.de/reshv65-2.html?&L=1</p> <p>17. Uzelac, V, (2007). Promišljanje odgoja i obrazovanja za održivi razvoj u predškolskoj i ranoškolskoj dobi,. U: V. Previšić, N. Šoljan, (ur.) Pedagogija prema cjeloživotnom obrazovanju i društvu znanja, Zagreb: Hrvatsko pedagoško društvo, str. 452-466.</p> <p>18. Vujčić, L., (2011). Kultura vrtića-sustav koji se kontinuirano mijenja i uči. Pedagojska istraživanja 8 (2), 231-240.</p>
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Course Syllabus					
Course Code and Title	200251 Visual arts methodology in the integrated curriculum 2				
Names of Lecturers	Assistant professor Breza Žižović (main course teacher) Urianni Merlin, PhD, professor of professional studies				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	III		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	Not applicable				
Correlativity	Visual art, Artistic creation: – shape and colour, Graphics, Music culture				
Objective of the course	to master all artistic and technical means that are prescribed for preschool education in order to be able to properly demonstrate them to children in an independently designed art activity in kindergarten				
Learning outcomes	<ol style="list-style-type: none">1. Interpret the concepts of visual arts teaching methods2. Analyse the individually developed lesson preparation and plan of visual arts activities3. Develop and implement an activity in kindergarten by using appropriate methods4. Create the materials required to independently perform the activity by using appropriate visual/technical means5. Analyse children’s works with regard to their stage of development with the application of techniques for evaluation of children’s works6. Independently write a review of children’s works				
Course content (syllabus)	<ol style="list-style-type: none">1. Motifs as incentive for visual expression2. Triple meaning of the approach to motif3. Articulation of a visual arts activity4. Disruption of creativity5. Cognitive, affective and motor outcomes6. Age periodization7. Development stages of children’s visual expression8. Preparation of preschool teachers for fieldwork (museum, art show, nature, architecture)				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 6.	17	0.6	10%

methods and assessment criteria	Oral - evaluation of the methodological unit from the winter internship	2., 5., 6.	39	1.3	20%
	Practical work (preparation and final art activity)	1. – 6.	45	1.5	40%
	Exam (oral)- application of the gained competencies to confirm the achieved outcomes	1. – 6.	19	0.6	30%
	Total		120	4	100%
Course requirements	To successfully complete the course, students must: 1. attend and actively participate in all forms of teaching 2. evaluate the methodological unit from the winter practice 3. write a preparation and perform the final art activity in kindergarten 4. take the oral exam.				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	The materials for lectures and seminars are made available on the official e-learning platform. In the case of remote teaching, there might be some changes with regard to the venue of classes, performance of activities, method of presentation and teaching, and assessment methods, student responsibilities, available literature. The course lecturer will inform the students of any and all changes when the remote teaching begins. The learning outcomes will remain unchanged.				
Bibliography	Mandatory: 1. Belamarić, D. (1986). Dijete i oblik. Zagreb: Školska knjiga 2. Čudina-Obradović, M. (1990). Nadarenost-razumijevanje i prepoznavanje, Zagreb: Školska knjiga 3. Grgurić, N. – Jakubin, M. (1996). Vizualno- likovni odgoj i obrazovanje. Zagreb:Educa 4. Herceg, Rončević, Karlavaris B. (2010) Metodika likovne kulture djece rane i predškolske dobi. Zagreb: Alfa d.d. 5. Karlavaris, B.(1988). Metodika likovnog odgoja. GZH 6. Roca, J. (1978). Likovni odgoj u osnovnoj školi. Zagreb: Školska knjiga 7. Roca, J. (1978). Likovne aktivnosti u osnovnoj školi. Zagreb: Školska knjiga 8. Ružić, B. (1959). Djeca crtaju. Zagreb: Školska knjiga Optional: 1. Babić, A. (1986). Promatranje likovnih djela u osnovnoj školi. Zagreb: Školska knjiga 2. Damjanov, J. (1991). Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga 3. Despot, N. (1966). Svjetlo i sjena. Zagreb: Tehnička knjiga 4. Horvat Pintarić, Vera (2015). Umijeće opisivanja, Zagreb: Hrvatska akademija znanosti i umjetnosti, Gliptoteka, Biblioteka Arthistorija				

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

Course activities, teaching and learning methods and assessment criteria	Class activities (L, S, E)	1. – 5.	17	0,6	10 %
	Making two preparations	1. – 5.	30	1	30 %
	Graded class	1. – 5.	19	0,6	10 %
	Written exam	1. – 5.	30	1	30 %
	Oral exam	1. – 5.	24	0,8	20 %
	Total		120	4	100 %
	<p>The writing of the preparation is evaluated:</p> <p>0 % - no preparation was written</p> <p>15 % - written preparation (4% = grade 2, 7.5% = grade 3, 11.5% = grade 4, 15% = grade 5)</p> <p>One preparation out of two is done as an assessment class.</p> <p>Making the preparation:</p> <p>Each preparation carries 15% of the grade. The preparation must be in the area of listening to music and musical creativity.</p> <p>15 % - (4% = grade 2, 7.5% = grade 3, 11.5% = grade 4, 15% = grade 5). Graded lecture: Teaching of music culture in a preschool institution. The graded class is graded by the teacher mentor in the kindergarten with a grade from 1 to 5. It is not possible to take the oral exam without the preparation being graded by the mentor teacher (bearing the seal of the institution). The max. share in the grade is:</p> <p>10 % (2.5% = grade 2, 5% = grade 3, 7.5% = grade 4, 10% = grade 5)</p> <p>The written exam is evaluated in the following way, and the max. share in the grade is 30 %.</p> <ul style="list-style-type: none"> - Less than 50% of correct answers = 0%. - Each subsequent correct answer (from 51% to 100%) carries a 0.6% share in the proportional percentage. <p>Oral exam</p> <p>The oral exam examines the overall knowledge of the methodology of musical culture related to listening to music, recognizing instruments, knowledge of composers and their works, and creativity.</p> <p>0 % = Answers are insufficient</p> <p>5 % = Answers are sufficient (one correct answer)</p> <p>10 % = Answers are good (two correct answers)</p> <p>15 % = Answers are rated as very good (three correct answers)</p> <p>20 % = Answers are excellent (four correct answers)</p>				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. attend classes 2. make two preparations 3. hold a graded class 4. pass the written exam 5. pass the oral exam. 				
Mid-term and final exam term	Exam deadlines are published in the ISVU system and in Studomat				

Additional information on the course	<p>It is not possible to take the oral exam without the preparation being graded by the mentor teacher (bearing the seal of the institution). All preparations are sent within the agreed deadlines, while classes are in progress. All written works are sent to the assistant's e-mail. In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. <p>The teacher and the assistant will inform the students about this when distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Gospodnetić, H. (2015). Metodika glazbene kulture za rad u dječjim vrtićima: 1-2. Zagreb: Mali profesor. 2. Michels, U. (2004). Atlas glazbe. sv. 2. Zagreb: Golden marketing-tehnička knjiga. <p>Optional:</p> <ol style="list-style-type: none"> 1. Gortan-Carlin, I. P., Sapanjoš, T. (2011). Music and Cartoons: Opportunities for Using Media in Music Education. Monografija radova s Drugog međunarodnog simpozija glazbenih pedagoga. Glazbena nastava i nastavna tehnologija: mogućnosti i ograničenja. S. Vidulin-Orbanić (ur.). Pula: Sveučilište Jurja Dobrile u Puli, 187-194. 2. Manasteriotti, V. (1982). Muzički odgoj na početnom stupnju. Zagreb: Školska knjiga. 3. Njirić, N. (2001). Put do glazbe. Zagreb: Školska knjiga. 4. Riman, M. (2008). Dijete pjeva. Rijeka: Učiteljski fakultet u Rijeci. 5. Rojko, P. (2004). Metodika glazbene nastave - praksa I. dio. Zagreb: Jakša Zlatar. 6. Rojko, P. (2005). Metodika glazbene nastave - praksa II. dio: slušanje glazbe. Zagreb: Jakša Zlatar. 7. Rojko, P. (2012). Metodika nastave glazbe: teoretsko-tematski aspekti (Glazbena nastava u općeobrazovnoj školi). Osijek: Sveučilište Josipa Jurja Strossmayera, Pedagoški fakultet Osijek, 1996. (II. elektroničko izdanje. Zagreb) 8. Sam, R. (1998). Glazbeni doživljaj u odgoju djeteta. Rijeka: Glosa, d.o.o. (str. 5-139) <p>Referential:</p> <p>various songbooks, CD.</p>

Course Syllabus					
Course Code and Title	227073 Kinesiology methodology in the integrated curriculum 3				
Name of Lecturer	Full Professor Iva Blažević, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	III		
Classroom location	Hall, sports hall	Teaching language	Croatian		
ECTS credits	4	Number of hours per semester	7,5L –0 S – 15E		
Prerequisites	Attended courses: Kinesiology, Kinesiology methodology in the integrated curriculum 1 and Kinesiology methodology in the integrated curriculum 2. The final exam can be taken by students who have passed the Kinesiology, Kinesiology methodology in the integrated curriculum 1 and Kinesiology methodology in the integrated curriculum 2 courses.				
Correlativity	Kinesiological culture, Kinesiology, Kinesiology methodology in integrated curriculum 1, Kinesiology methodology in integrated curriculum 2, Psychology of early and preschool age, Pedagogy of early and preschool age, Pedagogy of children with developmental disabilities, Health protection and care of preschool child, Sociology of education, Philosophy of education and Vocational ethics.				
Objective of the course	master the legalities of planning and programming physical activities for children of early and preschool age, methodical principles and preparation for physical education activities				
Learning outcomes	1. define the goal and settings of the plan and program according to the laws of planning and programming 2. interpret methodological principles in physical education 3. analyze material working conditions in physical education 4. prepare for the physical education activity 5. independently carry out a physical education activity with children of early and preschool age				
Course content	1. Methodological principles. 2. Methodology of planning and programming physical activities. 3. Preparing educators for physical activities. 4. Spaces and equipment for the realization of physical activities. 5. Movement in integrated learning.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (S, E)	1. – 5.	17	0.6	10%
	Practical work	5.	24	0.8	40%
	exam (oral)	1. – 5.	79	2.6	50%

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

Course Syllabus					
Course Code and Title	227074 Nursery-work methodology in the integrated curriculum				
Name of Lecturer	Associate Professor Marina Diković, PhD (main course teacher) Assistant Professor Danijela Blanuša Trošelj, PhD				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	III		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	There are no prerequisites to be met.				
Correlativity	Pedagogy, Developmental psychology, Family pedagogy, Early and preschool age pedagogy, Speech communication methodology in the integrated curriculum, Environmental and proto-mathematic methodology in the integrated curriculum				
Objective of the course	critically evaluate the educator's work methods and the child's exploration and learning activities in the nursery				
Learning outcomes	1. correctly interpret the basic concepts related to the general functioning of a child in the nursery age 2. compare the basic terms related to general functioning with regard to the development of a child up to the age of three 3. analyze the basic professional competences in raising children and preschoolers in planning, programming and (self) evaluation in order to solve educational problems 4. critically analyze general information about work methods with the aim of understanding the characteristics of children up to the age of three, educators and the educational process itself 5. Interpret knowledge about the laws of early childhood education in order to achieve optimal conditions for his/her development in organized preschool education.				
Course content (syllabus)	1. Nursery curriculum 2. Child, family and immediate environment 3. Adaptation of the child to the nursery 4. Separation problems 5. Development of the independence of a nursery-aged child 6. Encouraging emotional and social development 7. Encouraging the child's cognitive development 8. Encouraging early speech development 9. Care of a child of nursery age 10. Games and activities for children up to the age of three 11. Workshops for kindergarten teachers				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Class activities (L, E)	1. – 5.	17	0.6	5%
	Individual tasks	3. – 5.	30	1	10%
	Activities (classwork and fieldwork)	5.	7	0.2	10%
	Colloquium (written)	1. – 5.	30	1	25%
	Exam (written)	1. – 5.	36	1.2	50%
	Total		120	4	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> regularly attend all forms of lessons carry out a didactic activities in the nursery pass the written exam. <p>Note for point 2: The students must fulfill the obligations within the established deadline, otherwise they lose the right to access the exam and does not obtain the credits foreseen for the current academic year. The deadlines established must be respected without exceptions.</p>				
Mid-term and final exam term	They are published in the ISVU system.				
Additional information on the course	<p>The courses will take place through lectures and discussions with students.</p> <p>From time to time, working groups will be created in which students will discuss the course material.</p> <p>The use of multimedia materials is planned.</p> <p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching and ways of evaluation - student obligations - available literature. <p>The course instructor will inform students about this when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> Došen-Dobud, A., (2016), Dijete – istraživač i stvaralac. Zagreb: Alinea. Nenadić, S. (2002), Odgoj u jaslicama. Imotski: Potjeh. Stokes Szanton, E. (2005), Kurikulum za jaslice. Zagreb: Pučko otvoreno učilište Korak po korak. <p>Optional:</p> <ol style="list-style-type: none"> Došen-Dobud, A. (2004), S djecom u jaslicama. Zagreb: Alinea. Miljak, A. (1991), Istraživanje procesa odgoja i njege u dječjim jaslicama. Zagreb. Školska knjiga. Mirisi djetinjstva: kultura vrtića (2009). Zbornik radova / 15. dani predškolskog odgoja Splitsko-dalmatinske županije. Split: Dječji vrtić "Radost" i Dječji vrtić "Marjan". Rade, R. (2002), Malo dijete i prostor: igranje bez igračaka. Zagreb: Foto marketing. Sestra odgajateljica u jaslicama i dječjem vrtiću: priručnik za njegu i odgoj djeteta do treće godine života (1982). U redakciji: Kovrigine, M. D.: 2. izdanje. Zagreb: Školska knjiga. 				

	<p>6. Špoljar, K. (2001), Poticanje razvoja dječje socijalne kompetencije: dimenzija kvalitete odgojno-obrazovnog procesa u vrtiću. Zbornik Učiteljske akademije u Zagrebu, 3(2001), 1(3); pp. 67-75.</p> <p>7. Šagud, M. (2001), Simbolička igra predškolskog djeteta u institucijskom kontekstu. Napredak, 142(2001),1; pp. 61-70.</p> <p>8. Praćenje stručnih časopisa (Napredak, Školski vjesnik, Život i škola, Zrno) te prikupljanje informacija mrežnim uslugama.</p>
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