

UNIVERSITY UNDERGRADUATE STUDY EARLY AND PRESCHOOL EDUCATION IN THE CROATIAN LANGUAGE IN THE ACADEMIC YEAR 2025/2026

1st YEAR

1 st semester					
Compulsory courses	Teachers	L	S	E	ECTS
199897 General pedagogy	Assistant Professor Irena Kiss, PhD Doris Velan, assistant	30	30	0	5
199899 General psychology	Assistant Professor Marlena Plavšić, PhD Renata Martinčić Marić, PhD, lecturer	15	15	0	3
199969 ICT in early and preschool education	Associate Professor Marina Diković, PhD Janko Žufić, senior lecturer	15	8	7	3
199902 Croatian language 1	Associate Professor Helena Pavletić, PhD Helena Džin, assistant	30	15	15	4
199915 Health protection and care of the preschool child	Assistant Professor Dijana Majstorović, PhD Assistant Professor Nataša Rojnić Putarek, PhD	15	30	0	3
Foreign language* 199916 English language 1 199917 German language 1 199918 Italian language 1	Associate Professor Mauro Dujmović, PhD Ivan Žufić, lecturer Jelena Gugić, assistant Marieta Djaković, senior lecturer Associate Professor Lorena Lazarić, PhD	15	0	15	3
199919 Fundamentals of informatics	Associate Professor Snježana Babić, PhD Janko Žufić, senior lecturer	15	0	30	3
199970 Music culture	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	15	0	15	3
199920 Kinesiology culture 1	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	30	1

199921 Professional training 1	Assistant Professor Alen Tafra, PhD Kristina Alviž, assistant	2 weeks in February			2
Total:	10 courses (1 without assessment)	165	120	90	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

2nd semester					
Compulsory courses	Teachers	L	S	E	ECTS
199964 Croatian language 2	Associate Professor Helena Pavletić, PhD Helena Džin, assistant	30	15	15	4
Foreign language* 199965 English language 2	Associate Professor Mauro Dujmović, PhD Ivan Žufić, lecturer Jelena Gugić, assistant	15	0	15	3
199966 German language 2	Marieta Djaković, senior lecturer				
199967 Italian language 2	Associate Professor Lorena Lazarić, PhD				
199968 Family pedagogy	Associate Professor Marina Diković, PhD Monika Terlević, assistant	15	15	0	3
199896 Philosophy of education and vocational ethics	Assistant Professor Alen Tafra, PhD	30	15	0	3
199900 Sociology of education	Associate Profesor Mauro Dujmović, PhD Edgar Buršić, PhD, senior lecturer	15	15	0	3
199971 Methodology of pedagogic research	Assistant Professor Irena Kiss, PhD	15	15	15	4
199972 Developmental psychology	Assistant Professor Marlena Plavšić, PhD Renata Martinčić Marić, PhD, lecturer	30	15	0	5
199973 Kinesiology culture 2	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	30	1
Elective course 1		15	0	15	2
Elective course 2		15	0	15	2
Total:	10 courses	165	60	135	30
Elective courses 1, 2	Teachers	L	S	E	ECTS

199976 Expression in speech	Full Professor Kristina Riman, PhD Irena Mikulaco, PhD, senior lecturer	15	0	15	2
199977 Web 2.0 tools	Assistant Professor Nikola Tanković, PhD Janko Žufić, senior lecturer	15	0	15	2
199978 Games and children	Associate Professor Marina Diković, PhD Monika Terlević, assistant	15	0	15	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
199980 Early and preschool age psychology	Associate Professor Martina Mavrinac, PhD Renata Martinčić Marić, PhD, lecturer Sanja Tatković, assistant	15	15	0	3
199981 Early and preschool age pedagogy 1	Assistant Professor Danijela Blanuša Trošelj, PhD Monika Terlević, assistant	30	15	0	4
199982 Pedagogy of children with developmental difficulties	Full Professor Mirjana Radetić-Paić, PhD	30	30	0	5
199983 Music practicum 1	Full Professor Ivana Paula Gortan-Carlin, PhD Isabelle Vidajić, lecturer	0	0	30	2
212772 Visual art	Assistant Professor Breza Žižović	15	0	30	3
227309 Children's literature	Full Professor Vjekoslava Jurdana, PhD	30	30	0	4
199995 Kinesiology	Full Professor Iva Blažević, PhD Loris Benassi, PhD, senior lecturer	15	0	15	2
199998 Kinesiology culture 3	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	30	1
Elective course 3		15			2
Elective course 4		15			2
199999 Professional training 2	Assistant Professor Alen Tafra, PhD Kristina Alviž, assistant	10 day in semester, 1 week in February			2

Total:		10 courses				30
Elective courses 3, 4	Teachers	L	S	E	ECTS	
200000 Oral regional heritage	Full Professor Vjekoslava Jurdana, PhD Alen Klančar, assistant	15	15	0	2	
200001 Artistic creation – shape and colour	Assistant Professor Breza Žižović	15	0	15	2	
200002 Contemporary Italian language 1*	Associate Professor Lorena Lazarić, PhD	15	0	15	2	
199996 Psychology of communication	Full Professor Neala Ambrosi Randić, PhD Renata Martinčić Marić, PhD, lecturer	15	15	0	2	
199997 Intercultural communication*	Associate Professor Dijana Drandić, PhD	15	15	0	2	

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

4th semester						
Compulsory courses	Teachers	L	S	E	ECTS	
200003 Early and preschool age pedagogy 2	Assistant Professor Danijela Blanuša Trošelj, PhD Monika Terlević, assistant	30	0	15	4	
200004 Music practicum 2	Full Professor Ivana Paula Gortan-Carlin, PhD Isabelle Vidajić, lecturer	0	0	30	2	
212612 Puppetry and stage culture	Assistant Professor Breza Žižović	15	0	30	3	
212613 Media culture	Assistant Professor Tanja Habrle, PhD	15	30	0	3	
200008 Diversity of the living world and ecology	Full Professor Mauro Štifanić, PhD Associate Professor Ines Kovačić, PhD	30	0	15	4	
200007 Kinesiology methodology in the integrated curriculum 1	Full Professor Iva Blažević, PhD Loris Benassi, PhD, senior assistant	15	0	15	3	
200006 Speech communication methodology in the integrated curriculum 1	Assistant Professor Danijela Blanuša Trošelj, PhD Kristina Alviž, assistant	15	15	0	3	

200198 Environmental and initial mathematical concepts methodology in the integrated curriculum 1	Associate Professor Sandra Kadum, PhD	15	15	0	3
200012 Kinesiology culture 4	Full Professor Iva Blažević, PhD Ivan Oreb, PhD, lecturer	0	0	30	1
Elective course 5		15	0	15	2
Elective course 6		15	0	15	2
Total:	11 courses	165	60	135	30
Elective courses 5, 6	Teachers	L	S	E	ECTS
200013 Artistic creation: graphics	Associate Professor Aleksandra Rotar	15	0	15	2
227064 Early emotional development	Associate Professor Martina Mavrinac, PhD Renata Martinčić Marić, lecturer	15	0	15	2
200015 Contemporary Italian language 2**	Associate Professor Lorena Lazarić, PhD	15	0	15	2
200016 Early bilingualism and multilingualism*	Associate Professor Nada Poropat-Jeletić, PhD	15	0	15	2
200010 Fundamentals of choir singing	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	15	0	15	2
241307 Croatian children`s novel	Full Professor Kristina Riman, PhD	15	15	0	2

* the course is taught in Italian language

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

3rd YEAR

5 th semester					
Compulsory courses	Teachers	L	S	E	ECTS
200018 Preschool education theory	Full Professor Maja Ružić, PhD	15	15	0	3
200019 Speech communication methodology in the integrated curriculum 2	Assistant Professor Danijela Blanuša Trošelj, PhD	15	0	30	4

227109 Environmental and initial mathematical concepts methodology in the integrated curriculum 2	Associate Professor Sandra Kadum, PhD Kristina Alviž, assistant	15	0	30	4
200037 Visual arts methodology in the integrated curriculum 1	Assistant Professor Breza Žižović	15	0	30	4
200026 Music culture methodology in the integrated curriculum 1	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	15	0	30	4
200235 Kinesiology methodology in the integrated curriculum 2	Full Professor Iva Blažević, PhD Loris Benassi, PhD, senior assistant	15	0	30	4
Elective course 7		15	0	15	2
Elective course 8		15	0	15	2
200021 Professional training 3	Assistant Professor Alen Tafra, PhD Kristina Alviž, assistant	2 weeks in February, 10 days in semester			3
Total:	9 courses				30
Elective courses 7,8	Teachers	L	S	E	ECTS
200027 Social skills training	Full Professor Mirjana Radetić-Paić, PhD	15	0	15	2
200028 Contemporary Italian language 3*	Associate Professor Lorena Lazarić, PhD	15	0	15	2
200035 Creative music workshop	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	15	0	15	2
200036 Pre-school*	Associate Professor Sandra Kadum, PhD	15	0	15	2
288012 Education for human rights	Associate Professor Marina Diković, PhD Assistant Professor Marlina Plavšić, PhD	15	0	15	2
51883 Working with gifted children	Associate Professor Andrea Debeljuh, PhD	15	0	15	2

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

6 th semester					
Compulsory courses	Teachers	L	S	E	ECTS

200029 Speech communication methodology in the integrated curriculum 3	Assistant Professor Danijela Blanuša Trošelj, PhD	15	0	30	4
200030 Environmental and initial mathematical concepts methodology in the integrated curriculum 3	Associate Professor Sandra Kadum, PhD Kristina Alviž, assistant	15	0	30	4
200239 Visual arts methodology in the integrated curriculum 2	Assistant Professor Breza Žižović	15	0	30	4
227066 Music culture methodology in the integrated curriculum 2	Full Professor Ivana Paula Gortan-Carlin, PhD MSc. Branko Radić, lecturer	15	0	30	4
227067 Kinesiology methodology in the integrated curriculum 3	Full Professor Iva Blažević, PhD Loris Benassi, PhD, senior assistant	15	0	30	4
227068 Nursery-work methodology in the integrated curriculum	Associate Professor Sandra Kadum, PhD	15	0	30	4
227069 Final exam					6
Total:	6 courses + Final exam				30

1st semester

Course Syllabus			
Course Code and Title	199897 General Pedagogy		
Names of Lecturers	Assistant Professor Irena Kiss, PhD (main course teacher) Doris Velan, assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	I
Classroom location	Classroom	Teaching languages	Croatia
ECTS credits	5	Number of hours per semester	30L – 30S – 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	<ol style="list-style-type: none"> 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	<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 3.1. Intentional (family, school, kindergarten) 3.2. Functional (work organizations, peers, church and others) 4. Educational communication 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 kindergarten 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 of educators 5.4. Desirable qualities of educators 6. Fundamental documents on education in Croatia				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS	Grade ratio (%)
	Activity in class (L, S)	1. – 6.	45	1,5	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.	15	0,5	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	For successful completion of the course, student must: 1. regularly follow classes and actively participate in all forms of classes, especially in seminars (up to 30% of the total number of hours may be missed) 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 midterm test 4. pass the written exam. Note: The student should write and present the seminar paper and pass the midterm test within the given deadline. If he/she does not settle obligations by the given deadline, then he loses the right to ECTS from the course in that academic year. Deadlines are fully respected in this course.				
Mid-term and final exam term	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	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. regularly follow classes and actively participate in all of them (may not miss more than 30% of the total number of hours) 2. create a seminar paper on a chosen topic from the wider area of pedagogy (1. individual work and 2. presentation of work in a group) 3. pass the colloquium 4. pass the written exam. <p>Note: The student should write and present a seminar paper and pass the colloquium within the given deadline. If he/she doesn't solve obligations by the given deadline, he/she loses the right to ECTS credits in that academic year. The deadlines in this course must be respected</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 kurikulum. 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 i 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,

	<p>odgojno obrazovne ustanove i zajednice. Zagreb: Element.</p> <p>18. Mušanović, M., Vasilj, M., Kovačević, S. (2010). Vježbe iz didaktike. Rijeka: Hrvatsko futurološko društvo.</p> <p>19. Pease, A. (2008). Velika škola govora tijela. Zagreb: Mozaik 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 Code and Title	199899 General psychology				
Names of Lecturers	Assistant Professor Marlena Plavšić, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language				
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	15L – 15S – 0E		
Prerequisites	There are no prerequisites.				
Correlativity	Developmental psychology, Educational psychology I and II				
Objective of the course	To acquire knowledge about the basic processes and characteristics of human experience and behaviour.				
Learning outcomes	1. to 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 (%)
	Activity in class (L, S)	1. – 4.	23	0,8	0%
	Written seminar	1. – 4.	15	0,5	25%
	Seminar presentation	1. – 4.	10	0,3	25%
	Written exam	1. – 4.	21	0,7	25%
	Oral exam	1. – 4.	21	0,7	25%
	Total		90	3	100%

	<p>Additional clarifications:</p> <p>Activity in class is evaluated as follows:</p> <p>0% = absences exceed the allowed 30%</p> <p>5% = student concentrates on the teaching process and sometimes participates in the work on his/her own initiative</p> <p>10% = comes to class prepared and actively participates in the teaching process, expresses a high degree of motivation, consults relevant literature, fulfills regularly agreed obligations, gives constructive suggestions and original ideas regarding the topics of the course.</p> <p>The seminar paper is written during the semester and must be submitted by the given deadline and meet the prescribed conditions, and at the same time it must be adequately presented at seminars. Failure to fulfill this obligation (the seminar paper has not been submitted or does not meet the minimum quality, was not presented due to absence or was not presented at adequate level) leads to the obligation to re-enroll the same course.</p> <p>The seminar paper is evaluated separately in the written and oral parts as follows:</p> <p>a) Written part:</p> <p>0% seminar work is not submitted or the minimum requirements are not met with regard to structure, content, literature and language of expression</p> <p>25% The seminar is excellent: clear structure, content is adequately presented with an individual review, the literature is rich (used own data obtained from internet search), correct written expression.</p> <p>b) Oral part:</p> <p>0% seminar paper was not presented in the given time</p> <p>25% presentation is excellent, correct, clear and precise and contains personal critical review. The student shows excellent knowledge of the topic.</p> <p>A student can achieve all percentages from 0-25% for the written and oral part of the seminar. Instructions and evaluation criteria will be explained in class.</p> <p>The colloquium is written during the semester and includes part of the material that is previously processed.</p> <p>The colloquiums are evaluated as follows:</p> <p>0% success rate of correct answers is 0-35%</p> <p>5% success rate of correct answers is 35-50%</p> <p>15% success rate of correct answers is 50-70%</p> <p>25% success rate of correct answers is 70-100%</p> <p>If a student achieves more than 50% during the semester, they do not need to take the written part of the final exam. The oral part of the final the exam is mandatory for all students.</p>
Course requirements	<p>To complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend at least 70% of the classes and actively participate in the teaching process 2. hand in the seminar paper up to the set deadline 3. present seminar papers within seminar groups according to the set deadlines 4. pass the written exam 5. pass the oral exam <p>Note: if students do not fulfil the previously mentioned obligations, they will have to re-enroll in the course in the next academic year.</p>

Mid-term and final exam term	They are given at the beginning of the academic year, they are available on the University's website and in ISVU.
Additional information on the course	<p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Rathus, S. (2001). <i>Temelji psihologije</i>. Naklada Slap, Jastrebarsko. (poglavlja: I, II, VI, VII, VIII, IX, X i XII) <p>Optional</p> <ol style="list-style-type: none"> 1. Bruce Goldstein, E. (2011). <i>Osjeti i percepcija</i>., Naklada Slap, Jastrebarsko, 2011. 2. Davison, G. C., & Neale, J. M. (2002). <i>Psihologija abnormalnog doživljavanja i ponašanja</i>. Naklada Slap, Jastrebarsko, 2002. 3. Lacković Grgin, K., & Penezić, Z. (2018). <i>Ličnost</i>. Jastrebarsko, Naklada Slap. 4. Reeve, J. (2010). <i>Razumijevanje motivacije i emocija</i>. Naklada Slap, Jastrebarsko. 5. Zarevski, P. (2001). <i>Psihologija pamćenja i učenja</i>. Naklada Slap, Jastrebarsko. 6. Zarevski, P. (2000). <i>Struktura i priroda inteligencije</i>. Naklada Slap, Jastrebarsko. <p>Referential:</p> <p>Petz, B. (ur.). <i>Psihologijski rječnik</i>. Naklada Slap, Jastrebarsko, 2005.</p>

Course Syllabus			
Course Code and Title	199969 ICT in early and preschool education		
Names of Lecturers	Associate Professor Marina Diković, PhD (main course teacher) Janko Žufić, senior lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	I.
Classroom location	Classroom	Teaching languages	Croatian
ECTS credits	3	Number of hours per semester	15L – 8S – 7E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study program.		
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. to 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	Grade ratio (%)
	Activity in class (L, E)	1. – 6.	23	0,8	10%
	Independent tasks	1. – 6.	30	1	40% (20% +20%)
	Exam (written)	1. – 6.	37	1,2	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 teaching. 2. independently create and present two smaller tasks/exercises using ICT. <p>Note: (applies to obligation 2.) The student 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.</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 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 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. 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. <p>Optional:</p> <ol style="list-style-type: none"> 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. 5. Matijević, M. (2007), Internet, osobna računala i nova obrazovna, sredina. U: Previšić, V., Šoljan, N. Hrvatić, N. (ur.), Pedagogija: p rema cjeloživotnom obrazovanju i društvu znanja. Zagreb: Zavod za pedagogiju i Školska knjiga, str.159-172. 6. Metodički priručnici za osnovnu školu sa CD. <p>Referential:</p> <ol style="list-style-type: none"> 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.) 3. CARNet. Školska učilica (http://www.carnet.hr/skolska_ucilica. Dovedan, Z. Nove tehnologije i obrazovanje, Informatologia, vol. 36, 1, 2003, str. 54-57. 4. Hargadon, S. Educational Networking: The important role Web 2.0 will play in education. (http://www.stevehargadon.com/2009/12/socialnetworking-ineducation.html). 5. Pivec, M. Igra i učenje: Potencijali učenja kroz igru (http://www.carnet.hr/casopis/49/clanci/1) 6. Pivac, J. (2000), Inovativnom školom u društvo znanja. Zagreb: Hrvatski pedagoško-književni zbor. 7. Šavle, S. (2001), Internet. Rijeka: Adamić.

Course Syllabus					
Course Code and Title	199902 Croatian language 1				
Names of Lecturers	Associate Professor Helena Pavletić, PhD (main course teacher) Helena Džin, assistant				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language				
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	30L – 15S – 15E		
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 4. to apply acquired orthoepic and orthographic knowledge				
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	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class (L, S)	1. – 4.	45	1,5	10%
	Individual tasks	1. – 2.	15	0,5	15%
	Oral presentations	1. – 4.	10	0,3	25%
	Mid-term(s) exam (written)	1. – 4.	50	1,7	25%+25%
	Total		120	4	100%

	<p>Additional information (assessment criteria):</p> <p>Students should present a paper on a given topic. Presentations can last between 10 and 15 minutes.</p> <p>Students need a presentation and other electronic materials that will be used in the presentation, to be submitted at e-learning at least two days before presentation.</p> <p>Instructions for creating an independent task are given on e-learning.</p> <p>Student can be absent 30% of classes. For more absenteeism they can get: 8% (5 absence), 6% (6 absence), 4% (7 absence), 0% (more than 7 absence).</p> <p>Evaluation of oral presentation:</p> <p>0% = Presentation is not held.</p> <p>5% = Presentation is read and is not well prepared.</p> <p>10% = Presentation is mostly read and is not well prepared.</p> <p>15% = Presentation has a lot of mistakes.</p> <p>20% = Presentation has a few mistakes.</p> <p>25% = Presentation is very well prepared.</p> <p>Evaluation of individual task:</p> <p>0% = The task is not prepared.</p> <p>5% = The task is not complete and has a lot of mistakes.</p> <p>10% = The task has a few mistakes.</p> <p>15% = The task is completely correct.</p> <p>Evaluation of mid-term exam:</p> <p>Less than 50 % correct answers = 0% score</p> <p>51 % – 60 % = 5% score</p> <p>61% – 70 % = 10 % score</p> <p>71% – 80 % = 15% score</p> <p>81% – 90 % = 20% score</p> <p>91% –100 % = 25 % score</p> <p>In the last week of lectures another mid-term exam will be held for students who did not pass mid-term(s) or did not take the mid-term(s) for justified reasons.</p> <p>Corrective mid-term exam will be held just once. Students who failed midterm exams or scored less than 50% must access and pass the final written exam.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes and be active in class 2. deliver a presentation on the selected topic according to the presentation schedule which will be published on the distance learning portal 3. create an independent task 4. pass two colloquia that are written during class or pass the written exam.
Mid-term and final exam term	Announced in ISVU system.
Additional information on the course	<p>Materials for lectures, presentations and independent assignments are published on the portal for distance learning (e-learning).</p> <p>The points that the student achieves by completing the tasks and passed colloquiums are valid no longer than one year after the course has been completed.</p> <p>In the case of distance learning, deviations are possible in: place of delivery of courses, implementation of activities, methods of interpretation and teaching methods, methods of evaluation, student obligations and available literature. The course leader and assistant 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. Hrvatski pravopis, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 2013. 2. E. Barić i dr.: Hrvatska gramatika, ŠK, Zagreb, 1997. (39-93) 3. 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. V. Anić: Veliki rječnik hrvatskoga jezika, NL, Zagreb, 2003. 3. S. Babić, B. Finka, M. Moguš: Hrvatski pravopis, ŠK, Zagreb, 1996. 4. E. Barić i dr. : Hrvatski jezični savjetnik, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 1999. 5. A. Bičanić i dr. : A. Frančić, L. Hudeček, M. Mihaljević: Pregled povijesti, gramatike i pravopisa hrvatskoga jezika, Croatica, Zagreb, 2013. 6. Birtić, M i dr.: Školski rječnik hrvatskoga jezika, ŠK, IHJJ, Zagreb, 2012. 7. L. Hudeček, M. Mihaljević: Hrvatska školska gramatika, IHJJ, Zagreb, 2017. 8. I. Marković: Hrvatska morfonologija, Disput, Zagreb, 2013. 9. S. Težak, S. Babić: Gramatika hrvatskoga jezika, ŠK, Zagreb, 2000. 10 . Časopis Hrvatski jezik, IHJJ, Zagreb.
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Course Syllabus					
Course Code and Title	199915 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				
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	15L – 30S – 0E		
Prerequisites	Expected prerequisite for the course are based on the 1st year curriculum, especially in correlative subjects.				
Correlativity	Developmental psychology, Ethics, Ecology, Pedagogy of children with developmental difficulties				
Objective of the course	to adopt the fundamentals of normal growth and development of children, the basic modern principles of health care for children, i.e., the specifics of pediatrics as a profession and the specifics of active health care for children, and the basic principles of treating a sick child, health factors, and disease factors				
Learning outcomes	1. describe basic pediatric terms and concepts, 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 measures for the child in the nursery environment 4. critically question theoretical knowledge from pediatrics and apply it under concrete conditions in their work 5. to actively participate in the creation of a child health program within the framework of the course 6. to recognize the individual needs of the child in his health care				
Course content (syllabus)	1. Introduction to health care for children 2. Basics 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. Vaccination 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	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Activity in class (L, S)	1-4	34	1,1	20%
	Written projects (seminars)	1-3	15	0,5	20%
	Mid-term(s) (oral or written)	1-3	15	0,5	30%
	Exam (oral, written, concert)	1-6	30	1	30%
	Total		90	3	100%
	<p>Additional information (assessment criteria): Additional clarifications (grading criteria): Class attendance is mandatory. 30% excused absences will be tolerated (i.e., two absences). During the semester one colloquium will be written. At the end of the semester, the final exam (written) can only be taken if at least 20% of the grade has been achieved during the semester. The final grade includes the results of the final exam, the evaluation of the seminar paper, the colloquium and the courses.</p> <p><u>Class attendance will be graded as follows:</u> 0% = He/she does not attend 5% = He/she participates 8% = He/she is prepared, but preparation is incomplete 10% = He/she is prepared, but preparation is incomplete - with minor deficiencies 15% = He/she is regularly prepared, preparation is correct, he/she voluntarily participates in class. 20% = The student shows high interest in the course, is always prepared; asks questions and problematizes the content, brings additional materials.</p> <p><u>Seminar paper is graded as follows:</u> 0% = Paper not written. 10% = Paper written and presented, but not adequately engaged 20% = Paper written and adequately presented 25% = Paper written and engagingly presented 30% = Paper is detailed and supported by data from the literature, enriched by the student's active participation.</p> <p><u>Colloquia</u> will be graded as follows (but also more detailed by percentage): less than 50% correct answers = 0% of grade 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><u>The final exam</u> will be graded as follows (and according to the percentage based on the exact number of questions on the test): 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 successful complete the course, students must:</p> <ol style="list-style-type: none"> 1. Participate in the courses 2. Pass the colloquium 				

	<p>3. Achieve at least a 20% grade during the semester</p> <p>4. Pass the final exam.</p>
Mid-term and final exam term	They are published in the ISVU system
Additional information on the course	<p>Academic Integrity</p> <p>Students are required to adhere to the principles of academic integrity as governed by the University's Code of Ethics (the document is available at the following site: www.unipu.hr).</p> <p>Contact with the instructor outside of class will normally be during office hours. Consultations may be arranged outside of scheduled hours when students are prevented by other study obligations. Daily (two-way) contact is available via email, and occasional (one-way) contact is posted in the "Notices" section of the department website.</p> <p>Written work</p> <p>The student is required to write and present a term paper. Each paper must include the following: Title page (namely: Name of the University, Department, Section - at the top; first and last name of the student and title of the seminar paper - in the middle; JMBAG, major, course, first and last name of the supervisor, place and date of writing the paper - at the bottom), content, introduction, elaboration (which can be freely titled), conclusion, bibliography. The design of the work is also 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> <p>1. Mardešić D. i suradnici: Pedijatrija, Školska knjiga, Zagreb, 2000. Poglavlja: 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> <p>Optional:</p> <p>1. Grgurić J. i Švel I. Zdravstvena zaštita djeteta. Školska knjiga Zagreb, 2002.</p>

Course Syllabus					
Course Code and Title	199916 English language 1				
Names of Lecturers	Associate professor Mauro Dujmović, PhD (main course teacher) Ivan Žufić, lecturer Jelena Gugić, assistant				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I		
Classroom location	Classroom	Teaching language	English		
ECTS credits	3	Number of hours per semester	15L – 0S – 15E		
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, 4. correctly compose different types of texts.				
Course content	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 3. 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	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class (L, E)	1. – 4.	23	0,8	0%

methods and assessment criteria	Colloquia and preparation for continuous checking of knowledge	3. – 4.	37	1,2	50% (25+25)
	Exam (oral)	1. – 4.	30	1	50% (25+25)
	Total		90	3	100%
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. attend at least 80% of classes and be active in classes 2. write homework (solve tasks in the Workbook) and present the results of their exercises at the next meeting 3. pass two colloquia 4. pass an oral exam/retelling. 				
Mid-term and final exam term	They are published in the ISVU system				
Additional information on the course	<p>The results of the written examination and the oral examination are included in the final grade.</p> <p>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.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. C. Rose, <i>Accelerated Learning</i>, selected texts 2. A. Beletić, <i>Accelerated Learning</i>, selected texts <p>Optional:</p> <ol style="list-style-type: none"> 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	199917 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				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I		
Classroom location	classroom	Teaching languages	German (Croatian)		
ECTS credits	3	Number of hours per semester	15L – 0S – 15E		
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. Correct application of grammar rules in writing and speaking 4. Development of language skills for oral and written communication at the A2 level 5. Presentation (orally and in writing) and discussion of 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 (%)
	Activity in class (L, E)	1. - 5.	23	0,8	20 %
	Individual tasks (homework, research, oral and written tasks)	1. – 5.	19	0,6	30 %
	Mid-term(s) (written)	1. – 5.	18	0,6	20 %
	Exam (oral)	1. – 5.	30	1	30 %
	Total		90	3	100%

	<p>Additional information (assessment criteria):</p> <p>Exercises and assignments are graded as follows:</p> <p>0% = does not attend exercises.</p> <p>5% = participates in the 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:</p> <p>from 0% to 50% correct answers = 0%</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>For successful completion of the course, student 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. 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: Hrvatsko-njemački rječnik, Školska knjiga, Zagreb, zadnje izdanje 2. Jakić-Hurm: Njemačko-hrvatski rječnik, 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	199918 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				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I.		
Classroom location	Classroom	Teaching languages	Croatian Italian		
ECTS credits	3	Number of hours per semester	15L – 0S – 15E		
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 (orally and written) and discuss topics at the A2 level				
Course content (syllabus)	1. Intensive practice of the four language 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 (%)
	Activity in class (L ,T)	1. - 5.	23	0,8	10%
	Mid-term(s) (oral or written)	3 . - 5.	43	1,4	60% (30+30)
	Exam oral	1. – 4.	24	0,8	30%
	Total		90	3	100%

	<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 done 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% = 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 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;">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 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 students must attend the course again. Students have to write 2 colloquia in the 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. 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	199919 Fundamentals of computer science				
Names of Lecturers	Associate Professor Snježana Babić, PhD (main course teacher) Janko Žufić, senior lecturer				
Study programme	University undergraduate study programme Early and Preschool Education				
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	15L – 0S – 30E		
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 (%)
	Activity in class (L, E)	1. - 4.	34	1,1	0%
	Theory colloquium	1. - 3.	15	0,5	20%
	Colloquium test processor	4.	15	0,5	30%
	Colloquium - table calculator	1. - 4.	12	0,4	30%
	Colloquium - making presentations	1. - 4.	14	0,5	20%
	Total		90	3	100%
Course requirements	To successfully complete the course, students must: 1. regularly attend classes and exercises 2. participate in the project in smaller groups 3. pass two theoretical and practical colloquiums.				

	Note: Class attendance is mandatory, up to 30% Absences are tolerated.
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 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: Šimović, V., Maletić, F., Afrić, W (2010). Osnove informatike. Zagreb: Golden marketing.</p> <p>Optional: 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> <p>Referential(internet links): 1.ECDL/ICDL Hrvatske https://www.icdleurope.org/find-a-test-centre/croatia/</p>

Course Syllabus					
Course Code and Title	199970 Music culture				
Names of Lecturers	Full Professor Ivana Paula Gortan-Carlin, PhD (main course teacher) MSc Branko Radić, lecturer				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I.		
Classroom location	Classroom Concert hall theater	Teaching languages	Croatian (Italian, Slovenian)		
ECTS credits	3	Number of hours per semester	15L – 0S – 15E		
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	acquire general and specific musical competences (perception, analysis, understanding, systematization); to master the basics of musical culture and musical terminology on the basis of musical history				
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 alphabet 5. learn the elements (components) of a musical piece				
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				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class (L, E)	1. – 5.	24	0,8	10 %

methods and assessment criteria	Fieldwork	1. – 5.	6	0,2	0%
	Review from the fieldwork 1	1. – 5.	3	0,1	10 %
	Review from the fieldwork 2	1. – 5.	3	0,1	10 %
	Musical theory	4	15	0,5	10 %
	Colloquium I. (active music listening)	1. – 5.	7,5	0,25	15 %
	Colloquium II. (active music listening)	1. – 5.	7,5	0,25	15 %
	Exam (oral)	1. - 5.	24	0,8	30 %
	Total		90	3	100 %
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. 30% of absences (4 absences) that do not need to be justified are tolerated. Each arrival carries 1% up to max. 10 %. Fieldwork is attending a concert. Proof of attending the concert is the program flyer that the students attach together with an individual review of the concert (view). During the semester, students choose and attend field classes by themselves (according to the teacher's instructions).</p> <p>Two reviews are submitted (10% of the grade).</p> <p>The continuous verification of knowledge from listening to music is evaluated with colloquiums. A maximum of 30 correct answers can be obtained on each colloquium. Each colloquium carries a maximum of 15%.</p> <p>Two colloquia per semester carry a maximum of 30%.</p> <p>The colloquiums are evaluated as follows:</p> <ul style="list-style-type: none"> - less than 50% of correct answers (or 15 correct answers) = 0% - each subsequent correct answer (from 16 to 30) carries a 1% share in the grade (in a proportional percentage). <p>Fieldwork reviews are evaluated as follows:</p> <p>0% = Did not attend a classical music or music-stage event during the semester.</p> <p>10% = Attended one musical or musical-stage classical music event during the semester and wrote an account of the classical concert listened to. The presentation must be submitted electronically (to the assistant) or in printed form no later than 7 days after the musical event.</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 are 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 two colloquiums, written presentations from field classes and an oral exam.</p>				
Course requirements	<p>For successful completion of the course, student 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 two music listening quizzes 5. pass the oral exam 				

Mid-term and final exam term	<p>During the semester, two colloquia are written (approximately mid-April and end of May). In the last week of June, there is an additional deadline for colloquiums for those who, for justified reasons, did not join earlier or did not achieve the minimum percentage.</p> <p>At the end of the semester, there is a final exam (oral).</p>
Additional information on the course	<p>Students will receive a sample colloquium with audio examples and exam questions for the oral exam at the beginning of the lecture. The field lesson will be held by going to the theater or concert hall where the students will follow the chosen musical content and it is not necessarily the last part of the course, but it depends on the repertoire of the season. 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. Perak-Lovričević, N., Šćedrov, Lj. (2008). Glazbeni susreti 1., Glazbeni susreti 2., Glazbeni susreti 3., Glazbeni susreti 4. vrste. Zagreb: Profil International. (udžbenici i CD) 2. Petrović, T. (2013). Osnove teorije glazbe. Zagreb: HDGT. <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. <p>Referential: various songbooks</p>

Course Syllabus			
Course Code and Title	199920 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		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	I.
Classroom location	University gym, field work	Teaching language	Croatian
ECTS credits	1	Number of hours per semester	0L –0S – 30E
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.		
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture, Natural science, Geography, History		
Objective of the course	influence the development of anthropological features with the aim of preserving and improving health and quality of life		
Learning outcomes	1. apply the acquired theoretical knowledge of individual kinesiology activities and basic methodological principles 2. demonstrate all natural forms of movement and basic structures in all four groups of biotic motor knowledge (to master space, obstacles, resistance and object manipulation); basic structures in the field of athletics, volleyball and dance 3. apply the basics of assessment and evaluation of work results in classes Kinesiological culture (Physical and health culture) 4. interpret 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 and work as well as in the future work with children; about proper nutrition, harmfulness and prevention of addictive diseases caused by the consumption of cigarettes, alcohol and narcotic drugs		
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 devices, with and without music, independently and in a team). 2. Contents by units: walking, running, jumping, throwing, catching and shooting, lifting and carrying, crawling, climbing, pushing and pulling, rolling, dancing, games (elementary, relay races). 3. Sports games: Volleyball - practicing the elements of volleyball; peak ball bounce and forearm bounce, hits on the ball, lower serve, game rules, game. 4. Contents of athletics: High and low start, running (short sections		

	sprint), jumps (high jump). 5. Social dances: English waltz, Viennese waltz, Polka. 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 (%)
	Activity in class	1. - 4.	23	0,8	80%
	Field work	1. - 4.	7	0,2	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. attend classes regularly; can be absent from class a maximum of 4 times. 2. actively participate in classes. 3. come to class without any jewelry, in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants). 4. participate in field classes, hiking in nature and mountain climbing, and the sports and recreation day of the Faculty of Educational Sciences (on Fratarski island at the end of the academic year). 5. master all given elements.				
Mid-term and final exam term	They are published at the beginning of the academic year at ISVU.				
Additional information on the course	To check the degree of development of general competences, standardized tests of motor abilities will be used (tests of explosive, static and repetitive strength, speed, coordination and flexibility), a test of functional abilities (running 1300 m), tests of motor skills (assessment of given elements during classes) and a test knowledge of swimming with basic swimming techniques. 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., 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. i 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	199921 Professional training 1				
Names of Lecturers	Assistant Professor Alen Tafra, PhD (main course teacher) Kristina Alviž, assistant				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language				
Course status	Mandatory	Study level	Undergraduate		
Semester	Winter	Study year	I.		
Classroom location	Preschool institution	Teaching language	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	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 assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Kindergarten activity (E)	1. – 6.	38	1,3	90%
	Keeping a diary	1. – 6.	22	0,7	10%

	professional practices				
	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 work competence 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 and in Studomat .				
Additional information on the course	<p>The materials are published on the e-learning course.</p> <p>In the case of distance learning, deviations are possible in: the place of the course, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. 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	199964 Croatian language 2				
Names of Lecturers	Associate professor Helena Pavletić, PhD (main course teacher) Helena Džin, assistant				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language				
Course status	Mandatory	Study level	Undergraduate		
Semester	Summer	Study year	I.		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	4	Number of hours per semester	30L – 15S – 15E		
Prerequisites	There are no prerequisites for enrolling in the course, but it is a prerequisite for mastering it 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. properly define the term language disciplines and language units 2. recognize a departure from standard language norms (grammatical and lexical level) 3. interpret normative rules in normative manuals 4. apply acquired knowledge of grammar and vocabulary features of the Croatian standard language in the preparation of the seminar of work				
Course content	1. Morphological structure of the Croatian standard language 2. Morpheme, word, types of words 3. Syntactic structure of the Croatian standard language 4. Syntagma, sentence, syntactic function of words, types of sentences 5. Formation of words, forms of formation 6. Lexical structure of the Croatian standard language				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class (L, S, E)	1. – 4.	45	1,6	10%
	Individual tasks	1. – 2.	7	0,2	15%
	Oral exam	1. - 4.	12	0,4	25%
	Exam (written)	1. – 4.	56	3	50%
	Total		120	4	100%
Course requirements	To successfully complete the course, students must: 1. attend classes				

	<p>2. present the work on the chosen topic orally, according to the schedule, presentations will be published on the distance learning portal</p> <p>3. create an independent task</p> <p>4. pass two colloquia that are written during class or pass the written exam.</p>
Mid-term and final exam term	Announced in ISVU system.
Additional information on the course	<p>Materials for lectures, seminars and independent assignments are published on the portal for distance learning (e-learning). The points that the student achieves by completing the tasks and in the passed colloquiums are valid no longer than one year after the completion of the course.</p> <p>In the case of distance learning, deviations are possible in: place of delivery of courses, implementation of activities, methods of interpretation and teaching methods and methods of evaluation, student obligations and available literature. The course leader and assistant will talk about this inform students when distance learning begins maintain. 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. V. Anić: Veliki rječnik hrvatskoga jezika, NL, Zagreb, 2003. 2. A. Bičanić i dr. : A. Frančić, L. Hudeček, M. Mihaljević: Pregled povijesti, gramatike i pravopisa hrvatskoga jezika, Croatica, Zagreb, 2013. 3. Birtić, M. i dr.: Školski rječnik hrvatskoga jezika, ŠK, IHJJ, Zagreb, 2012. 4. D. Dujmović Markusi, T. Pavić-Pezer: Fon Fon 4: Udžbenik hrvatskoga jezika za 4. razred gimnazije, Profil Klett, Zagreb, 2014. 5. I. Marković: Uvod u pridjev, Disput, Zagreb, 2010. 6. I. Marković: Uvod u jezičnu morfologiju, Disput, Zagreb, 2012. 7. L. Hudeček, M. Mihaljević: Hrvatska školska gramatika, IHJJ, Zagreb, 2017. 8. B. Klaić: Novi rječnik stranih riječi, Školska knjiga, Zagreb, 2012. 9. S. Težak, S. Babić: Gramatika hrvatskoga jezika, ŠK, Zagreb, 2000. 10. Veliki rječnik hrvatskoga standardnog jezika (ur. Lj. Jojić), Školska knjiga, Zagreb, 2015. 11. Časopis Hrvatski jezik, IHJJ, Zagreb. <p>Internetski izvori: http://www.hrvatskiplus.org/ http://riznica.ihjj.hr/index.hr.html http://nlp.ffzg.hr/resources/corpora/hrwac/</p>

Course Syllabus					
Course Code and Title	199965 English language 2				
Names of Lecturers	Associate Professor Mauro Dujmović, PhD (main course teacher) Ivan Žufić, lecturer Jelena Gugić, assistant				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language				
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	15L – 0S – 15E		
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	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, E)	1. – 5.	23	0,8	0%

methods and assessment criteria	Colloquia and preparation for continuous checking of knowledge	3. – 5.	37	1,2	50% (25+25)
	Retelling/oral exam	1. – 5.	30	1	50% (25+25)
	Total		90	3	100%
Course requirements	To successfully complete the course, students must: 1. attend at least 80% of classes 2. write homework (solve tasks in the <i>Workbook</i>) and present the results of their exercises at the next meeting 3. pass 2 colloquia 4. pass an oral exam/retelling.				
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	199966 German language 2				
Name of Lecturer	Marieta Djaković, senior lecturer (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language				
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	15L – 0S – 15E		
Prerequisites	Attended and passed German language course 1				
Correlativity	The course program is comparable to the course German language 1				
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 A2 level 3. correct application of grammar rules in writing and speaking 4. development of language skills for oral and written communication at the A2 level 5. presentation (orally and in writing) and discussion of 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 (delete the excessive)	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance of L, E	1. – 5.	23	0,8	20 %
	Individual tasks (homework, research, oral and written tasks)	1. – 5.	19	0,6	30 %
	Mid-term(s) (written)	1. – 5.	18	0,6	20 %
	Exam (oral)	1. – 5.	30	1	30 %
	Total		90	3	100%

	<p>Additional information (assessment criteria):</p> <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 exercises, but the preparation is incomplete with minor deficiencies.</p> <p>15% = 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: from 0% to</p> <p>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. 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: Hrvatsko-njemački rječnik, Školska knjiga, Zagreb, zadnje izdanje 2. Jakić-Hurm: Njemačko-hrvatski rječnik, Školska knjiga, Zagreb, zadnje izdanje 3. Internet adrese: www.deutschland-panorama.de, www.deutschland.de, www.dw-world.de, www.vitamin.de, http://www.kindergarten-workshop.de, www.entdeckungskiste.de
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Course Syllabus					
Course Code and Title	199967 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				
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	15L – 0S – 15E		
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 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 (orally 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. 2. Oral expression of one's own opinion, ambition, description, discussion, conversation, retelling. 3. Guided text writing. 4. 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 (%)
	Activity in class (L, E)	1. - 5.	23	0,8	10%
	Colloquia and preparation for continuous checking knowledge	3 . – 5.	43	1,4	60% (30+30)
	Exam oral	1. – 4.	24	0,8	30%
	Total		90	3	100%

	<p>Additional information (assessment criteria):</p> <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 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 <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. There are 2 colloquia in the 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 the 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	199968 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		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	I.
Classroom location	Classroom	Teaching language(s)	Croatian (Italian)
ECTS credits	3	Number of hours per semester	15L – 15S – 0E
Prerequisites	The prerequisite for enrolling in the Family Pedagogy course is determined by the provisions of the study program for enrollment in the higher year of study, and there are no prerequisites for mastering this course.		
Correlativity	General pedagogy, General psychology, Philosophy of education and vocational ethics, Sociology of education		
Objective of the course	to acquire basic features of the family as a sociological category important for the student development and education		
Learning outcomes	1. to analyze the qualitative advantages of modern family in order to act within the framework of a professional role and on a personal level in the direction of its better transformation into a modern human community 2. to investigate knowledge about the importance of family education as a fundamental environmental factor in the development of personality 3. to compare the educational functions of modern family in order to build a partnership between preschool institution and family 4. to interpret contemporary knowledge about childhood as an interactive relationship between child and environment in the processes of building the respective relations between child and preschool teacher		
Course content (syllabus)	1. Theoretical foundations of family pedagogy 2. The family as a social community 3. The family as an educational community 4. Characteristics of the modern family 5. Modern parenting 6. Children's rights in the family 7. Gender equality and the family		

	8. Openness of the family towards the social environment 9. The educator as a key factor in building a partnership relationship with parents				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	23	0,8	10%
	Seminar work	1. – 4.	30	1	40%
	Exam (written)	1. – 4.	37	1,2	50%
	Total		90	3	100%
	Additional information (assessment criteria): Students will write a seminar paper (20%) and present it (20%) in front of a group of students. Evaluation elements of the written (20%) individual research paper: - Work structure (3%) - Meaningfulness and argumentation of the topic (7%) - Professional expression and critical use of relevant and recent literature (6%) - Presentation of the general data of the work, main concepts, concepts and theses with a critical assessment of the work (4%) Evaluation elements of the exposed (20%) individual research work: - Creativity in presentation (3%) - Quality of verbal and non-verbal communication (7%) - Quality of interaction with the audience (6%) - Use of digital and/or interactive media (4%)				
Course requirements	To successfully complete the course, students must: 1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.) 2. create a seminar work - presentation of a selected scientific article and present it in front of students 3. pass the written exam. Note: (valid for obligations 1 and 2) The student should actively participate in interactive activities during lectures and seminars (at least 70% attendance). The students have to write the seminar 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.				
Mid-term and final exam term	They are given at the beginning of the academic year, they are published on the University's website and in ISVU.				
Additional information on the course	Materials for lectures and seminars are published on e-learning. In the case of distance learning, 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. Teachers will inform students about the changes when the distance learning starts. Learning outcomes remain unchanged.				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Buljan Flander, G. et al. (2018). Znanost i umjetnost odgoja: praktični priručnik o suvremenom odgoju za roditelje i odgojitelje. Geromar. 2. Đuranović, M., Klasnić, I. (2020). Dijete, odgoj i obitelj. Zagreb: Učiteljski fakultet. 3. Juul, J. (2019). Od odgoja do odnosa; Autentični roditelji – kompetentna djeca. Harfa d.o.o. 4. Ljubetić, M. (2007). Biti kompetentan roditelj. Mali profesor. 5. Rosić, V., Zloković, J. (2002). Prilozi obiteljskoj pedagogiji. Grafrade. 6. Stevanović, M. (2000). Obiteljska pedagogija. Tonimir. 7. Višnjić Jevtić, A., Visković, I., Rogulj, E., Bogatić, K., Glavina, E. (2018). Izazovi suradnje: Razvoj profesionalnih kompetencija odgojitelja za suradnju i partnerstvo s roditeljima. Alfa d.d. <p>Optional:</p> <ol style="list-style-type: none"> 1. Davies, S. (2022). Montessori dijete: vodič za roditelje za odgoj znatiželjnih i odgovornih ljudskih bića. Harfa d.o.o. 2. Dissing Sandahl, I., Alexander, J. J. (2017). Danski odgoj djece: Što najsretniji ljudi na svijetu znaju o odgoju samopouzdanе i sposobne djece. Egmont. 3. Dissing Sandahl, I., Zobel, S. (2021). Kako biti opušten roditelj. Egmont. 4. Gordon, T. (1996). Škola roditeljske odgovornosti. Poduzetništvo Jakić. 5. Likierman, H., Muter, V. (2007). Pripremite dijete za školu: Kako osigurati da dijete uspješno započne školovanje. Ostvarenje d.o.o. 6. Longo, I. (2001). Roditeljstvo se može učiti. Alinea. 7. Ljubetić, M. (2012). Nosi li dobre roditelje roda?!: odgovorno roditeljstvo za kompetentno dijete. Profil International. 8. Ljubetić, M. (2014). Od suradnje do partnerstva obitelji, odgojno-obrazovne ustanove i zajednice. Element. 9. Milanović, M. (ur.) (1997). Pomozimo im rasti: Priručnik za partnerstvo odgojitelja i roditelja. MPŠ, UNICEF – Ured za Hrvatsku. 10. Puura, K. (2021). Finski odgoj djece: Tajna odgoja najsretnije i najbolje djece na svijetu. Stilus knjiga d.o.o. 11. Tsabary, S. (2019). Svjesni roditelji: Mijenjamo sebe, osnažujemo svoju djecu. Harfa d.o.o. 12. Vukasović, A. (1994). Obitelj – vrelo i nositeljica života. Hrvatski katolički zbor «MI». <p>Referential:</p> <p>Obiteljski zakon</p>
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Course Syllabus			
Course Code and Title	199896 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		
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	30L – 15S – 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. explain basic concepts from the field of philosophy of education so that students form and recognize a valid argumentation about education practice 2. recognize the essential features of the philosophical approach to knowledge and reality in order to develop critical thinking as an essential means of education mediation 3. interpret scientific knowledge and educational technologies from a critical philosophical perspective, and especially with regard to socio-historical conditionality of educational sciences 4. value reasoned discussion and dialogue as a basic tool for philosophical consideration of educational issues and its history 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, the place of philosophy of education in philosophy. Attempt demarcations of philosophy in relation to science, religion and art (with special regard to the relationship between philosophy of education and education sciences). 2. Philosophy of education and critical thinking: benefits and obstacles. Multidimensional thinking in education: the relationship between critical, creative and caring thinking (M. Lipman). Philosophy of early childhood and philosophy with children: ethical education in kindergarten. Education and children's philosophy creativity. 3. Definition and relationship between upbringing and education. Philosophical dimension educational practices and the educational dimension of philosophy. Ideological instrumentalization of education. 		

	<p>4. Socrates' method as a historical foundation of critical thinking and contribution to preschool education. Plato's and Aristotle's philosophy of education. Philosophy of education in the age of modernity (J.-J. Rousseau, F. Nietzsche, J. Dewey) and its influence on basic educational theories.</p> <p>5. Ethics, morality and upbringing: basic directions in normative ethics and their application. Professional deontology and ethical code. 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 (%)
	Activity in class (L, S)	1. - 4.	34	1,2	20 %
	Written projects (seminars)	1., 3., 4.	8	0,3	30 %
	Exam (oral)	1. - 4.	48	1,5	50 %
	Total		90	3	100 %
	<p>Additional clarifications (evaluation 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% of 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 with own ideas and suggestions</p> <p>Students are required to write, submit and present a seminar paper on the chosen topic (condition for taking the exam). The list of offered topics is published on e-learning. Students can suggest one topic outside the list to the subject teacher. Seminar papers are primarily based on elective literature, and additional literature will be recommended for each topic. Term presentations, as well as other formal and substantive working conditions, are agreed with the subject teacher. The final form of the work should be submitted at least a week before the exam. When preparing a seminar paper, it is necessary to respect the published Instructions for writing seminar, final and diploma theses in the Croatian language.</p> <p>The following criteria are important when evaluating the seminar work:</p> <p>a) articulation: relevance (topic coverage), organization (clarity and connection 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 with comments and suggestions 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	They are given at the beginning of the academic year when they are published in ISVU.
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - place of delivery of the course, - implementation of activities, - methods of interpretation and teaching, evaluation methods, - student obligations and available literature. <p>The course instructor will inform the students about this when the class starts start maintaining remotely.</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: Odraz. 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>Referential:</p> <ol style="list-style-type: none"> 1. Kalin, B. (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	199900 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				
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 – 15S – 0E		
Prerequisites	None				
Correlativity	Philosophy of education and vocational ethics, General pedagogy, General psychology, Methodology of pedagogic research				
Objective of the course	to acquire the basic terms, concepts, and the principal paradigms in sociology of education, and enable recognition of them in everyday life				
Learning outcomes	1. recognize the basic concepts in the sociology of education 2. understand different paradigms of sociology of education 3. explain the main differences and complementarities between different sociological paradigms in education 4. analyze social phenomena related to education through sociological theories and concepts				
Course content (syllabus)	1. Origin, subject and tasks of the sociology of education 2. Basic concepts of the sociology of education, upbringing and 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 (%)
	Activity in class L, S	1. – 4.	23	0,8	0%

methods and assessment criteria	Written projects (seminars)	4.	15	0,5	0%
	Oral presentations	4.	15	0,5	0%
	Mid-term(s) (oral or written)	1. - 4.	22	0,7	50%
	Exam (oral, written)	1. – 4.	15	0,5	50%
	Total		90	3	100%
	Additional information (assessment criteria): The conditions for the final exam are: at least 70% attendance (or the above alternative), the student must submit the written work at least eight days before the final exam and give a presentation during the semester.				
Course requirements	To successfully complete the course, students must: 1. attend 70% of lectures and seminars 2. give an oral presentation 3. write a seminar paper of 2,000 words 4. take the final exam and have at least 50% of the points of the total number of points. or 1. write a supplementary paper of 2,000 words if attendance in seminars and lectures is from 50 to 69% (if the professor evaluates it appropriate). Items 2 - 4 remain unchanged.				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	Teaching materials are published on the e-learning website 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	Mandatory: 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	199971 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		
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 – 15S – 15E
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. to explain basic methodological terms 2. to (self)evaluate the presentation and argue personal and others' views 3. to implement a designed scientific research project on a topic from the field of pedagogy 4. to critically judge the research results 5. to provide recommendations for improving pedagogical practice		
Course content (syllabus)	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 (%)
	Active in class	1. - 5.	34	1,1	10 %
	Seminar and presentation	1. - 5.	30	1	30 %
	Midterm test (written)	1., 2.	30	1	25 %
	Oral exam	1. 2.,4.,5.	26	0,9	35 %
	Total		120	4	100%
	Additional information (assessment criteria): Students will deliver a presentation in front of a group of colleagues				
Course requirements	For successful completion of the course, a student has to: 1. regularly attend classes (no more than 30% of the total hours of absence is allowed) 2. actively participate in all forms of teaching 3. create a seminar and a presentation in the field of pedagogic research 4. pass the midterm test 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 obtainable in Methodology of pedagogic research in the current academic year. Deadlines are fully respected.				
Mid-term and final exam term	Exam deadlines are published at the beginning of the academic year in the ISVU system.				
Additional information on the course	In the case of distance learning, deviations are possible in: - the location of the course - implementation of activities, interpretation and teaching methods and methods evaluation - student obligations - available literature The course instructor will inform students about this when distance learning begins. Learning outcomes remain unchanged. Materials and instructions necessary for professional practice are published at 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 e-learning.				

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. 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 omogućnosti 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.) Teorijsko-metodološka 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 11. Žugaj, M. (1997). Metodologija znanstvenoistraživačkog rada. Varaždin: Fakultet organizacije i informatike
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Course Syllabus			
Course Code and Title	199972 Developmental psychology		
Names of Lecturers	Assistant profesor Marlena Plavšić, PhD (main course teacher) Sanja Tatković, assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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	30L – 15S – 0E
Prerequisites	Prerequisite for enrolment assumes the completed course and fulfilled 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	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 (%)
	Activity in class L, S	1. – 4.	34	1,1	0 %
	Written seminars	1. – 4.	15	0,5	25 %
	Presentation of seminars	1. – 4.	12	0,4	25 %
	Midterms or written exam)	1. – 4.	59	2	30 %
	Oral exam	1. – 4.	30	1	20%
	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>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 within the set deadline</p> <p>20% - the presentation is excellent - correct, clear and precise and contains a personal critical review.</p> <p>The student can earn all percentages from 0-20% for the written and oral part of the seminar. Instructions and assessment criteria will be explained in class.</p> <p>The midterms are evaluated as follows:</p> <p>0 % - 0 - 49 % correct answers</p> <p>6% - 50-59% correct answers</p> <p>12% - 60-69% correct answers</p> <p>18% - 70-79% correct answers</p> <p>24% - 80-89% correct answers</p> <p>30% - 90-100% correct answers</p> <p>The oral exam is evaluated as follows:</p> <p>The oral exam consists of 4 questions (each question carries 7.5%). In order to pass the oral exam the student must give a correct answer to at least 50% of the questions (25%).</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. submit the seminar paper by the set deadline 3. present seminar papers in their seminar papers groups at the given times 4. pass a written and oral exam <p>Note: Written and oral exams are mandatory regardless of the previously achieved percentage. If the student does not fulfil the aforementioned student obligations, he/she will have to re-enroll in the course the next academic year.</p>
Mid-term and final exam term	They are given at the beginning of the academic year, they are available on the University's website and in ISVU.
Additional information on the course	In the case of distance learning, deviations are possible in: place of delivery of courses, implementation of activities, methods of interpretation and teaching methods and methods of evaluation, student obligations and available literature. The course leader and lecturer will inform students when distance learning begins. Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Vasta, R., Haith, M., & Miller, S.C. (1997). Dječja psihologija. Naklada Slap, Jastrebarsko. <p>(poglavlja: I, II, III, VII, VIII, IX, XI, XII, XIV)</p> <p>Optional</p> <ol style="list-style-type: none"> 1. Ambrosi-Randić, N & Plavšić, M. Uspješno starenje. Društvo psihologa Istre-Istarska županija-Sveučilište J. Dobrile, Pula, 2008. 2. Berk, L. Dječja razvojna psihologija. Naklada Slap, Jastrebarsko, 2015. 3. Berk, L. Psihologija cjeloživotnog razvoja. Naklada Slap, Jastrebarsko, 2008. 4. Brajša-Žganec, A. Dijete i obitelj – emocionalni i socijalni razvoj. Naklada Slap, Jastrebarsko, 2003. 5. Buggle, F. Razvojna psihologija Jeana Piageta. Naklada Slap, Jastrebarsko, 2002. 6. Kardum, I. Evolucija i ljudsko ponašanje. Jesenski i Turk, Zagreb, 2003. <p>Lacković-Grgin, K. Psihologija adolescencije. Naklada Slap, Jastrebarsko, 2006.</p> <p>Referential:</p> <p>Petz, B. (ur.). Psihologijski rječnik. Naklada Slap, Jastrebarsko, 2005.</p>

Course Syllabus			
Course Code and Title	199973 Kinesiology culture II		
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		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	I.
Classroom location	Sports hall Field teaching	Teaching language	Croatian
ECTS credits	1	Number of hours per semester	0L – 0S – 30E
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.		
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture, Natural science, Geography, History		
Objective of the course	Influence the development of anthropological features with the aim of preserving and improving health and quality of life.		
Learning outcomes	1. apply the acquired theoretical knowledge of individual kinesiological activities and basic didactic principles 2. demonstrate all basic forms of movement and basic structures of all four groups of biotic motor knowledge (for overcoming space, obstacles, resistance and manipulation of objects); basic structures in the field of athletics, 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	<p>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).</p> <p>2. Contents of sports gymnastics: ground floor (forward roll, back rest, handstand), bars (front rest and forward roll), links (back roll), climbing (squares, sailor's ladder), vaults (prong).</p> <p>3. Sports games: Basketball - practicing the elements of basketball (handling the ball, passing, receiving, basketball two-step, shooting at the basket), rules of the game, game.</p> <p>4. Contents of athletics: throwing (ball into the distance and into the goal), running and exercising on the trim track.</p> <p>5. Hiking in nature and mountain climbing.</p> <p>6. Swimming - test of swimming knowledge and swimming school for nonswimmers (if any). Swimming content: breaststroke, crawl, back crawl, rescue of drowning.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class	1. - 4.	23	0,8	80%
	Field work	1. - 4.	7	0,2	20%
	Total		30	1	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>The activity in class, the given elements of motor knowledge and the results of tests (levels) of motor and functional abilities are evaluated.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <p>1. attend classes regularly; can be absent from class a maximum of 4 times</p> <p>2. actively participate in classes</p> <p>3. come to class without any jewelry in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants)</p> <p>4. participate in field classes, hiking in nature and mountain climbing, and the sports and recreation day of the Faculty of Educational Sciences (on Fratarski island at the end of the academic year)</p> <p>5. master all given elements.</p>				
Mid-term and final exam term	Mid-term and final exam term are published at the beginning of the academic year in ISVU.				

Additional information on the course	<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"> Findak, V. (2001). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga. Findak, V., Prskalo, I., Babin, J. (2011). <i>Sat Tjelesne i zdravstvene kulture u primarnoj edukaciji</i>. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu. 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. Pejčić, A. i Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci. Prskalo, I., Sporiš, G. (2016). <i>Osnove kineziologije</i>. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu. 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"> 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. Šimunić, M. (1996) <i>Zašto ne pušiti?</i> Zagreb: 4P.

Course Syllabus			
Course Code and Title	199976 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		
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	15L – 0S – 15E
Prerequisites	Knowledge of the Croatian language at least at the B2 level.		
Correlativity	The programme is correlated with all Croatian language course programmes.		
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, and 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: 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	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.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class	1. -6.	24	0,8	20%
	Oral presentation and practical individual work: seminar writing, preparation and speech are evaluated as the oral part of the exam	1. – 6.	30	1	50%
	Exam (written)	1. – 6.	6	0,2	30%
	Total		60	2	100%

	<p>The exam can be taken after completing all the tasks, presenting the seminar and delivering the speech.</p> <p>During classes, students are given instructions on what they must pay special attention to in order to master the material as successfully as possible and achieve the best possible overall grade.</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 obligations can be achieved. 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 class.</p> <p>4% = Attends, but does not participate in the work; does not complete the tasks.</p> <p>8% = Prepared, but the preparation is incomplete with major shortcomings (regularly with errors)</p> <p>12% = Prepared, but the preparation is incomplete with minor deficiencies (tasks and exercises with only a few mistakes).</p> <p>16% = Regularly prepared, the preparation is correct, he voluntarily participates in the teaching process.</p> <p>20% = Shows a high degree of interest in the course, is always prepared; asks questions and problematizes the contents.</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 (this especially refers to frequent spelling and grammatical errors that do not concern accidental errors in speech). Speech is read, not spoken.</p> <p>30% = The speech contains the necessary information about the topic, but minor deficiencies in content design were observed, the orthoepic norm was not sufficiently respected or some deviation was observed. Students read more than they speak, they do not respect the 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</p>
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	<p>are insufficiently respected. Does not respect speaking time (too short or too long). The speech was given while looking at the notes.</p> <p>50% = The speech contains complete information, examples and quotes are supported by sources. The speech fully respects the rhetorical scheme. The speech forms a harmonious whole while respecting the orthoepic norm and the given time. Spoken, not read. It does not have to be completely memorized; it is allowed to use notes.</p> <p>Final exam – the oral exam consists of questions related to the analysis that confirms theoretical knowledge:</p> <p>less than 50% correct answers = 0%</p> <p>from 51% to 60% = 8% of the grade</p> <p>61% to 70% = 16% of the grade</p> <p>71% to 80% = 24% of the grade</p> <p>81% to 90% = 32% of the grade</p> <p>91% to 100% = 40% of the grade</p>
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. attend classes and actively participate in the teaching process 2. write a seminar paper 3. deliver a 10-minute speech on the given topic 4. complete the assigned tasks (obtained tasks: texts for practicing spoken expression, participate as actively as possible in exercises for better acquisition of correct pronunciation and reduction defects) 5. pass the final written exam.
Mid-term and final exam term	<p>All exam dates, after the completed course, starting from February.</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</p> <p>Header: greeting presentation address</p> <p>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> <p>Additional information 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 will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <p>1. Škarić, I.: Fonetika hrvatskoga književnog jezika. U: Babić, S. et al. (R. Katičić, ur.) Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika, Zagreb: HAZU, Globus, 1999., str. poglavlja Izgovor glasnika, 120-146, Govorni dijelovi 281-289, Intonacijska jedinica 309-315, Govorna riječ 315-327, Slog 327-337, Fonemski sloj 337-359.</p> <p>2. Škarić, I.: Temeljci suvremenog govorništva, Školska knjiga, Zagreb, 2000. Poglavlje: Vježbe za glas i izgovor. Suvremene govorne vrste.</p> <p>Optional:</p> <p>1. Berry, C.: Glumac i glas, AGM, Zagreb, 1997.</p> <p>2. Garde, P.: Naglasak, Školska knjiga, Zagreb, 1993.</p>

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. Varošanec-Škarić, G.: Timbar, Filozofski fakultet , Zagreb, 2005. Additional:
 12. Brozović, D.: O normiranju književnih naglasaka, Jezik, 6, 1957/58., str. 65-72
 12. Škarić, I.: Sociofonetski pristup standardnom naglašavanju, Govor/Speech, XV, 2, 1999., str. 117-137.
 13. Škarić, I.: Razlikovna prozodija, Jezik, 48, 1, 2001., str. 11-13.
- Referentia:
1. Anić, V.: Rječnik hrvatskoga jezika, Novi Liber, Zagreb, 2000. Gramatike hrvatskoga jezika.
 2. "Klasici hrvatske književnosti II – PJESNIŠTVO na CD-ROM-u", Naklada Bulaja, 1999.
- Journals:
1. Govor, Suvremena lingvistika, Jezik, Riječ, Filologija, Jezikoslovlje, Rad
 2. HAZU - Razred za filologiju, Radovi Zavoda za slavensku filologiju,
 3. Rasprave Instituta za hrvatski jezik, Radovi Filozofskog fakulteta u Zadru - Razdio filoloških znanosti, Strani jezici, Vijenac, Fluminensia, Lahor, Kolo, Folia onomastica croatica, Hrvatski dijalektološki zbornik, Čakavska rič...

Course Syllabus			
Course Code and Title	199977 Web 2.0 tools		
Names of Lecturers	Assistant Professor Nikola Tanković, PhD (main course teacher) Janko Žufić, senior lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Elective	Study level	Undergraduate
Semester	Summer	Study year	I
Classroom location	ICT lab	Teaching languages	English, Croatian
ECTS credits	2	Number of hours per semester	15L – 0S – 15E
Prerequisites	Basics of Informatics course attended		
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 2. Correctly describe basic terms of web 2.0 tools. 3. Distinguish categories of web 2.0 tools. 4. Properly use at least two tools from each of the categories of web 2.0 tools suitable for the daily work of a future teacher.		
Course content (syllabus)	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 tools and collaboration tools; 7. Tools for presentations, 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 (%)
	Activity in class S, E	1.-3.	23	0,8	0%
	Seminar work	2.	18	0,6	50%
	Colloquium on the computer	1.-3.	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. regularly follow 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 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/ http://c4lpt.co.uk/top100tools/</p>				

Course Syllabus			
Course Code and Title	199978 Games and children		
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		
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	15L – 0S – 15E
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 the games. 2. Structure of game. 3. Classification of children's games 4. Game as a part of culture. Intergenerational mediation of culture and children's subculture. The game 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 methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	23	0,8	10%
	Individual tasks (2 tasks)	1. – 5.	22	0,7	40%
	Exam (written)	1. – 5.	15	0,5	50%
	Total		60	2	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> actively participate in interactive activities during classes (pedagogical workshops, exercises, games, etc.) perform two tasks: <ol style="list-style-type: none"> create and prepare an activity/experiment/game that in any way stimulates intelligence in children of early and preschool age. Prepare written exercises 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. observe the game in the preschool institution according to the instructions on the Merlin e-learning system portal pass the written exam. <p>Note: (valid for obligations 1 and 2) The student should actively participate in at least 70% of interactive activities during lectures and exercises. The student should settle the obligations on time. If she/he does not fulfil the obligation by the given deadline, then she/he loses the right to ECTS from the course in that academic year. Deadlines are to be 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). Dijete i igra [A child and a game]. Jastrebarsko: Naklada Slap. 2. Goldberg, S. (2003). Razvojne igre za predškolsko dijete [Developmental games for preschool children]. Lekenik: Ostvarenje. 3. Grgec-Petroci, V. (2009). Igra i dijete, dijete i igra [The child plays, the child plays]. Zagreb: Obiteljski centar grada Zagreba. 4. Sršen, J. (2017). Od priče do igre [From the story to the game]. Zagreb – Donja Lomnica: Ekološki glasnik. <p>Optional:</p> <ol style="list-style-type: none"> 1. Auerbach, S. (2007). Kako povećati IQ svog djeteta kroz igru [How to increase your child's IQ through the game]. Rijeka: Naklada Uliks. 2. Einon D. (2004). Igre učilice [Classroom games]. Zagreb: Profil International. 3. Guenther, T. (2007). 1000 zabavnih igara [1000 fun games]. Zagreb: Mozaik knjiga. 4. Jurdana, V. (2015). Igri, Mala zavičajna čitanka [Igri, Small native reader]. Pula – Viškovo: Sveučilište Jurja Dobrile u Puli i Ustanova "Ivan Matetić Ronjgov". 5. Klarin, M. (2017). Psihologija dječje igre [Psychology of children's play]. Zadar: Sveučilište u Zadru. 6. Maleš, D., Stričević, I. (1996). Druženje djece i odraslih [Socializing of children and adults]. Zagreb: Školska knjiga. 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.

3rd semester

Course Syllabus			
Course Code and Title	199980 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		
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	15L – 15S – 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	1. Psychomotor development in the first years of life 2. Development of knowledge 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 8. Specifics of the separation experience and the inclusion of the child in a preschool institution				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class L, S, E	1. – 4.	23	0,8	10%
	Written projects (seminars)	1. – 4.	22	0,7	25%
	Oral presentations	1. – 4.	15	0,5	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): Activity in class is evaluated as follows: 0% = absences exceed the allowed 30% 5% = the student concentrates on the teaching process and sometimes participates in work on his own initiative 10% = comes to class prepared and actively participates in teaching process and expresses a high degree of motivation in studies, consults relevant literature, regularly fulfills obligations, gives constructive suggestions and original ideas regarding course topics. The seminar work is evaluated as follows: a) Written part (0-25%) 0 to 10% of the seminar work was not submitted or the minimum requirements were not met in the seminar paper with regard to structure, content, literature and language of expression 20 to 25% of the seminar is excellent: clear structure, content is adequate presented with an individual review, the literature is rich, correctly written expressions.				

	<p>b) Oral part (0-25%)</p> <p>0% seminar paper was not presented in the set deadline</p> <p>20 to 25% presentation is excellent: correct, clear and precise a presentation containing a personal critical review.</p> <p>A student can get all percentages (0-25%) for the written and oral part of the seminar.</p> <p>The exam is graded as follows:</p> <p>0 to 10% of correct answers is 0-35%</p> <p>0 to 15% of correct answers is 35-50%</p> <p>15 to 20% of correct answers is 50-70%</p> <p>20 to 25% of correct answers is 70-100%</p> <p>A student who did not achieve at least 35% on the written exam (10% marks on the written exam), cannot take the oral exam and has the obligation to perform an additional task. An additional task refers to the processing of one of the topics of the course in the form of a seminar which must be passed orally or in writing by the end of the semester. If they do not meet this requirement, they must re-enroll in this course.</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. submit the seminar paper in the given time 3. present the seminar work in seminar groups at the given time 4. pass the written exam 5. pass the oral exam. <p>Note: If the student does not complete the aforementioned student obligations, he/she will have to re-enroll in the course next academic year.</p>
Mid-term and final exam term	They are published in the ISVU system.
Additional information on the course	<p>The following topics will be covered in the seminar groups:</p> <p>Topic 1: "Giftedness in children"</p> <p>Cvetković Lay J.; Sekulić Majurec, A. (2008). It's a gift, what should I do with it? Zagreb: Alinea and Bistrić Centre for Encouraging Giftness.</p> <p>Walker S.Y.. (2007). Gifted children. Guide for parents and educators. Zagreb: Naklada Veble.</p> <p>Topic 2. "Emotional intelligence"</p>

	<p>Shapiro L.E. (2007): How to develop a child's emotional intelligence. Zagreb: Mozaik knjiga.</p> <p>Topic 3: "The importance of play in preschool"</p> <p>Duran, M. (2011). A child and a game. Jastrebarsko: Naklada Slap.</p> <p>Winnicot D.W. (2004). Play and reality. The library "World of child psyche", Prosvjeta. Zagreb (pp. 11 - 109)</p> <p>Topic 4: "Psychopathology of children"</p> <p>Wenar C. (2003). Developmental psychopathology and psychiatry from infancy to adolescence. Jastrebarsko: Naklada Slap.</p> <p>Freud A. (2000). Normality and pathology of the child. library "World of child psychology", Prosvjeta, Zagreb. (p. 7 - 100)</p> <p>Topic 5: "Language development in children"</p> <p>Mesec, I. (2010) Development of speech and language from birth to seven years of age. In D. Andrešić, N. Benc-Štuka (eds.), "How does a child speak? Speech and language development, the most common disorders of speechlanguage communication in preschool children". Zagreb: Planet Zoe, pp. 6-16</p> <p>Topic 6: 'Children with special needs'</p> <p>Zrilić, S. (2013). Children with special needs in kindergarten and lower grades of elementary school. Zadar: University.</p> <p>Wenar, C. (2003). Developmental psychopathology and psychiatry: from infancy to adolescence. Jastrebarsko: Naklada Slap.</p> <p>In the case of distance learning, variations are possible in: 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. 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>
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Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Berk, L.E. (2008). <i>Psihologija cjeloživotnog razvoja</i>. Naklada Slap, Jastrebarsko. 2. Berk, L.E. (2015). <i>Dječja razvojna psihologija</i>. Naklada Slap, Jastrebarsko. 3. 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. <p>Optional:</p> <ol style="list-style-type: none"> 1. Vasta, R., Haith, M.M. i Miller, S.A. (1998). <i>Dječja psihologija</i>. Naklada Slap, Jastrebarsko. 2. Cvetković Lay J.; Sekulić Majurec, A. (2008). <i>Darovito je, što ću s njim?</i> Zagreb: Alinea i Centar za poticanje darovitosti Bistrić. 3. Walker S.Y. (2007). <i>Darovita djeca. Vodič za roditelje i odgajatelje</i>. Zagreb: Naklada Veble. 4. Shapiro L.E. (2007). <i>Kako razviti emocionalnu inteligenciju djeteta</i>. Zagreb: Mozaik knjiga. 5. Duran, M. (2011). <i>Dijete i igra</i>. Jastrebarsko: Naklada Slap. 6. Winnicot D.W. (2004). <i>Igra i stvarnost</i>. Biblioteka 'Svijet dječje psihe', Prosvjeta. Zagreb (str. 11–109) 7. Wenar C. (2003). <i>Razvojna psihopatologija i psihijatrija od dojenačke dobi do adolescencije</i>. Jastrebarsko: Naklada Slap. 8. Freud A. (2000). <i>Normalnost i patologija djece</i>. Biblioteka 'Svijet dječje psihe', Prosvjeta, Zagreb. (str. 7–100) 9. Mesec, I. (2010). <i>Razvoj jezika i govora od rođenja do sedme godine</i>. 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). <i>Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole</i>. Zadar: Sveučilište. 11. Čuturić N. (1996). <i>Psihomotorni razvoj djeteta u prve dvije godine života</i>. Naklada Slap, Jastrebarsko, 1996.
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Course Syllabus			
Course Code and Title	199981 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		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	II
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	4	Number of hours per semester	30L -15S - 0E
Prerequisites	The prerequisite for enrolment is determined by the provisions of the program study.		
Correlativity	General pedagogy, General psychology, Family pedagogy, Sociology, all methodologies		
Objective of the course	adopt competencies for theoretical and practical research on early development 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	1. Interpret basic scientific knowledge about modern approaches to children of early and preschool age 2. critically analyse 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 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	1. Scientific basis of Pedagogy of early and preschool age 2. Socio-historical context of creating the foundations of early and preschool education 3. Basic pedagogical processes 4. Child, childhood and the quality of institutional ECEC 5. The institutional context of growing up and development of early and preschool children aligned with the determinants of pedagogical standards, curriculum and child rights (UN Declaration on the Rights of the Child).		

	6. ECEC Curriculum; Fundamental determinants in the construction and co-construction of the curriculum 7. Professionals in ECEC. 8. Reflective practice. The educator as a reflective practitioner. 9. Professional training of preschool teachers.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Interactive activities in class L, S, E	1. – 5.	34	1,1	10%
	Seminars	1. – 5.	30	1	40%
	Exam (written)	1. – 5.	26	0,9	20%
	Exam (oral)	1. – 5.	30	1	30%
	Total		120	4	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. 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 obligations 1 and 2) The student should actively participate in interactive activities at lectures and seminars for a minimum of 70% of the classes. The student should write a seminar paper and submit it within the agreed deadline. If he does not resolve the obligation by the given deadline, then he/she loses the right to ECTS credits in that academic year. The set deadlines in this course must be respected.</p>				
Mid-term and final exam term	They are 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, interpretation and teaching methods and evaluation methods - student obligations - available literature. <p>The course instructor and the assistant will inform the students about this when distance learning begins. Learning outcomes remain unchanged.</p>				
Bibliography	Mandatory:				

	<p>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.</p> <p>2. Slunjski, E. (2006). Stvaranje predškolskog kurikuluma u vrtiću - organizaciji koja uči. Čakovec: VUŠ Čakovec, Mali profesor.</p> <p>3. Šagud, M. (2006). Odgajatelj refleksivni praktičar. Petrinja: Mali profesor, VUŠ Petrinja.</p> <p>4. Slunjski E. i suradnici (2015). Izvan okvira-kvalitativni iskoraci u shvaćanju i oblikovanju predškolskog kurikuluma. Zagreb:Element, d.o.o.</p> <p>5. Mendeš, B. (2020). Prema suvremenom dječjem vrtiću. Hrvatska sveučilišna naklada.</p> <p>6. Miljak, A. (2009). Življenje djece u vrtiću. SM Naklada, Zagreb.: str.157-173</p> <p>Optional:</p> <p>1. Giesecke, K. (1999). Uvod u pedagogiju (poglavlje: Biološke i psihološke pretpostavke rasta, (str.13-31) Zagreb, Hrvatsko pedagoško društvo.</p> <p>2. Gudjons, H. (1994). Pedagogija temeljna znanja (poglavlja:Metode znanosti o odgoju (str. 49-60); Dječja i mladenačka dob, kratak prikaz psihologije razvoja, cjelina Djetinjstvo (str. 93-108), Zagreb, Educa.</p> <p>3. Ljubetić, M. (2010). Partnerstvo obitelji, vrtića i škole. Zagreb: Školska knjiga.</p> <p>4. Miljak, A. (1995). Humanistički pristup teoriji i praksi predškolskog odgoja. Zagreb, HPKZ (odabrana poglavlja).</p> <p>5. Mitrović, D. (1982). Predškolska pedagogija. Svjetlost Sarajevo.</p> <p>6. Sheridan, D. (1997). Dječji razvoj od rođenja do pete godine, Zagreb: Educa.</p> <p>7. Stokes -Szanton, E. (2000). Kurikulum za jaslice: razvojno-primjereni program za djecu od 0 do 3 godine. Zagreb:Udruga roditelja Korak po korak.</p> <p>Articles:</p> <p>1. Babić, N., Irović, S. (2001). Učenje i poučavanje u predškolskim programima u svjetlu konstruktivizma. Napredak,1, 39-50.</p> <p>2. Čudina Obradović, M.(1995). Psihološka utemeljenost institucionalnog predškolskog odgoja: Teorije razvoja i njihov doprinos razumijevanju obrazovnih potreba predškolske djece Napredak, br.136(1).</p> <p>3. Vujičić, L. (2010), Istraživanje kulture odgojno-obrazovne ustanove, Zagreb: Mali profesor</p> <p>4. Šagud, M. (2002). Odgajatelj u dječjoj igri, Zagreb, Školske novine(str. 1.-16.)</p> <p>5. Pećnik, N. i Starc, B. (2010), Roditeljstvo u najboljem interesu djeteta i podrška roditeljima najmlađe djece, Zagreb: UNICEF (str. 131-155.)</p> <p>Referential:</p> <p>1. Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje Narodne novine, 5/15)</p> <p>2. Deklaracija o pravima djeteta</p> <p>3. Državni pedagoški standard predškolskog odgoja i obrazovanja, (Narodne novine, 63/08 i 90/10)</p>
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Course Syllabus			
Course Code and Title	199982 Pedagogy of children with developmental difficulties		
Names of Lecturers	Full Professor Mirjana Radetić-Paić, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	undergraduate
Semester	Winter	Study year	II.
Classroom location	Classroom	Teaching languages	Croatian (English)
ECTS credits	5	Number of hours per semester	30 L – 30S – 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	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)	<p>1. Educational integration: idea development, integration models, legal regulations.</p> <p>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.</p> <p>Procedures in working with children with speech and language difficulties.</p> <p>3. Hearing impairment: Causes. Demographic indicators. Classifications. Psychosocial consequences of hearing impairment. Approaches and procedures in working with hearing impaired children.</p> <p>4. Visual impairment: Visual impairment - biopsychosocial problem. Structural approach to visually impaired people. Peculiarities of the 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, nondiscriminatory 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.</p> <p>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 (%)
	Activity in classL, S	1. – 5.	45	1,5	10% (5% + 5%)
	Activities (classwork)	1. - 4.	7	0,2	5%
	Written projects (seminar)	1. - 4.	30	1	17,5%
	Oral presentations	1.- 4.	15	0,5	17,5%

	Exam (written and oral)	1. – 5.	53	1,8	45%+5%
	Total		150	5	100%
	Additional information (assessment criteria): In order to take the final exam at the end of the semester, it is necessary to achieve a minimum of 10% of the grade during classes, which must necessarily result from attending classes.				
Course requirements	To pass the course, the student must: 1. regularly and actively attend lectures and seminars (3 absences allowed) 2. write and submit a seminar paper 3. present the seminar paper orally 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	Materials are delivered for e-learning. In the case of distance learning, deviations are possible in: place of delivery of courses, implementation of activities, methods of interpretation, teaching methods and methods of evaluation, student obligations and available literature. The course leader and assistant will inform students when distance learning begins. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Bouillet D. (2010). Izazovi integriranog odgoja i obrazovanja. 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). Prilagodbe u radu s djecom s teškoćama u radu u odgojno-obrazovnim ustanovama. Pula: Sveučilište Jurja Dobrile u Puli. Optional:				

	<p>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.</p> <p>2. Bradarić-Jončić, S., Ivasović, V. (2004). <i>Sign Language, Deaf Culture & Bilingual Education</i>. Zagreb: HRF.</p> <p>3. Galić-Jušić, I. (2004). <i>Djeca s teškoćama u učenju</i>. Lekenik: Ostvarenje.</p> <p>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</p>
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Course Syllabus			
Course Code and Title	199983 Music practicum 1		
Names of Lecturers	Full Professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Isabelle Vidajić, lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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 – 30E
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	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 (%)
	Attendance E	1.- 4.	23	0,8	20 %
	Playing practicing	1.- 4.	12	0,4	20 %
	Continuous verification of knowledge	1.- 4.	9	0,3	30 %
	Exam, oral	1.- 4.	15	0,5	30 %
	Total		60	2	100 %
	Additional information (assessment criteria): Class attendance is mandatory. 30% absences are tolerated and do not need to be justified. Class attendance is evaluated as follows: 0% = Does not attend lectures (from 5 absences onwards) 20% = Attends lectures. Practicing playing is necessary (as homework) to master the course. 0 % = Does not exercise 5 % = At least 2 songs and one scale were played during the semester 10 % = At least 4 songs and one scale were played during the semester 15 % = At least 6 songs and two scales were played during the semester 20% = At least 8 songs and two scales were played during the semester. Continuous verification of knowledge is necessary for the best possible acquisition of playing skills. During the exercises, students play individually and collectively according to the instructions (checking scales and practiced songs). Everything is graded from 1 to 5 and at the end, based on everything practiced, an average grade is calculated. 0% = The student did not learn the given material 6% = During the examination, the student has an average grade of 1.50-2.19				

	<p>12% = During the examination, the student has an average grade of 2.20-2.89</p> <p>18% = During the examination, the student has an average grade of 2.90-3.59</p> <p>24% = During the examination, the student has an average grade of 3.60-4.29</p> <p>30% = During the examination, the student has an average grade of 4.30-5.00</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 assessed. They have to be played separately with the left and right hand. It is sung with the accompaniment of the right hand.</p> <p>0% = not mastered the skill of playing, not mastered the skill of reading sheet music</p> <p>7.5% = one assigned task was mastered</p> <p>15% = mastered two tasks, partially mastered reading sheet music</p> <p>22.5% = mastered two assigned tasks, one of which is a composition chosen by the teacher</p> <p>30% = all required elements have been played successfully.</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	Exam terms are published on the website of the Faculty of Educational Sciences and in ISVU.
Additional information on the course	In the case of distance learning, deviations are possible in: the place of the course, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 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 : 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	212772 Visual art		
Name of Lecturer	Assistant Professor Breza Žižović (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	II.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	15L – 0S – 15E
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 in museums and 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 architecture 2. Visual techniques and motifs through the history of art 3. Elements of visual language and syntax 4. 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 (%)
	Activity in class (L, E)	1. - 3.	34	1,1	10%
	Individual tasks	1. - 3.	30	1	30%
	Written projects (knowledge check – analysis of works and art problems)	1. - 3.	15	0,2	20%
	Exam (oral, written)	1. - 3.	11	0,5	40%
	Total		90	3	100%
Course requirements	To successfully complete the course, students must: <ol style="list-style-type: none"> 1. create all art works by the end of the winter semester 2. write an analysis of works of art by the end of the winter semester 3. take an oral or written exam. 				
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	In the case of remote teaching, there might be some changes with regard to the venue of classe, 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	<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 pedagojska 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. <p>Optional:</p> <ol style="list-style-type: none"> 1. Grupa autora: opća povijest umjetnosti, Mozaik knjiga, Zagreb, 2000. 2. Ivančević, R.: Likovni govor, Uvod u svijet likovnih umjetnosti, Profil, Zagreb, 1997. 3. Dorfles, G.: Kič, antologija lošeg ukusa, Zagreb, Golden marketing, 1997. 4. Hrvatska likovna enciklopedija, Leksikografski zavod Miroslava Krleža i Vjesnik, Zagreb, 2005. 5. Monografije velikih umjetnika, časopisi, internet, katalozi... 6. Muzeji i galerije svijeta, Mladost Zagreb; Mladinska knjiga Ljubljana 1978. 7. Wölfflin, H.: Osnovni pojmovi iz povijesti umjetnosti, <i>Veselin Masleša</i>, Sarajevo, 1958.
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Course Syllabus			
Course Code and Title	227309 Children's literature		
Name of Lecturer	Full Professor Vjekoslava Jurdana, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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	30L - 30S – 0E
Prerequisites	There are no prerequisites.		
Correlativity	Oral regional heritage, Visual art, Croatian language, Expression in speech, Music culture, Media culture		
Objective of the course	get to know the corpus of children's literature and scientific and professional knowledge about its types in the development of children's literary abilities		
Learning outcomes	1. correctly interpret the basic concepts of children's literature and use the basic literary theoretical apparatus 2. use professional and scientific literature and properly apply the acquired knowledge 3. creatively design a concrete educational model tailored to the child in relation to his possibilities, interests and needs 4. show the personal qualities of the personality and the creative dimension of the profession		
Course content (syllabus)	1. Children's literature: specificity, types, name, definition 2. Picture books 3. Story: types and most significant examples 4. Children's novel (concept and characteristics) 5. A fable 6. Playlist (concept, examples) 7. Poetry (specificities and most significant examples) 8. Comics (term, expression, theme)		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class L, S	1. – 4.	45	1,5	10%
	Fieldwork	2.	11	0,4	0%
	Individual tasks (research)	3	30	1	35%
	Mid-term(s) (written)	1. – 4.	30	1	25%
	Exam (oral)	1. – 4.	4	0,1	30%
	Total		150	5	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 lectures and seminars. 2. In accordance with the postulates of the reception theory, actively and continuously monitor and evaluate seminar papers. 3. Participate in field teaching: Book Fair in Istria; Monte Librić and promotions of selected literary works. 4. Study the theoretical literature and apply it in working with preschool children when designing a concrete work model. 5. Reading - mandatory for the colloquium and exam. 6. Pass the written colloquium. 7. 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>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 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. Crnković, M. (1990). Dječja književnost, Školska knjiga, Zagreb. 2. Crnković, M., Težak, D. (2002). Povijest hrvatske dječje književnosti od početaka do 1955., Znanje, Zagreb. 3. Hranjec, S. (2007). Pregled hrvatske dječje književnosti, Školska knjiga, Zagreb. 4. Hameršak, M., Zima, D. (2015). Uvod u dječju književnost, Leykam international, Zagreb. 5. Jurdana, V. (2015). Igri. Mala zavičajna čitanka (s primjerima iz čakavske poezije Drage Gervaisa), Sveučilište Jurja Dobrile u Puli - Ustanova „Ivan Matetić Ronjgov“, Pula. 6. Zalar, I. (1991). Pregled hrvatske dječje poezije, Školska knjiga, Zagreb <p>Optional:</p> <ol style="list-style-type: none"> 1. Crnković, M. (1987). Sto lica priče, Školska knjiga Zagreb. 2. Diklić, Težak, Zalar (1996). Primjeri iz dječje književnosti, DiVič, Zagreb. 3. Hranjec, S. (1998). Hrvatski dječji roman, Znanje, Zagreb. 4. Hranjec, S. (2004). Dječji hrvatski klasici, Školska knjiga Zagreb. 5. Težak, D. (1991). Hrvatska dječja poratna priča, Školska knjiga, Zagreb. 6. Težak, D., Težak, S. (1997). Interpretacija bajke, DiVič, Zagreb. 7. Visinko, K. (2005). Dječja priča – povijest, teorija, recepcija i interpretacija, Školska knjiga, Zagreb. <p>Referential:</p> <ol style="list-style-type: none"> 1. Ministarstvo znanosti, obrazovanja i sporta (2015). Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje, Zagreb. 2. Majhut, B., Lovrić Kralj, S. (2020). Oko hrvatske dječje književnosti, Hrvatska sveučilišna naklada, Učiteljski fakultet Sveučilišta, Zagreb.
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Course Syllabus			
Course Code and Title	199995 Kinesiology		
Names of Lecturers	Full Professor Iva Blažević, PhD (main course teacher) Loris Benassi, senior lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	II.
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	2	Number of hours per semester	15L – 0S – 15E
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 the 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 (%)
	Activity in class L, S	1. – 3.	23	0,8	10%
	Colloquium (written)	1. – 3.	25	0,6	2x30%
	Exam (oral)	1. – 3.	12	0,4	30%
	Total		60	2	100%
	Additional clarifications (evaluation criteria): Class attendance is mandatory. 30% of absences (4 absences) are tolerated and do not need to be excused. Monitoring and evaluation of students is carried out during classes and at the final exam.				
Course requirements	To pass the course, the student must: 1. Attend more than 70% of classes. If students miss 30% to 50% of classes, they will have to complete additional tasks. 2. Pass the colloquia. 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: <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. 				

	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. Prskalo, I., Sporiš, G. (2016). Kineziologija. Zagreb: Školska knjiga. 2. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Sveučilište u Splitu: Fakultet prirodnoslovno-matematičkih znanosti i kineziologije. <p>Optional:</p> <ol style="list-style-type: none"> 1. Kosinac, Z. (2011). Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine. Split: Savez školskih športskih društava grada Splita. 2. Findak, V., Metikoš, D., Mraković, M, Neljak, B. (1996). Primijenjena kineziologija u školstvu-NORME. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 3. Neljak, B., Novak, D., Sporiš, G., Višković, S. (2011). Metodologija vrednovanja kinantropoloških obilježja učenika u tjelesnoj i zdravstvenoj kulturi-Crofit norme. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.

Course Syllabus			
Course Code and Title	199998 Kinesiology culture 3		
Names of Lecturers	Full Professor Iva Blažević, PhD (main course teach) Ivan Oreb, PhD, lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	II.
Classroom location	sports hall Universities field teaching	Teaching language	Croatian
ECTS credits	1	Number of hours per semester	0L – 0S – 30E
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.		
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture, Natural science, Geography, History		
Objective of the course	Influence the development of anthropological features with the aim of preserving and improving health and quality of life.		
Learning outcomes	1. apply the acquired theoretical knowledge of individual kinesiological activities and basic didactic principles 2. demonstrate all basic forms from 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 devices, 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. 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 (%)
	Activities	1. - 4.	24	0,8	80%
	Field work	1. - 4.	6	0,2	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. Attend classes regularly; can be absent from class a maximum of 4 times. 2. Actively participate in classes. 3. Come to class without any jewelry, in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants). 4. Participate in field classes, hiking in nature and mountain climbing, and the sports and recreation day of the Faculty of Educational Sciences (on Fratarski island at the end of the academic year). 5. 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 on knowledge of swimming with basic swimming techniques. Students who have an impaired health status of 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"> Findak, V. (2001). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga. Findak, V., Prskalo, I., Babin, J. (2011). <i>Sat Tjelesne i zdravstvene kulture u primarnoj edukaciji</i>. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu. 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. Pejčić, A. i Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci. Prskalo, I., Sporiš, G. (2016). <i>Osnove kineziologije</i>. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu. 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"> 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. Šimunić, M. (1996) <i>Zašto ne pušiti?</i> Zagreb: 4P.

Course Syllabus			
Course Code and Title	199999 Professional training 2		
Names of Lecturers	Assistant Professor Alen Tafra, PhD (main course teacher) Kristina Alviž, assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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 program.		
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	<ol style="list-style-type: none"> 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.	39	1,3	90%
	Written projects	1. – 6.	21	0,7	10%
	Total		60	2	100%
	Additional clarifications (evaluation criteria):				

	<ul style="list-style-type: none"> - Cooperation with the psycho-pedagogical service, technical staff and other educators. - Getting to know the professional training program for educators. - Cooperation of kindergarten/nursery with parents and the local community. - Assisting and helping the 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). He is assigned a mentor/educator with whom he spends 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-pedagogical practices 2. keep a practice diary 3. submit a signed Practice Diary and a certificate of completion of professional practice to the head of professional practice at the Faculty.

Mid-term and final exam term	They are published in the ISVU system and in Studomat .
Additional information on the course	The materials are published on the e-learning course. In the case of distance learning, deviations are possible in: the place of the course, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.
Bibliography	Mandatory: <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	200000 Oral regional heritage				
Name of Lecturer	Full Professor Vjekoslava Jurdana, PhD (main course teacher) Alen Klančar, assistant				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language				
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	15L-15S -0E		
Prerequisites	There are no prerequisites.				
Correlativity	Children's literature, Visual art, Croatian language, Expression in speech, Music culture, Media culture				
Objective of the course	get to know the rich oral heritage of Istria and its homeland and the role of nurturing that heritage in preschool education				
Learning outcomes	1. correctly interpret the oral heritage of Istria and its homeland 2. apply concrete experiences on nurturing native heritage in field teaching 3. use professional and scientific literature and properly apply acquired knowledge 4. creatively design a specific educational model with oral heritage in working with preschool children				
Course content (syllabus)	1. Oral native heritage: concept, recording, connection with other forms of folklore 2. Types of verse 3. Genres in prose 4. Dramatic forms 5. Records of oral literature in Istria 6. Oral motifs in written literature				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Activity in class L, S	1. - 4.	24	0,8	10%
	Fieldwork	2.	3	0,1	0%
	Research	3.	18	0,6	60%
	Exam (oral)	1. - 4.	15	0,5	30%
	Total		60	2	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 lectures and seminars. 2. In accordance with the postulates of reception theory, actively and continuously participate in the monitoring and evaluation of seminar papers. 3. Actively participate in field teaching: Book Fair in Istria; Monte Librić and certain local events. 4. Study the theoretical literature and apply it in working with preschool children when designing a concrete model of work. 5. Pass the oral exam. 				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	<p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, interpretation and teaching methods, and methods of evaluation - student obligations - available literature. <p>The course instructor will inform students about this when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p> <p>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. Selected copies of the Native Collection of the University Library in Pula or any other native collection.
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Course Syllabus			
Course Code and Title	200001 Artistic creation – shape and colour		
Name of Lecturer	Assistant professor Breza Žižović (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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	15L – 0S – 15E
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	<ol style="list-style-type: none"> 1. Interpret the elements of visual language and technique 2. Create their own drawing, painting, graphic, sculpture, and analyse their own and others' drawings and paintings 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)	<ol style="list-style-type: none"> 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. Integration of 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 (%)
	Activity in class L, E	1.- 4.	24	0,8	10%
	Individual tasks (drawings, paintings, graphics, sculptures)	1.-4.	15	0,5	50%
	Written projects (contemporary work of visual art)	1.,2.,4.	6	0,2	10%
	Project (1 motif-several techniques)	1.-4.	15	0,5	30%
	Total		60	2	100%
	Additional information (assessment criteria): Attendance 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: <ol style="list-style-type: none"> 1. complete all exercises (drawings, pictures, graphics, sculptures) to 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 at the beginning of the academic year by posting them in the Higher Education Information System (ISVU).				

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> <ol style="list-style-type: none"> 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 <p>Optional:</p> <ol style="list-style-type: none"> 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 kompjutora, 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.

Course Syllabus					
Course Code and Title	200002 Contemporary 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				
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	15L – 0S – 15E		
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 according to 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	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Activity in class	1. - 5.	24	0,8	10%
	Mid-term(s) (oral or written)	3. - 5.	21	0,7	60% (30+30)
	Exam oral	1. - 4.	15	0,5	30%
	Total		60	2	100%
	<p>Additional information (assessment criteria): Class attendance and class activity are graded as follows: 0% = Not attending exercises. 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. 4% = Prepared, but preparation is incomplete – with more deficiencies. 6% = Prepared, but preparation is incomplete –with minor deficiencies (exercises with only a few errors). 8 % = Regularly prepared, the preparation is correct, student voluntarily participates in the teaching process. 10% = 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. The colloquiums are evaluated as follows: from 0% to 50% correct answers = 0% 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 The final - oral exam is evaluated as follows: from 0 to 5 correct answers = 0% grade 6 correct answers = 6% of the grade 7 correct answers = 12% of the grade 8 correct answers = 18% of the grade 9 correct answers = 24% of the grade 10 correct answers = 30% of the grade</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend at least 70% of 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 and in Studomat.
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 they must re-enrol in 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 2 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. <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, Federico, Taccone (2005). Caffè Italia 1, Libro dello studente con esercizi (lezione 1-5), ELI, Recanati. (pp. 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;) <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.

Course Syllabus					
Course Code and Title	199996 Psychology of communication				
Names of Lecturers	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				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	II.		
Classroom location	Classroom	Teaching languages	Croatien, Italian		
ECTS credits	2	Number of hours per semester	15L – 15S – 0E		
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. non-verbal communication				
Course activities, teaching and learning methods and assessment criteria	Obligations	Outcomes	Hour s	ECTS	Maximum share in the grade (%)
	Class activities	1. – 3.	26	0,9	0 %
	Colloquium (x2)	1. – 3.	15	0,5	70 %
	Written exam	1. – 3.	18	0,6	30 %
	Total		60	2	100 %

	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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> <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	They are given at the beginning of the academic year, published on the University's website and in ISVU
Additional information on the course	<p>Lecture presentations are published on e-learning.</p> <p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching and 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.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<u>Mandatory:</u>

	<p>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> <p><u>Optional:</u></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><u>Referential:</u></p> <ol style="list-style-type: none"> 1. Petz, B. (ur.). (2005). <i>Psihologijski rječnik</i>. Naklada Slap, Jastrebarsko.
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Course Syllabus			
Course Code and Title	199997 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		
Course status	Elective	Study level	Undergraduate
Semester	Winter	Study year	II.
Classroom location	Classroom	Teaching language(s)	Croatian (Italian, English)
ECTS credits	2	Number of hours per semester	15L – 15S – 0E
Prerequisites	The prerequisite for enrolling in 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 methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity of L, S	1. – 3.	23	0,8	10%
	Individual work (research and analysis)	1. – 3.	15	0,5	20%+ 20%
	Exam (written)	1. – 3.	22	0,7	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	To successfully complete the course, students must: 1. regularly follow classes and actively participate in all forms of classes 2. investigate one key term from the field of intercultural communication 3. analyze professional/newspaper articles in the field of intercultural education 4. pass the written exam. Note (valid for obligations 2 and 3): The student should write the individual works and submit it eight (8) days before the presentation of the work in front of the students. If she/he does not fulfil 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.				
Mid-term and final exam term	They are given at the beginning of the academic year, they are published on the University's website and in ISVU.				
Additional information on the course	Materials for lectures and seminars are published on e-learning. In the case of distance learning, 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. Teachers will inform students about the changes when the distance learning starts. Learning outcomes remain unchanged.				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. 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. 2. Drandić, D., Lazarić, L., Šegon, E. (2024). Croatian-Italian language contacts and intercultural education of children in Croatia. In L.Gómez Chova, C. González Martínez, J.Lees, (ur.), INTED2024 Proceedings: 18th International Technology, Education and Development Conference. Conference Proceedings. Valencia, Španjolska: IATED Academy, 1466-1473. 3.Drandić, D.,Lazarić, L., Vivoda, L. (2022). Interkulturalni odgoj i obrazovanje djece rane i predškolske dobi [Intercultural upbringing and education of early and preschool children] U M.Cindrić, K. Ivon, S. Šimić Šašić, (ur.) Nova promišljanja o djetinjstvu: zbornik radova s međunarodne znanstveno-umjetničke konferencije. Zadar: Sveučilište u Zadru, 409-422. 4. Mrnjaus, K., Rončević, N., Ivošević, L. (2013). Inter]kulturalna dimenzija u odgoju i obrazovanju [Inter]cultural dimension in education]. Rijeka: Filozofski fakultet. 5. 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 pedagojsko društvo, Zbornik radova Prvog kongresa pedagoga Hrvatske, 275-292. 6. Piršl, E. Drandić, D., Matošević, A. (2022). Cultural intelligence: Key intelligence of the 21st century? Validation of CQS instrument. Medijske studije, 13 (25), 90-105. 7. Piršl, E. i suradnici (2016). Vodič za interkulturalno učenje [A guide to intercultural learning]. Zagreb: Naklada Ljevak. 8. 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>Optional:</p> <ol style="list-style-type: none"> 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.
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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.
 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
 4. Drandić, D. (2016). Intercultural sensitivity of teachers. Hrvatski časopis za odgoj i obrazovanje, 18 (3), 837-857.
 5. Drandić, D. (2016). Rezultati istraživanja interkulturalne osjetljivosti kod studenata [Results of research on intercultural sensitivity among students]. Život i škola, 62 (2), 133-143.
 6. Piršl, E. (2011). Odgoj i obrazovanje za interkulturalnu kompetenciju [Education for intercultural competence]. Pedagogijska istraživanja, 1 (8), 53-71.
 7. 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.
 8. 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.
- Referential:
1. 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 teachers]. Zagreb: Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo i Filozofski fakultet Sveučilišta u Zagrebu.
 2. 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“.

4th semester

Course Syllabus			
Course Code and Title	200003 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 programme Early and Preschool Education		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	II.
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	4	Number of hours per semester	30L – 0 S – 15E
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 experiences of educators, parents and the community		
Learning outcomes	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 critical review of the practice of preschool education and evaluation of the quality of education in the 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	1. Learning as a personal concept of knowledge of a child in a social environment. 2. Play as a basic method of learning in early and preschool education 3. Toys and game materials 4. Learning environment - social and physical. 5. Modern childhood in the environment of information and communication technology		

	6. Transfers to ECEC 7. Monitoring and review in ECEC 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)				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Interactive activities in class L, S, E	1. – 5.	36	1,2	10%
	Activities	1. – 5.	33	1,1	40%
	Exam (written)	1. – 5.	18	0,6	20%
	Exam (oral)	1. – 5.	33	1,1	30%
	Total		120	4	100%
Course requirements	To successfully complete the course, students must: 1. Actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.) 2. During the stay at the preschool institution and when actively participating in exercises in class and at the Merlin e-learning system portal, create 5 exercises in written form in accordance with the Instructions for creating exercises (placed on the Merlin e-learning system portal). 3. Pass the exam. Note (valid for obligations 1 and 2): The student should actively participate in interactive activities at lectures and seminars at least in the amount of 70% of classes. The student should create 5 exercises and hand them in within the agreed deadline. If he/she does not settle their obligations by the given deadline, they lose the right to ECTS credits in that academic year. The set 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.				
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:				

	<ol style="list-style-type: none"> 1. Višnjić-Jevtić, A. (ur) (2024). Pedagogija ranog i predškolskog odgoja i obrazovanja. Sveučilišni udžbenik. Zagreb: Alfa i Učiteljski fakultet u Zagrebu. Poglavlja 3, 4, 5 i 8. 2. Jurčević Lozančić, A. (2016). Socijalne kompetencije u ranom djetinjstvu. Zagreb: Biblioteka Magistar. Str. 15- 48, 69-71, 129-154. 3. Mendeš, B., Marić, Lj., Goran, Lj. (2020) Dijete u svijetu igre: Teorijska polazišta i odgojno-obrazovna praksa, Zagreb: Golden marketing - Tehnička knjiga. 4. Slunjski. E. (2020). Izvan okvira 5-pedagoška dokumentacija procesa učenja djece i odraslih kao alat razvoja kurikuluma. Zagreb: Element. 5. Slunjski E. (2012) Tragovima dječjih stopa. Zagreb, Profil. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bredekamp, S. (1994). Kako odgajati djecu. Zagreb, Educa. 2. Duran, M. (1991). Dijete i igra. Jastrebarsko, Slap. 4. 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.). 5. Ljubetić, M. (2014). Od suradnje do partnerstva obitelji. odgojno-obrazovne ustanove i zajednice Zagreb: Element d. o. o. 6. Ljubetić, M. (2007). Biti kompetentan roditelj. Zagreb, Mali profesor 7. Maleš, D. (1988). Obitelj i uloga spolova, Zagreb: Školske novine. 8. Miljković, D. , Rijavec, M. (2002). Komuniciranje u organizaciji, Zagreb: Alinea. 9. Petrović-Sočo, B. (2008). Kontekst ustanove za rani odgoj i obrazovanje – holistički pristup. Zagreb: Mali profesor 10. Šagud, M. (2002). Odgajatelj kao refleksivni praktičar. Zagreb, Školske novine. 12. Slunjski E. (2001). Integrirani predškolski kurikulum - rad djece na projektima. Zagreb; Mali profesor (odabrana poglavlja) <p>Referential:</p> <ol style="list-style-type: none"> 1. Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje, Narodne novine, 5/15) 2. Nacionalni program odgoja i obrazovanja za ljudska prava (Vlada RH, 1999). 3. Zakon o predškolskom odgoju i obrazovanju, narodne novine 10/1997., 107/2007. i 94/2013) 4. Pravilnik o sadržaju i trajanju programa predškole (Narodne novine 107/14). 5. xxx. 1991. Suvremena koncepcija predškolskog odgoja, Glasnik Ministarstva prosvjete i kulture Republike Hrvatske, br. 7-8. <p>Journals: <i>Dijete, vrtić, obitelj</i> i drugi</p>
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Course Syllabus			
Course Code and Title	200004 Music practicum 2		
Names of Lecturers	Full professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Isabelle Vidajić, lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	II.
Classroom location	Classroom (Negrijeva)	Teaching languages	Croatian (Italian, Slovenian)
ECTS credits	2	Number of hours per semester	0L – 0S – 30E
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. nice 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 (%)
	Activity in class T	1. - 4.	24	0,8	20 %
	Playing and singing practicing	1. - 4.	12	0,4	20 %
	Continuous verification of knowledge	1. - 4.	9	0,3	30 %
	Oral exam	1. - 4.	15	0,5	30 %
	Total		60	2	100%
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. 30% absences (4 absences) are tolerated and do not need to be justified.</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>5 % = At least 2 songs and one scale were played during the semester</p> <p>10 % = At least 4 songs and one scale were played during the semester</p> <p>15 % = At least 6 songs and two scales were played during the semester</p> <p>20% = At least 8 songs and two scales were played during the semester</p> <p>Continuous verification of knowledge is necessary for the best possible acquisition of playing skills. During the exercises, students play individually and collectively according to the instructions (checking scales and practiced songs). Everything is graded from 1 to 5 and at the end, based on everything practiced, an average grade is calculated.</p> <p>0% = The student did not learn the given material</p> <p>6% = During the examination, the student has an average grade of 1.50-2.19</p> <p>12% = During the examination, the student has an average grade of 2.20-2.89</p> <p>18% = During the examination, the student has an average grade of 2.90-3.59</p> <p>24% = During the examination, the student has an average grade of 3.60-4.</p>				

	<p>30% = During the examination, the student has an average grade of 4.30-5.00</p> <p>Oral exam - playing of the scale, the composition chosen by the student and a composition chosen by the teacher from the given compositions for training are assessed. They have to be sung and played simultaneously with both hands.</p> <p>0% = did not master the skill of singing and playing, the skill of reading musical notation was also not mastered</p> <p>7.5% = one assigned task was mastered</p> <p>15% = two tasks mastered, singing skill partially mastered</p> <p>22.5% = two assigned tasks have been mastered, one of which is composition chosen by the teacher</p> <p>30% = all required elements were successfully played and sung.</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. pass the oral exam
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. Gortan-Carlin, I. P., Veljović, M. (ur.) (2016). Dječje pjesme Nella Milottija. Pula: Sveučilište Jurja Dobrile u Puli. 2. 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. Prašelj, D. (prir.) (1990). Ivan Matetić-Ronjgov: Zaspal Pave, Rijeka : Izdavački centar Rijeka i KPD „Ivan Matetić-Ronjgov“ 2. Petrović, T. (2007). Osnove teorije glazbe. Zagreb: Hrvatsko društvo glazbenih teoretičara. 3. Music culture textbooks that are used for grades 1.-4. grade of primary school <p>Referential: various songbooks.</p>

Course Syllabus			
Course Code and Title	212612 Puppetry and stage culture		
Name of Lecturer	Assistant professor Breza Žižović (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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	15L – 0S – 30E
Prerequisites	Not applicable		
Correlativity	Visual arts, Children's literature, Music culture and Media culture.		
Objective of the course	Gain competencies required for student's own creative expression in theatrical and scenic creativity, autonomously create the elements required for a puppet show performance, and demonstrate the knowledge about the visual language.		
Learning outcomes	<ol style="list-style-type: none"> 1. Integrate theory and praxis, i.e., knowledge and experience (integration of Visual Arts Methodology, Visual Arts and experiences with new materials which are used in everyday life in order to create by using a new technique) 2. Apply the learned competencies to practical work 3. Guide the children in creating all elements required for high-quality artistic solutions for a children's (puppet) show 4. Analyse the concepts of the artistic solution of the show 		

Course content (syllabus)	<ol style="list-style-type: none"> 1. Process of creation of a children's and puppet show 2. Selection of the text for a children's puppet show 3. Dramaturgical analysis of the text 4. Assignment of tasks for project implementation 5. First concept sketches 6. Elaboration of sketches – size of costumes, puppets and stage 7. Rehearsals for the show 8. Design of play bills and invitations 9. Performance of the puppet show 10. Analysis of a children's show seen at any theatre 				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class (L, E)	1.- 4.	34	1,1	10%
	Individual tasks (text for a puppet game, sketches of puppets and stage, creation of puppets and stage)	1.- 4.	24	0,8	40%
	Written projects (children's theatre or puppet show)	1.- 4.	8	0,3	10%
	Exam (oral, written, concert)	1.- 4.	24	0,8	40%
	Total		90	3	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1.attend the classes (30% of absences in relation to the total hours of the course are tolerated and are not required to be excused. In case of a longer absence, the student shall be required to re-enrol in the course.) 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 (ISVU).				

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 and 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). <i>Bajkoviti igrokazi</i>. Zagreb: Golden marketing - Tehnička knjiga. 2. Bauer, Ljudevit (Ludwig) (2005). <i>Morski igrokazi</i>. Zagreb: Golden marketing - Tehnička knjiga. 3. Coffou, Verica (2004). <i>Lutka u školi: Priručnik za lutkarstvo u nastavi i slobodnim aktivnostima s lutkarskim igrama</i>. Zagreb: Školska knjiga. 4. Čunčić-Bandov, Jadranka (2003). <i>Igre sazmajevima</i>. Zagreb: Alfa 5. Čunčić-Bandov, Jadranka (2005). <i>Ijuju!</i> Zagreb: Naklada Divič. 6. Čunčić-Bandov, Jadranka (1993). <i>Od jarca do komarca: lutkarske minijature</i>. Zagreb: Međunarodni centar za usluge u kulturi. 7. Čunčić-Bandov, Jadranka (2002). <i>Pužnaraskrižju</i>. Zagreb: Profil International. 8. Čunčić-Bandov, Jadranka (1981). <i>Razgovori u travi</i>. Zagreb: Savez društava Naša djeca SR Hrvatske. 9. Čunčić-Bandov, Jadranka (1999). <i>Šale, trice, zvrndalice</i>. Zagreb: Alfa. 10. Domjanić, Dragutin (2005). <i>Petrica Kerempuh i spametni osel</i>. Zagreb: Disput. 11. Gavran, Miro (1995). <i>Igrokazi s glavom i repom: osam lutkarskih igrokaza</i>. Zagreb: Međunarodni centar za usluge u kulturi. 12. Horvat-Vukelja, Željka (2001). <i>Reumatični kišobran i drugi lutkarski igrokazi</i>. Zagreb: Divič. 13. Horvat, Nada (1987). <i>Hoću biti Brljiban</i>. Zagreb: Školska knjiga. 14. Stanzel, Vera (izbor i priprema), (1995). <i>Igramo se kazališta: od monologa do igrokaza: izbor tekstova za dječju lutkarsku i živu scenu</i>. Zagreb: Naša djeca. 15. Čuček, Milan (2000). <i>Igrokazi</i>. Zagreb: ABC naklada. 16. Iveljić, Nada (2002). <i>Balonijada; Superjež</i>. Zagreb: Mozaik knjiga. 17. Jelašac, Mirjana (2002). <i>Tajna je u lutki</i>. Zagreb: Međunarodni centar za usluge u kulturi. 18. Kraljević, Ana (2003). <i>Lutka iz kutka</i>. Zagreb: Naša djeca.

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23. Kroflin, Livija (ur.), (1994). *Lutke iz davnine Ivane Brlić-Mažuranić*. Zagreb: Međunarodni centar za usluge u kulturi.
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Course Syllabus			
Course Code and Title	212613 Media culture		
Name of Lecturer	Full Professor Kristina Riman, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	II
Classroom location	Classroom	Teaching languages	Croatian (English)
ECTS credits	3	Number of hours per semester	15L – 30S – 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 the press, journalism, magazines for children) 4. Theater (history and types of theater, theater 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 (%)
	Activity in class (L, S)	1. - 5.	34	1,1	0%
	Presentation (oral)	2. - 5.	15	0,3	40%
	Mid-term(s) (written)	1. - 5.	15	0,5	10%
	Seminars work	1. - 5.	15	0,5	40%
	Exam (written)	1.,2.,5.	15	0,5	10%
	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 of the class. Students are required to submit the presentation and other electronic materials they will use in the presentation to the course e-learning forum at least two days before the presentation.</p> <p>When evaluating the seminar paper, the following indicators are important:</p> <ol style="list-style-type: none"> 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>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</p>				

	from 81% to 90% = 24% of the grade from 91% to 100% = 30% of the grade
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Course requirements	To successfully complete the course, students must: 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. 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.

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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.
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16. Vukonić-Žunić, J., Delaš, B., Lutkarski medij u školi: priručnik za učitelje i voditelje lutkarskih družina, Školska knjiga, Zagreb, 2006.
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Referential:

Filmski leksikon

<https://www.medijskapismenost.hr/>

Course Syllabus			
Course Code and Title	200008 Diversity of the living world and ecology		
Names of Lecturers	Full professor Mauro Štifanić, PhD (main course teacher) Associate professor Ines Kovačić, PhD		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	II.
Classroom location	Classroom	Teaching languages	Croatian (English)
ECTS credits	4	Number of hours per semester	30L – 0S – 15E
Prerequisites	There are no prerequisites		
Correlativity	Methodology of the environment and initial mathematical concepts 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	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 methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class (L, E)	1. – 3.	34	1,1	10%
	Fieldwork	1. – 3.	15	0,5	10%
	Colloquia (2 written)	1. – 3.	71	3,4	80%
	Total		120	4	100
	Additional information (assessment criteria): During the implementation of the course, two terms of field teaching are planned (visit to Šijana Forest Park, Cape Kamenjak Protected Landscape, Pula Aquarium or similar). Attending the field trip is mandatory. Theoretical classes are not mandatory, but through regular active participation, students can achieve up to 10% of the final grade. Colloquiums are not mandatory, but they provide students with the opportunity to be exempted from the exam. Exemption from the exam (based on the results obtained at the colloquia) is valid until the end of the autumn exam period.				
Course requirements	For successful completion of the course, student must: 1. Attend and actively participate in at least two field trips. 2. Pass 2 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	<p>Mandatory:</p> <ol style="list-style-type: none"> 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 <p>Optional:</p> <ol style="list-style-type: none"> 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 <p>Referential:</p> <ol style="list-style-type: none"> 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
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Course Syllabus			
Course Code and Title	200007 Kinesiology methodology in the integrated curriculum 1		
Names of Lecturers	Full professor Iva Blažević, PhD (main course teacher) Loris Benassi, PhD, assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	II.
Classroom location	Cassroom	Teaching language(s)	Croatian
ECTS credits	3	Number of hours per semester	15L – 0S – 15E
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 the 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. 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	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 methods and assessment criteria	Student responsibilities (delete the excessive)	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class L, E	1. - 5.	23	0,8	10%
	Colloquy (written)	1. – 5.	37	1,2	2x25%
	Exam (oral)	1. – 5.	30	1	40%
	Total		90	3	100%
	Additional clarifications (evaluation criteria): Class attendance is mandatory. 30% of absences (4 absences) are tolerated and do not need to be excused. Monitoring and evaluation of students is carried out during classes and at the final exam.				
Course requirements	To pass the course, the student must: 1. Attend more than 70% of classes. If students miss 30% to 50% of classes, they will have to complete additional tasks. 2. Pass the colloquia. 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	<p>Compulsory:</p> <ol style="list-style-type: none"> 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. <p>Optional:</p> <ol style="list-style-type: none"> 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.
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Course Syllabus			
Course Code and Title	200006 Speech communication methodology in the integrated curriculum 1		
Names of Lecturers	Assistant Professor Danijela Blanuša Trošelj, PhD (main course teacher)		
Study programme	University undergraduate study programme Early and Preschool Education		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	II
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	3	Number of hours per semester	15L – 15S – 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 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 activity (L, S, E)	1. - 6.	23	0,8	10%
	Written projects (seminars)	1. - 6.	30	1	40%
	Exam (written)	1. - 6.	37	1,2	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): The student should write a seminar paper and submit it within the agreed deadline. If they do not fulfil 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	<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 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. 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. 5. Prebeg-Vilke, M. (1991). Vaše dijete i jezik. Zagreb: Školska knjiga. 6. Rade, R. (2003). Poticanje ranog govorno-jezičnog razvoja. Zagreb: Foto-marketing Fo Ma. 7. Tatković, N., Diković, M., Tatković, S. (2016). Pedagoškopsihološki aspekti komunikacije. Pula: Sveučilište Jurja Dobrile uPuli. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bognar, L., Matijević, M. (2005). Didaktika. Zagreb: Školska 				

	<p>knjiga. (str. 29, 30, 101-162; 357-372).</p> <p>2. Greenspan, S. I. (2004). Program emocionalnog poticanja govorno-jezičnog razvoja. Zagreb: Ostvarenje.</p> <p>3. Jensen, E. (2003). Super-nastava – Nastavne strategije za kvalitetnu školu i uspješno učenje. Zagreb: Educa.</p> <p>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> <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	Associate Professor Sandra Kadum, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Graduate
Semester	Summer	Study year	II
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	3	Number of hours per semester	15L – 15S – 0E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study programme.		
Correlativity	General pedagogy, General psychology, Early and preschool age pedagogy 1 and 2		
Objective of the course	Understand the importance of research-cognitive activities of preschool children and the active use of research-cognitive and early mathematical knowledge in working with children, as well as the application of modern learning strategies, teamwork, evaluation and self-evaluation.		
Learning outcomes	<ol style="list-style-type: none"> 1. interpret the goals, tasks and models of the research-cognitive curriculum, i.e., the content of getting to know the environment and initial mathematical concepts 2. analyze the characteristics, advantages and function 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, etc.) for the child's research and creative knowledge of initial mathematical and contextual natural and social contents 5. interpret the significance and integrative characteristics of modern theories and approaches to learning and the development of 		

	mathematical and logical thinking of a preschool child in interaction with the immediate environment				
Course content (syllabus)	<p>1. Introduction to the course</p> <p>1.1. Definition of the research-cognitive curriculum/theoretical foundations of learning about the environment and initial mathematical concepts</p> <p>1.2. Goals and objectives of the research-cognitive curriculum</p> <p>2. Research-cognitive curriculum</p> <p>2.1. Curriculum (definition, characteristics of an integrated curriculum, shortcomings of a non-integrated curriculum, models of an integrated curriculum)</p> <p>2.2. Curriculum co-construction</p> <p>3. Stimulating 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. Child safety in the environment</p> <p>3.3. Stimuli (natural and didactic in the environment)</p> <p>4. Important methodological instructions for the educator in the integrated curriculum (research of one's own practice, reflexivity, professional development, cooperation and collaboration, learning with 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 cognition strategies)</p> <p>5. Didactic games in the function of the child's research and cognitive activities (importance, examples)</p> <p>6. Research and cognitive initial mathematical activities of the child</p> <p>6.1. Why research and learn initial mathematical concepts</p> <p>6.2. Development of the child's abstract thinking in the function of research and cognition</p> <p>6.3. Psychological factors influencing the integration, exploration and understanding of initial mathematical concepts (sensory, perceptual, cognitive, social, emotional)</p> <p>7. Mathematical-logical principles</p> <p>8. Learning theories in the context of exploration and understanding of initial mathematical concepts</p> <p>9. Formation of initial mathematical concepts: association, sorting, pairing, sequencing, counting, learning numbers in order, the connection between ordinal and cardinal numbers, digits, culture and the context of the educational institution</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class L, S, E	1. - 5.	23	0,8	10%
	Seminar work	1. - 5.	43	1,4	40%

	Exam (written)	1. - 5.	24	0,8	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 teaching. 2. Write, submit and present a seminar paper using ICT. <p>Note (applies to obligation 2): The student must write a seminar paper and submit it within the agreed deadline. If the student fails to complete the obligation by the given deadline, he/she loses the right to ECTS credits in that academic year. The given 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 determined at the beginning of the academic year and are published on the University website and in the ISVU system.				
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning.</p> <p>In the case of distance learning, deviations are possible in: place of delivery of courses, implementation of activities, methods of interpretation, teaching methods and methods of evaluation, student obligations and available literature. The course leader and assistant will inform students when distance learning begins. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Diković, M., Tatković, S., Legović, M. (2016). Stjecanje i razvijanje kompetencija odgojitelja u inicijalnom obrazovanju. 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. 2. Miljak, A. (2009). Življenje djece u vrtiću. Zagreb: SM naklada. 3. Petrović-Sočo, B. (2007). Kontekst ustanove za rani odgoj i obrazovanje – holistički pristup. Zagreb: Mali profesor. 4. Slunjski, E. (2001). Integrirani predškolski kurikulum. Zagreb: Mali profesor. 5. Slunjski, E. (2006). Stvaranje predškolskog kurikulumu u vrtiću – organizaciji koja uči. Zagreb: Mali profesor. 6. Slunjski, E. (2011). Kurikulum ranog odgoja – istraživanje i konstrukcija. Zagreb: Školska knjiga. 7. Šagud, M. (2006). Odgojitelj kao reflektivni praktičar. Petrinja: Visoka učiteljska škola. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bagli, L. (2003). Educare all'ambiente. La ricerca per progetti. Bergamo: Edizioni Junior. 2. Bunčić, K., Ivković, Đ., Janković, J., Penava, A. (2007). Igrom do 				

- sebe. 102 igre za rad u grupi. Zagreb: Alinea.
3. Cannizzaro, L., Crocini, P., Mazzoli, P. (2000). Numeri: conoscenze e competenze. Bergamo: Edizioni Junior.
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10. Petrović-Sočo, B. (2007). Kompetencije odgojitelja u jaslicama, U: Babić, N. (ur.), Kompetencije i kompetentnost učitelja, Učiteljski fakultet u Osijeku, 337-345.
11. Miljak, A. (2007). Teorijski okvir sukonstrukcije kurikuluma ranog odgoja. U: Previšić, V. (ur.), Kurikulum: teorije-metodologija-sadržaj-struktura. Zagreb: Zavod za pedagogiju, Školska knjiga, 205-252.
12. Previšić, V. (2005). Neka teorijsko-metodološka pitanja izrade kurikuluma. Pedagoška istraživanja, 2(2), 165-173.
13. Sheridan, M. D. (1998). Dječji razvoj od rođenja do pete godine života. Zagreb: Educa.
14. Slunjski E. (2008). Dječji vrtić, zajednica koja uči. Zagreb: Naklada Ljevak.
15. 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.

Course Syllabus			
Course Code and Title	200012 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		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	II.
Classroom location	University gym field teaching	Teaching language	Croatian
ECTS credits	1	Number of hours per semester	0L – 0S – 30 E
Prerequisites	Acquired basic motor skills during previous schooling and appropriate level of motor and functional abilities.		
Correlativity	Kinesiology, Kinesiology teaching methodology, Music culture, Natural science, Geography, History		
Objective of the course	Influence the development of anthropological features with the aim of preserving and improving health and the quality of life.		
Learning outcomes	1.apply the acquired theoretical knowledge of individual kinesiological activities and basic didactic principles 2. demonstrate all basic forms of movement and basic structures of all four groups of biotic motor knowledge (for overcoming space, obstacles, resistance and manipulation of objects); basic structures in the field of athletics, 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	<p>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).</p> <p>2. Contents of sports gymnastics: floor (roll back, position on the shoulder blades, cartwheel), beam-exercise (walking with a swing with outstretched legs, "scales" with a swing, walking with a squat, a turn in the ascent by 180°, jumps, jump with a twist), links (raised high and headlong, swinging in the air with the front touching the ground step by step), climbing (rope and pole), jumps (crunch).</p> <p>3. Sports games: Basketball - basketball two-step, jump shot, game rules, one- and two-basket game.</p> <p>4. Athletics contents: running on short and medium distances, running and training on a trim track.</p> <p>5. Hiking in nature and mountain climbing.</p> <p>6. Swimming content: breaststroke, crawl, back crawl, rescue of drowning, first aid and resuscitation.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activities	1. - 4.	23	0,8	80%
	Field work	1. - 4.	7	0,2	20%
	Total		30	1	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>The activity in class, the given elements of motor knowledge and the results of tests (levels) of motor and functional abilities are evaluated.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <p>1. Attend classes regularly; can be absent from class a maximum of 4 times.</p> <p>2. Actively participate in classes.</p> <p>3. Come to class without any jewelry in sports clothes and shoes (tennis shoes, white sports shirt, sports shorts or sweatpants).</p> <p>4. Participate in field classes, hiking in nature and mountain climbing, and the sports and recreation day of the Faculty of Educational Sciences (on Fratarski island at the end of the academic year).</p> <p>5. Master all given elements.</p>				
Mid-term and final exam term	Mid-term and final exam term are published at the beginning of the academic year in ISVU.				

Additional information on the course	<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 from which they 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"> Findak, V. (2001). <i>Metodika tjelesne i zdravstvene kulture</i>. Zagreb: Školska knjiga. Findak, V., Prskalo, I., Babin, J. (2011). <i>Sat Tjelesne i zdravstvene kulture u primarnoj edukaciji</i>. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu. 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. Pejčić, A. i Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci. Prskalo, I., Sporiš, G. (2016). <i>Osnove kineziologije</i>. Zagreb: Školska knjiga, Učiteljski fakultet Sveučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu. 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"> 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. Šimunić, M. (1996). <i>Zašto ne pušiti?</i> Zagreb: 4P.

Course Syllabus			
Code and Title of Course	200013 Artistic creativity: Graphics		
Name of Lecturer	Associate professor Aleksandra Rotar (main course teacher)		
Study Programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Elective	Study level	Undergraduate
Semester	Summer	Study year	2
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	2	Number of hours per semester	15L – 0S – 15E
Prerequisites	No requirements for enrolment.		
Correlativity	Art Education, Art Education Methods 1, Art Education Methods 2, Visual Communication and Cultural Heritage, Artistic Creativity - Form and Colour, Puppetry and Theatre Arts, Croatian Language, Children's Literature		
Objective of the course	To develop creative competences, to apply freely different graphic techniques, to experiment in creating works of art, to build a personal critical opinion and attitude		
Learning outcomes	<ol style="list-style-type: none"> 1. apply elements of art language and art techniques, accessories and materials and apply skills, personal, social and methodological skills in professional and personal development 2. analyze permitted deviations when applying graphic techniques by combining with other techniques 3. analyze works of art (original graphics and graphic maps, parts of the holdings of the Museum of the City of Pazin) 4. to relate creatively and critically to personal and other people's art design 5. prepare for independent work with children of preschool age and evaluate the created works during classes, at activities and on the exam 6. create an exhibition in a museum or other space 		

Course Content	<ol style="list-style-type: none"> 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 Pula City Library and Reading Room (depending on the number of class hours) and an exhibition of a renowned graphic artist in a gallery or museum 5. Staging an exhibition in a museum of created work, setup, opening 				
Planned activities, learning and teaching methods, and forms of evaluation	Obligations	Outcomes	Hours	ECTS	Maximum percentage of grade
	Activity in class (L, E)	1 - 4	23	0,8	20%
	Practical work	1 - 3	22	0,7	50%
	Oral examination	1 - 4	15	0,5	30%
	Total		60	2	100%
To pass the course, students must:	<ol style="list-style-type: none"> 1. Regularly attend classes and actively participate in all forms of classes 2. Complete all works of art 3. Attend at least five openings of exhibitions by professional artists, students, pre-school or school children in a gallery and/or museum 4. Pass the oral examination <p>Note (applies to no. 2): Students must create their practical work <i>in situ</i>, during classes.</p>				
Examination schedules	Are published in the ISVU system and Studomat				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Jakubin, Marijan (2001), Likovni jezik i likovne tehnike, Zagreb: Educa. 2. Paro, Frane (1991), Grafika – marginalije o crno-bijelom, Zagreb: Mladost. <p>Optional:</p> <ol style="list-style-type: none"> 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. 				

	<p>5. Vukić, Feđa, izbor i predgovor (2012): Teorija i povijest dizajna. Krićka antologija, Zagreb: Arhitektonski fakultet Sveučilišta u Zagrebu, Golden marketing - Tehnička knjiga.</p> <p>Internet, enciklopedije likovnih umjetnosti, monografije, grafičke mape, katalozi.</p>
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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		
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	15 L – 15 S – 0 E
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 (%)
	Activity in class (L, S)	1. - 4.	23	0,8	10 %
	Seminars work	1. - 4.	15	0,5	40 %
	Exam (written)	1. - 4.	22	0,7	50 %
	Total		60	2	100 %
	Additional information (assessment criteria):				

	<p>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 programme.</p> <p>Class activity will be evaluated as follows:</p> <p>0% = more than the allowed 30% of absences</p> <p>5% = the student focuses on class and occasionally participates on his/her own initiative</p> <p>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.</p> <p>Exercises</p> <p>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.</p> <p>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:</p> <p>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.</p> <p>11 - 20 points - the student has prepared minimally and has participated passively in the exercise only when asked by the teacher.</p> <p>21 - 30 points - the student prepared well for the exercise and participated in the exercise at the teacher's request.</p> <p>31- 40 points - The student has prepared excellently for the exercise. He knows the topic and expresses his personal critical thoughts on the given topic. He actively participates in class throughout the exercise.</p> <p>The total score for the exercises will be graded as follows:</p> <p>0-10 = 10% of the grade</p> <p>11-20= 11-20% of the grade</p> <p>21-30= 21-30% of the grade</p> <p>31-40 points = 31-40% of the grade</p> <p>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.</p>
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Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend more than 70% of class hours and actively participate in the teaching process. If a student misses more than 30% of the class hours, he/she will be denied the right to signature, examination and registration of points and will have to re-register for the course. 2. Prepare an exercise assignment. 3. Present the practice assignment to the entire group. 4. Pass the exam.
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 4. Measuring emotional intelligence 5. Skills for developing emotional intelligence 6. Early emotional disorders and their treatment - depression, anxiety disorders, and inadequate self-control (ADHD) 7. 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.
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Course Syllabus			
Course Code and Title	200215 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		
Course status	Elective	Study level	Undergraduate
Semester	Summer	Study year	II.
Classroom location	Classroom	Teaching languages	Croatian Italian
ECTS credits	2	Number of hours per semester	15L – 0S – 15E
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 of 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 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 (%)
	Activity in class (L, E)	1. - 5.	23	0,8	10%
	Colloquia and preparation for continuous checking of knowledge	4. - 5.	15	0,5	60% (30+30)
	Exam oral	1. - 3.	22	0,7	30%
	Total		60	2	100%
	<p>Additional information (assessment criteria): Class attendance and class activity are graded as follows: 0% = Not attending exercises. 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. 4% = Prepared, but preparation is incomplete – with more deficiencies. 6% = Prepared, but preparation is incomplete –with minor deficiencies (exercises with only a few errors). 8 % = Regularly prepared, the preparation is correct, student voluntarily participates in the teaching process. 10% = 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% from 51% to 60% = 6% from 61% to 70% = 12% from 71% to 80% = 18% from 81% to 90% = 24% from 91% to 100% = 30%</p> <p>The final - oral exam is evaluated as follows: from 0 to 5 correct answers = 0% 6 correct answers = 6% 7 correct answers = 12% 8 correct answers = 18% 9 correct answers = 24% 10 correct answers = 30%</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 and in Studomat.
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. There are 2 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 the 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 6-10), ELI, Recanati. (pp. 66-118; 151-180). 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;) 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	200016 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		
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	15L – 15S – 0E
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	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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 (%)
	In-class activity engagement	1. – 4.	23	0,8	10%
	Written project and oral presentation	3. – 4.	15	0,4	20%
	Exam	1. – 4 .	22	0,8	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 class, 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 by 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. 3. fulfil all obligations from the course within the given deadline in order to take 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	Lecture materials are published on the e-learning platform. In the case of distance learning, deviations are possible in: <ul style="list-style-type: none"> - the location of the course - implementation of activities, interpretation and teaching methods and methods of evaluation 				

	<ul style="list-style-type: none"> - student obligations - available literature. <p>The course instructor will inform students about this when distance learning begins.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. 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. 13. Garcia, E. (1983), Early childhood bilingualism, Albuquerque, University of New Mexico. 14. Grosjean, F. (1982), Life with Two Languages. An Introduction to Bilingualism, Cambridge (Mass.)/London, Harvard University Press. 15. Gusmani, R. (2004), Saggi sull'interferenza linguistica, Firenze, Le Lettere. 16. Milani Kruljac, N. (a cura di) (2003), L'italiano fra i giovani dell'Istro-quarnerino, Pola-Fiume, Pietas Iulia-Edit. 17. Pallotti, G. (2012), La lingua seconda, Milano, Bompiani. 18. Ranocchia, M. C. (1993), Bilinguismo precoce ed educazione bilingue: l'italiano L2 in età scolare, Perugia, Guerra Edizioni.

	<p>19. Saunders, G. (1988), <i>Bilingual Children: From Birth to Teens</i>, Clevedon, Multilingual Matters.</p> <p>20. Scotti Jurić, R. (2003), <i>Bilinguismo precoce: funzioni e usi linguistici</i>, Pola-Fiume, Pietas Iulia-Edit.</p> <p>21. Scotti Jurić, R. (2008), <i>Didattica della comunicazione in classi bilingui</i>, Fiume, Edit.</p> <p>22. Titone, R. (1972), <i>Bilinguismo precoce e educazione bilingue</i>, Roma, Armando.</p>
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Course Syllabus			
Course Code and Title	200010 Fundamentals of choir singing		
Names of Lecturers	Full professor Ivana Paula Gortan-Carlin, PhD (main course teacher) MSc Branko Radić, lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Elective	Study level	Undergraduate
Semester	Summer	Study year	II.
Classroom location	Classroom, rooms choir practice rooms music	Teaching languages	Croatian (Italian, Slovenian)
ECTS credits	2	Number of hours per semester	15L – 0S – 15E
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 of 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 (%)
	Activity in class (L, E)	1. - 5.	23	0,8	20 %
	Class activity	1. - 5.	13	0,4	30 %
	Review from a visit to choirs	1. - 5.	3	0,1	10 %
	Review from the vocal concert	1. - 5.	3	0,1	10 %
	Going to a concert	1. - 5.	3	0,1	0 %
	Exam (written)	1. - 5.	15	0,5	30 %
	Total		60	2	100 %
	Additional information (assessment criteria): Class attendance is mandatory. 30% of absences that do not need to be justified are tolerated. Class attendance is evaluated as follows: 0 % = Does not attend lectures and exercises (from 5 absences onwards) 20 % = Attends lectures Class activity (singing and conducting) is evaluated as follows: 2.5% = conducts with difficulties. 5% = conducts without difficulty + 2.5% = sings with difficulty. 5% = sings without difficulty. + 10% sings the song by heart (soloist) + 10 % sings the song by heart (in a group or choir) Reviews from extracurricular classes are evaluated as follows: 0 % = No review has been written 10 % = A review of the visit to the choirs was written + 10 % = Written review from the attended vocal concert.				

	<p>The review is 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.</p> <p>A maximum of 30% of the grade can be obtained from the written exam.</p> <p>0 % = less than 50% correct answers</p> <p>Each subsequent percentage 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 points from any segment.</p>
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: 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"> 4. Jerković, J. (2003). Osnove dirigiranja I: taktiranje. Osijek: Sveučilište Jurja Strossmayera. 5. Jerković, J. (2001). Osnove dirigiranja II: interpretacija. Osijek: Sveučilište Jurja Strossmayera. <p>Referential:</p> <p>Various songbooks.</p>

Course Syllabus			
Course Code and Title	241307 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		
Course status	Elective	Study level	Undergraduate
Semester	Summer	Study year	II.
Classroom location	Classroom	Teaching languages	Croatian, English
ECTS credits	2	Number of hours per semester	15L – 15S – 0E
Prerequisites	There are no prerequisites for enrollment.		
Correlativity	Literature for children and young people, Theory of literature I and II, Croatian oral literature, Methodology of the Croatian language		
Objective of the course	The goal of this course is to familiarize students with the basic concepts of children's and young adult literature. Students should acquire basic knowledge of the types of children's and young adult literature and their development, and develop the ability to independently interpret literary content intended for children and young adults.		
Learning outcomes	<ol style="list-style-type: none"> 1. correctly define basic terms in the field of children's and young adult literature. 2. interpret individual achievements in the field of children's and young adult 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 (%)
	Activity in class L, S	1. - 5.	23	0,8	10%
	Individual tasks	2. - 5.	7	0,2	30%
	Seminars work	1. - 5.	8	0,3	30%
	Exam	1.,2.,5.	22	0,7	30%
	Total		60	2	100%
	Additional information (assessment criteria): Class attendance It is desirable that students attend class and actively participate. A student can earn 10% of the points if he/she is absent less than 4 times in a lesson. Points will be deducted for a greater number of absences according to the following formula: 1 point for 4 absences, 3 points for 5 absences, 6 points for 6 absences, and 10 points for 7 or more absences. Absences cannot be compensated and should not be excused. Preparation and evaluation of the seminar paper: The main goal of the seminar paper is to interest and inform students about the chosen seminar topic. The duration of the seminar paper can be up to 20 minutes. Students are required to submit the presentation and other electronic materials they will use in the presentation to the Distance Education (e-learning) Forum at least 72 hours before the presentation. 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) 2. Presentation of the topic (certainty, without reading instructions, clarity, comprehensibility, freedom from errors - in terms of 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). Final test				

	<p>The final knowledge test will be administered through a final oral exam. Selected reading titles and assigned literature chapters should be prepared for the exam.</p> <p>A student who cannot participate in the final knowledge test must withdraw from the exam registration in time, otherwise he/she will be considered to have participated in the exam and failed it.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend class. 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	<p>Exam deadlines are announced at the beginning of the academic year at ISVU.</p>
Additional information on the course	<p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the conduct of the activities, the methods of interpretation and teaching, and the methods of evaluation - the obligations of the students - the available literature. <p>The course instructor and teaching assistant will inform students when distance learning takes place. The learning outcomes will remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <p>Hameršak, M., Zima, D. (2015) Uvod u dječju književnost. Zagreb: Leykam International, str. 197.-224.</p> <p>Majhut, B. (2005) Pustolov, siroče i dječja družba: hrvatski dječji roman do 1945. Zagreb: FF press, Zagreb.</p> <p>Vrcić-Mataija, S. (2018) Hrvatski realistični dječji roman, Zadar: Sveučilište u Zadru</p> <p>Optional:</p> <p>Hranjec, S. (1998) Hrvatski dječji roman. Zagreb: Znanje.</p> <p>Kolar-Dimitrijević, M. (2012) Tragovi vremena u djelima Mate Lovraka. Zagreb: Srednja Europa.</p> <p>Majhut, B. (2008) Recepcija romana Čudnovate zgode Šegrta Hlapića Ivane Brlić Mažuranić, Nova Croatica 2 (2), 43-115.</p> <p>Težak, D. (1990) Dječji junak u romanu i filmu. Zagreb: Školske novine.</p> <p>Težak, D. (2006) Vitez i Kušan – začetnici moderne hrvatske dječje književnosti. Metodika 7 (3), 279-288.</p> <p>Vrcić-Mataija, S. (2012) Prilog tipologiji hrvatskog dječjeg romana.</p>

	<p>Fluminensia, 3 (2), 143-154.</p> <p>Zima, D. (2011) Kraći ljudi: povijest dječjeg lika u hrvatskom dječjem romanu, Zagreb: Školska knjiga.</p> <p>Referential:</p> <p>Libri & Liberi: časopis za istraživanje dječje književnosti i kulture</p> <p>Književnost i dijete</p> <p>Reading</p> <p>(select 10 titles):</p> <p>I. Brlić Mažuranić: Čudnovate zgode Šegrta Hlapića</p> <p>M. Lovrak: Vlak u snijegu; Družba Pere Kvržice</p> <p>I. Kušan: Uzbuna na Zelenom Vrh; Koko i duhovi; Koko u Parizu; Lažeš,</p> <p>Melita; Ljubav ili smrt</p> <p>M. Matošec: Tiki traži neznanca; Strah u Ulici lipa; Suvišan u svemiru</p> <p>A. Gardaš: Duh u močvari; Miron u škripcu; Filip dječak bez imena</p> <p>M. Gavran: Sretni dani; Kako je tata osvojio mamu; Zaljubljen do ušiju;</p> <p>Svašta u mojoj glavi</p> <p>H. Kovačević: Tajna Ribljeg Oka; Tajna mačje šape; Tajna Tužnog psa; Tajna graditelja straha; Tajna zlatnog zuba</p> <p>Z. Krilić: Čudnovata istina; Zabranjena vrata; Veliki zavodnik</p> <p>P. Pavličić: Zeleni tigar; Petlja; Trojica u Trnju</p> <p>T. Horvat: Tajna Gornjega grada;</p> <p>B. Dovjak-Matković: Zagrebačka priča</p> <p>D. Horvatić: Junačina Mijat Tomić</p> <p>I. Šajatović: Tajna ogrlice sa sedam rubina</p> <p>J. Cvenić: Čvrsto drži joy-stick</p> <p>J. Bitenc: Twist na bazenu</p> <p>Š. Storić: Poljubiti ću je uskoro, možda</p> <p>J. Horvat: Waitapu</p> <p>N. Pulić: Maksimirci; Ključić oko vrata</p> <p>M. Rundek: Psima ulaz zabranjen</p> <p>B. Prosenjak: Divlji konj</p> <p>H. Hitrec: Smogovci, Eko Eko</p> <p>D. Miloš: Bijeli klaun</p> <p>Z. Pongrašić: Gumi-gumi</p> <p>B. Primorac: Maturalac</p> <p>D. Jelačić-Bužimski: Sportski život Letećeg Martina; Balkanska mafija; Martin protiv CIA-e i KGB-a</p> <p>V. Stahuljak: Don od Tromede</p> <p>M. Jurić Zagorka: Kći Lotrščaka</p> <p>S. Škrinjarić: Ulica predaka; Čarobni prosjak</p>
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	<p>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	200218 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		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	III.
Classroom location	Classrom	Teaching languages	Croatian, English
ECTS credits	3	Number of hours per semester	15L – 15S – 0E
Prerequisites	The prerequisite for enrollment in this course is regular enrollment in the 3rd year of study.		
Correlativity	Pedagogy, Preschool pedagogy I and II, Sociology of education.		
Objective of the course	Synthesize different 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)	1. Theories of early development 2. National Curriculum of Early and Preschool Education, Program Orientation of Education of Preschool Children 3. Waldorf pedagogy 4. Montessori pedagogy 5. Reggio pedagogy 6. Agazzi approach 7. Forest kindergarten				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class (L, S)	1. - 6.	23	0,8	10%
	Written works (seminar, essay, display, worksheets...)	1. - 6.	30	1	40%
	field teaching	5. - 6.	7	0,2	0%
	Exam (oral, written)	1. - 6.	30	1	50%
	Total		90	3	100%
	Additional information (assessment criteria): Participation in classes is evaluated as follows: 0% = Does not come to class. 6% = Attends classes, but does not participate in work, 7% = Prepared, but the preparation is incomplete 8% = Prepared, but the preparation is incomplete – with minor defects 9% = Regularly prepared, the preparation is correct, voluntarily participates in the teaching process. 10% = Shows a high degree of interest in the course, is always prepared; asks questions Seminars Quality of the seminar: 1. Following the instructions for the seminar paper (number of pages, cover, citation, paraphrasing, citing literature) = 7% of the grade 2. Content of the seminar = 10% of the grade 3. Spelling and grammar = 6% of the grade Presentation 1. Clarity of speech and expression = 4% of the grade 2. Clarity of presentation = 4% of the grade 3. Method of presentation aligned with goals and content = 5% of the grade (audiovisual aids, etc.) Encouraged active learning and involvement of other students = 4% of the grade.				

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes and actively participate 2. write and present a seminar paper during the semester (term delivery of the seminar paper as well as presentation of the seminar paper determined by the teacher/assistant) 3. pass the colloquium (not elimination) and take the final exam.
Mid-term and final exam term	Examination deadlines are published at the beginning of the academic year on the University's website and in ISVU.
Additional information on the course	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 4. Programsko usmjerenje odgoja i obrazovanja u Republici Hrvatskoj, 1991. 5. Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje, 2015. <p>Optional and referential:</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. Humphries, 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

	<p>neovisnosti i odgovornosti. Jastrebarsko: Naklada Slap.</p> <p>9. Seitz, M., Hallwach, U. (1997). Montessori ili Waldorf. Zagreb: Educa.</p> <p>10. Krstović, J. (1997). Inovacijski pristupi ili razvojne perspektive predškolskog odgoja. U: Božić, Ž. (ur.), Inovacijski pristupi Korak bliže djetetu, Rijeka: Adamić. (str. 44 – 55)</p> <p>11. Milanović, M., Stričević, I., Maleš, D., Sekulić-Majurec, A. (2000), Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj. Zagreb: Targa.</p> <p>12. Picinini, S. (2000), O pedagoškoj koncepciji Reggio Emilia iz svijeta. Dijete Vrtić Obitelj, VI (21), 14.</p> <p>13. Slunjski, E. (2015). Izvan okvira. Zagreb: Mali profesor Priručna:</p> <p>14. Matijević, M. (2001). Alternativne škole. Zagreb: Tipex</p>
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Course Syllabus			
Course Code and Title	200019 Speech communication methodology in the integrated curriculum 2		
Names of Lecturers	Assistant professor Danijela Blanuša Trošelj, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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	15 L – 0 S – 30 E
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		
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 activity on (L,E)	1.-6.	34	1,1	10%
	Exercises	1.-6.	56	1,9	40%
	Exam (written)	1.-6.	30	1	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 materials for direct work with children and analyze the work. Note (valid for obligation 2): The student should write a preparation and submit it within the agreed deadline. If they do not fulfil 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. 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 and a list of literature are published on e-learning. In the case of distance learning, deviations are possible in: - the location of the course - implementation of activities, interpretation and teaching methods and evaluation methods - student obligations - available literature. The course leader and the assistant will inform students about this when distance learning begins. 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				

	<p>2. Sočo, B. P. (1997). Dijete, odgajatelj, slikovnica. Zagreb: Alineja.</p> <p>3. Velički, V. (2004). Vrijeme kruga. Mogućnosti poticanja govorne kompetencije u djece predškolske dobi. <i>Zrno</i>, 61, 21-24.</p> <p>4. Velički, V. (2002). Priča u predškolskom razdoblju. <i>Zrno</i>, br. 49-50, str. 56-57.</p> <p>5. Velički, V. (2013). Pričanje priča-stvaranje priča. Split:Harfa.</p> <p>Optional:</p> <p>1. Čudina Obradović (1969). Igrom do čitanja. Zagreb: Školska knjiga</p> <p>2. Brajša, P. (2002). Kako uspješno razgovarati,. Pula: C.A.S.H.</p> <p>3. Pease, A. (2008). Velika škola govora tijela. Zagreb: Mozaik knjiga.</p> <p>4. Peti-Stantič, A., Velički , V. (2008). Jezične igre za velike i male. Zagreb: Alfa Prebeg, Vilke, M. (1991). Vaše dijete i jezik. Zagreb: Školska knjiga.</p> <p>5. Rade, R. (2003). Poticanje ranog govorno-jezičnog razvoja. Zagreb: Foto-marketing Fo Ma.</p> <p>6. Rijavec, M. (2002). Neverbalna komunikacija. Zagreb: IEP- Vern.</p> <p>7. Shulz von Thun, F. (2001). Kako međusobno razgovaramo 1. Zagreb: Erudita.</p> <p>8. Starc, B., Čudina-Obradović, M. i drugi. (2004). Osobine i psihološki uvjeti razvoja djeteta predškolske dobi. Zagreb: Golden 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	227109 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		
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	15L –0S –30E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study programme.		
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	<ol style="list-style-type: none"> 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 cognitive-research and logical-mathematical activities of the child while evaluating children's progress 4. analyze the game 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 the professional team in the preschool institution as a "learning organization", parents and other relevant entities in the wider social environment
Course content	<ol style="list-style-type: none"> 1. Perception, research and understanding of the term "volume" in the integrated curriculum. <ol style="list-style-type: none"> 1.1. Research and first experiences about the concept of volume in play and everyday activities. 1.2. Means and incentives for observing and researching the concept of volume and liquid (sustainability). 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 2. Perception, research and understanding of the term "mass" in the integrated curriculum. <ol style="list-style-type: none"> 2.1. Perception, research and understanding of the concept of "weight" and the sustainability of weight in play and daily activities of the child. 2.2. Means and incentives for research and learning about the concept of weight. 2.3. Didactic games with objects in order to learn the concept of weight. 3. Perception, research and learning of geometric concepts in the game and integrated curriculum. <ol style="list-style-type: none"> 3.1. Research and learning about geometric concepts in play and everyday activities and in the child's environment. 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>4. Observing, researching and learning 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 the child aimed at 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-cognitive activities</p> <p>8.1. Preparation and performance 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 developing social competence 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 (%)
	Activity in class (L, E)	1. - 6.	34	1,1	10%
	Field teaching	1. -6.	23	0,8	0%
	Exercises	1. – 6.	30	1	40%
	Exam (written)	1. – 6.	33	1,1	50%
	Total		120	4	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> attend classes and actively participate in all forms of teaching. create preparations and didactic materials for direct work with children and analyze the work. <p>Note (applies to obligation 2): The student should prepare for the exercises and submit them within the agreed deadline. If they do not fulfil obligations by the given deadline, they lose the right to ECTS credits in that academic year. The deadlines in this course must be respected.</p> <ol style="list-style-type: none"> pass the written exam. 				

Mid-term and final exam term	They are published in the ISVU system and in Studomat.
Additional information on the course	<p>Materials for lectures and seminars are published on 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. 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. <p>(odabrana poglavlja)</p> <ol style="list-style-type: none"> 6. Slunjski, E. (2006). Kako djeca pišu, broje i računaju. Varaždin: Stanek. <p>Optional:</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.

	<p>(odabrana poglavlja)</p> <p>7. Moss, P. i dr. (2009). Proučavanje svijeta i šire: Djeca ko znanstvenici. Djeca u Europi, zajednička publikacija mreže europskih časopisa Zagreb:</p> <p>Udruga Korak po korak. (1), 1.</p> <p>8. Petrović-Sočo, B., Slunjski, E., Šagud, M. (2005). Nova paradigma učenja,- nove uloge odgojitelja u odgojno obrazovnom procesu. Zbornik Učiteljske akademije u Zagrebu, Sveučilište u Zagrebu, 2 (10)vol. 7, 315- 327.</p> <p>9. Petrović-Sočo, B. (2007). Kompetencije odgojitelja u jaslicama-zajednici koja uči. U: N. Babić (ur.), Kompetencije i kompetentnost učitelja. Zbornik radova, Osijek, 18. i 19. travnja, Osijek, Sveučilište J.J. Strossmayera u Osijeku, Hrvatska i Kherson: Kherson State University, Ukraine, str. 337343.</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	200037 Visual arts methodology in the integrated curriculum 1		
Name of Lecturer	Assistant professor Breza Žižović (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	III.
Classroom location	Classroom (Negrijeva)	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	15L – 0S – 30E
Prerequisites	Not applicable		
Correlativity	Visual culture, History of art, Puppetry and stage culture, Croatian language and literature and History		
Objective of the course	to master all artistic and technical means that are prescribed for preschool education and properly demonstrate them to children, acquire knowledge about that according to the laws established in the Art Culture Methodology, develop the ability to work in practice and independently design and perform art works activities		
Learning outcomes	<ol style="list-style-type: none"> 1. Interpret the concepts of visual arts teaching methods 2. Analyse the individually developed lesson preparation and plan of visual arts activities 3. Develop and implement an activity in kindergarten by using appropriate methods 4. Create the materials required to independently perform the activity by using appropriate visual/technical means 5. Analyse children's works with regard to their stage of development with the application of techniques for evaluation of children's works 6. Independently write a review of children's works 		

Course content (syllabus)	<ol style="list-style-type: none"> 1. Development of children's drawings 2. Visual types of children based on their visual expression 3. Aesthetic principles 4. Methods 5. Forms of work 6. Tasks of visual arts 7. Elements of visual language 8. Visual arts techniques at a preschool facility 9. Analysis and assessment of children's works of visual art 				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class (L, E)	1.- 6.	34	1,1	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	1.- 6.	26	0,9	40%
Course requirements	Total		120	4	100%
	Additional information (assessment criteria): <ol style="list-style-type: none"> 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 the preparation for performance of the visual arts activity at kindergarten within the set deadline 4. take and pass the oral or written exam 				
Mid-term and final exam term	They are provided at the beginning of the academic year by posting them 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, 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	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Belamarić, D. (1986). Dijete i oblik. Zagreb: Školska knjiga 2. Čudina-Obradović, M. (1990). Nadarenost-razumijevanje i prepoznavanje, Zagreb: Školska knjiga 3. Grgurić, N. – Jakubin, M. (1996) Vizualno- likovni odgoj i obrazovanje. Zagreb:Educa 4. Herceg, Rončević, Karlavaris B. (2010) Metodika likovne kulture djece rane i predškolske dobi. Zagreb: Alfa d.d. 5. Karlavaris, B.(1988) Metodika likovnog odgoja. GZH 6. Roca, J. (1978) Likovni odgoj u osnovnoj školi. Zagreb: Školska knjiga 7. Roca, J. (1978) Likovne aktivnosti u osnovnoj školi. Zagreb: Školska knjiga 8. Ružić, B. (1959) Djeca crtaju. Zagreb: Školska knjiga <p>Optional:</p> <ol style="list-style-type: none"> 1. Babić, A. (1986). Promatranje likovnih djela u osnovnoj školi. Zagreb: Školska knjiga 2. Damjanov, J.(1991). Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga 3. Despot, N. (1966). Svjetlo i sjena. Zagreb: Tehnička knjiga 4. Horvat Pintarić, Vera (2015). Umijeće opisivanja, Zagreb: Hrvatska akademija znanosti i umjetnosti, Gliptoteka, Biblioteka Arthistorija 5. Ivančević, R. (2005). Likovni govor: uvod u svijet likovnih umjetnosti, udžbenik za 1. razred gimnazije. Zagreb: Profil 6. Pischel, G. (1970). Opća povijest umjetnosti. Zagreb: Mladost 7. Prelog, Damjanov, Ivančević (1963) Likovne umjetnosti, školski leksikon. Zagreb: Privreda 8. Tomašević Dančević, Šobat (2002). Likovna kultura, udžbenik za 5. i 6. razred osnovne škole. Zagreb: Profil international 9. Itten, J. 2002). Arte del colore, Milano: Il saggiatore.
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Course Syllabus			
Course Code and Title	200026 Music culture methodology in the integrated curriculum 1		
Names of Lecturers	Full professor Ivana Paula Gortan-Carlin, PhD (main course teacher) MSc. Branko Radić, lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	III.
Classroom location	Classroom, preschool institution, public performance hall	Teaching languages	Croatian (Italian, Slovenian)
ECTS credits	4	Number of hours per semester	15L – 0S – 30E
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 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)	<ol style="list-style-type: none"> 1. Concept and definition of the methodology of musical culture 2. Musical culture in preschool institutions 3. Teaching forms and work 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 13. Preparation for performance and public performance 				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class L, E	1. - 5.	34	1,2	10 %
	Making four preparations	1. - 5.	30	1	40 %
	Activities (general rehearsal and performance)	1. - 5.	26	0,8	20 %
	Exam (oral)	1. - 5.	30	1	30 %
	Total		120	4	100 %
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. 30% of absences are tolerated and do not need to be justified.</p> <p>Preparation of four performances is necessary for teaching in a preschool institution, after which a public performance (concert) is prepared.</p> <p>Writing is being prepared:</p> <p>0 % - no preparation was written</p> <p>10% - written and performed prepared song (4% = grade 2, 8% = grade 3, 12% = grade 4, 16% = grade 5) respectively</p> <p>10% - written and completed preparation of the counter (4% = grade 2, 8% = grade 3, 12% = grade 4, 16% = grade 5)</p>				

	<p>A written but not completed preparation carries 25% less points than expected.</p> <p>Dress rehearsal and performance:</p> <p>0 % = did not participate in the creation of the program for the rehearsal and performance</p> <p>10 % = participated in the creation of the music program for the rehearsal and performance (playing is graded 5% and conducting 5%).</p> <p>10% = Participated in the creation of an integrated curriculum program for rehearsal and performance (stands out for their creativity in the creation of scenography, costume preparation, choreography, singing in the choir, etc., which is necessary for the performance.)</p> <p>Oral exam</p> <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>7.5 % = The student can play and sing well enough</p> <p>15 % = The student can play and sing well</p> <p>22.5 % = The student is very good at playing and singing</p> <p>30 % = The student is excellent at playing and singing.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes 2. make four preparations for the performance 3. sing, play and conduct the performance 4. pass the oral exam <p>If the agreed deadlines are not respected, the set points are reduced by 25%. To pass the course, the student must have all four elements positively evaluated and achieve at least 50% of grades.</p>
Mid-term and final exam term	<p>Dress rehearsal and performance take place during December or January. 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. 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) 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. <p>Referential:</p> <p>various songbooks</p>

Course Syllabus			
Course Code and Title	200235 Kinesiology methodology in the integrated curriculum 2		
Names of Lecturers	Full professor Iva Blažević, PhD (main course teacher) Loris Benassi, PhD, senior assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Winter	Study year	II
Classroom location	hall (Ronjgova) sports hall	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	15L – 0S – 30E
Prerequisites	Attended the course Kinesiology and Kinesiological Methodology in the integrated curriculum 1. Students who passed the Kinesiology and Kinesiology course 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 preschool child, Methodology of pedagogic research, Philosophy of education and vocational ethics		
Objective of the course	To master the organizational setups of exercises and work methods in the physical education for children of early and preschool age.		
Learning outcomes	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 (%)
	Activity in class S, E (hall)	1. – 5.	34	1,1	10%
	Practical work	1. – 5.	26	0,9	10%
	Exam (oral)	1. – 5.	60	2	80%
	Total		90	4	100%
	Additional clarifications (evaluation criteria): Class attendance is mandatory. 30% absences (4 absences) are tolerated and do not need to be excused. Monitoring and evaluation of students is carried out during classes and at the final exam. During classes, the student achieves 20% of the grade, and 80% of the grade on the final exam. Practical work refers to the creation and implementation of the motor content of physical education activities in the hall, and is evaluated in the following way: 0% = No practical work was done and carried out. 2% = No practical work was done, but it was carried out with major shortcomings. 4% = Practical work was created with major deficiencies and implemented with major deficiencies. 6% = Practical work was made with major deficiencies and carried out with minor deficiencies. 8% = Practical work was prepared and carried out with minor deficiencies. 10% = High quality practical work done and carried out. The oral exam consists of three questions on which a maximum of 80% of the grade can be achieved.				
Course requirements	To pass the course, the student must: 1. Attend more than 70% of classes. If a student misses 30% to 50% of classes, he will have to complete additional assignments. 2. Create practical work. 3. Pass the oral exam.				
Mid-term and final exam term	They are published in the ISVU system.				

Additional information on the course	<p>Lecture materials are published on e-learning.</p> <p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. <p>The course instructor and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Compulsory:</p> <ol style="list-style-type: none"> 1. 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 <p>Optional:</p> <ol style="list-style-type: none"> 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. 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	200021 Professional training 3		
Names of Lecturers	Assistant Professor Alen Tafra, PhD (main course teacher) Kristina Alviž, assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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	0L – 0S – 100E
Prerequisites	There are no prerequisites.		
Correlativity	All courses from the study programme.		
Objective of the course	acquire competencies for educational work in a preschool institution		
Learning outcomes	1. participate in the work of the educational council, professional unions 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	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 10. 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 of E	1. – 6.	75	2,6	90%
	Written projects	1. – 6.	7	0,2	20%
	Activities in a preschool institution	1. – 6.	8	0,3	10%
	Total		90	3	100%
	Additional clarifications (evaluation criteria): - 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 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). -				

	<p>Analysis of communication and interaction between adults - child/children, child - child/children in everyday situations.</p> <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 teacher's speech, the questions asked and the children's answers <p>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 3 weeks following all the activities of the educational group.</p>
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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 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 and in Studomat.
Additional information on the course	<p>The materials are published on the e-learning course.</p> <p>In the case of distance learning, deviations are possible in: the place of the course, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Petrović-Sočo, B. (2007). Kontekst ustanove za rani odgoj i obrazovanje: holistički pristup. Zagreb: Mali profesor. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bredkamp, S. (1996). Kako djecu odgajati: razvojno primjerena praksa u odgoju djece od rođenja do osme godine. Zagreb: Educa. 2. Došen-Dobud, A. (1995). Malo dijete – veliki istraživač. Zagreb: Alinea. 3. Hansen, K. A., Kaufman, R-K., Walsh, K. B. (2004). Kurikulum za vrtiće. Zagreb. Pučko otvoreno učilište korak po korak.

	<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>Šagud, M. (2003). Odgajatelj u dječjoj igri. Zagreb: Školske novine.</p>
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Course Syllabus					
Course Code and Title	200027 Social skills training				
Names of Lecturers	Full professor Mirjana Radetić Paić, PhD (main course teacher)				
Study programme	University undergraduate study Early and Preschool Education in the Croatian language				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	III		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	2	Number of hours per semester	15L –0 S –15E		
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	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class L, E	1. - 4.	23	0,8	10%

methods and assessment criteria	Individual tasks (homework)	1. - 4.	7	0,2	40%
	Exam (oral, written)	1. - 3.	30	1	50%
	Total		60	2	100%
	<p>Additional information (assessment criteria):</p> <p>Activity in class is evaluated as follows:</p> <p>0% = absences exceed the allowed 30%</p> <p>5% = the student concentrates on the teaching process and sometimes participates in the work on his own initiative</p> <p>10% = comes to class prepared and actively participates in the teaching process and expresses a high degree of motivation in class, consults relevant literature, regularly fulfills agreed obligations, gives constructive suggestions and original ideas regarding various teaching solutions.</p> <p>The practical work consists of 4 tasks. Each is evaluated as follows:</p> <p>0% = task not completed</p> <p>1% = the task does not reflect the given instructions.</p> <p>2.5% = the assignment reflects the given instructions, but contains many linguistic and content errors, and is not adequately organized and coherent</p> <p>5% = the assignment reflects the given instructions, but has some linguistic and content errors, while it is adequately organized and coherent</p> <p>7.5% = the assignment reflects the given instructions, it is correct in terms of content and linguistics, but there is no personal contribution of the student</p> <p>10% = the assignment complies with the given instructions, is grammatically and linguistically correct and contains a critical contribution of the student.</p> <p>The oral exam is evaluated as follows:</p> <p>The oral exam consists of 5 questions (each question is valued as 10%). In order to pass the exam the student must correctly answer at least 50% of the questions (25%).</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. Create independent tasks <p>If the student does not fulfill this obligation in such a way that the assignments are not done on time and do not meet the minimum evaluation criteria, he/she will be denied the right to sign, take the exam and enter points and will have to re-enroll in the course.</p> <ol style="list-style-type: none"> 3. Pass the oral exam <p>Failure to meet the above student obligations results in the repetition of the course.</p>
Mid-term and final exam term	They are given at the beginning of the academic year, published on the University's website and in ISVU.
Additional information on the course	<p>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"> 1. Bašić, J., Koller - Trbović , N., Žižak, A. (1994). Integral method – manual for educators . Zagreb: Alinea . 2. Bašić, J., Koller - Trbović , N., Žižak, A. (1994). Integral method in working with preschool children and their parents . Zagreb: Alinea . 3. Brajša, P. (1993). Pedagogical communication. Zagreb: School

	<p>newspaper.</p> <p>4. Bunčić, K., Ivković , Đ., Janković, J., Penava, A. (1994). I play to myself. Zagreb: Alinea .</p> <p>5. Janković, J. (1994). Conflict or cooperation. Zagreb: Alinea .</p> <p>6. Uzelac, M., Bognar , L., Bagić, A. (1994). Let's be friends. Zagreb: Elephant.</p>
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Course Syllabus					
Course Code and Title	200028 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				
Course status	Elective	Study level	Undergraduate		
Semester	Winter	Study year	III.		
Classroom location	Classroom (Negrijeva)	Teaching languages	Croatian Italian		
ECTS credits	2	Number of hours per semester	15L – 0S – 15E		
Prerequisites	Attended course Italian language 2 or knowledge of the Italian language at the A1/A2 level.				
Correlativity	Croatian language, Children's literature, Letteratura per l'infanzia				
Objective of the course	adopt competences for training the 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 the 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 with reading comprehension are also practiced. The vocabulary is expanding.				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Activity in class (L, E)	1. - 4.	23	0,8	10%
	Mid-term(s) (oral or written)	3. - 4.	22	0,7	60% (30+30)
	Exam oral	1. - 2.	15	0,5	30%
	Total		60	2	100%
	<p>Additional information (assessment criteria): Class attendance and class activity are graded as follows: 0% = Does not attend exercises. 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. 4% = Prepared, but preparation is incomplete – with more deficiencies. 6% = Prepared, but preparation is incomplete –with minor deficiencies (exercises with only a few errors). 8 % = Regularly prepared, the preparation is correct, voluntarily participates in the teaching process. 10% = 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. The colloquiums are evaluated as follows: from 0% to 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 The final - oral exam is evaluated as follows: oral production 10% of the grade oral interaction 10% of the grade syntax 10% 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 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. 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 2 colloquia in the 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. Optional: <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.

Course Syllabus			
Course Code and Title	200035 Creative music workshop		
Names of Lecturers	Associate professor Ivana Paula Gortan-Carlin, PhD (main course teacher) MSc Branko Radić, lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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	15L – 0S – 15E
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. to 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 literary or stage content		

Course content (syllabus)	1. Sound - tone, noise 2. Musical experience 3. Music literature 4. Simple forms of a musical work 5. Music and stage music 6. Classical and entertainment music 7. Music improvisation - Creativity 8. Composing - Creativity 9. Music collection of songs 10. Fieldwork (concert, sounds in nature)				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class (L, E)	1. - 5.	23	0,8	10 %
	Fieldwork	1. - 5.	7	0,2	10 %
	Individual tasks (homework, research, playing instrument, singing, music notebook)	1. - 5.	21	0,7	60 %
	Activities (presentation of a musically created product, workshop)	1. - 5.	9	0,3	20 %
	Total		60	2	100 %
	Additional information (assessment criteria): Class attendance is mandatory. 30 % absences are tolerated and do not need to be excused. Going to field classes and creative analyzing of listening - 10% Independent tasks: The project task is chosen in the first lesson. Group and individual tasks are then assigned. Based on the activities in the lectures resulting from the completed homework, the student is graded in each class, except for the 1st, 2nd and last, 15th lecture in the semester, with a grade from 1 to 5, which is equivalent to a percentage (of 1 % up to 5 %). During 12 hours of exercises, the student can achieve a maximal 60% share. Presentation of a musically created product: 0 % = The acquired musical knowledge and skills were reproduced unsuccessfully. 10 % = The acquired musical knowledge and skills were partially reproduced.				

	<p>20 % = The acquired musical knowledge and skills were successfully reproduced.</p> <p>To pass the course, a student must obtain a total of 50% of points 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 the agreed exercises 3. participate in the process of creating new musical content 4. present new creative musical content
Mid-term and final exam term	<p>All deadlines are published on the website of the ISVU service.</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 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> <p>1.Gortan-Carlin, I. P., Dobravac, G. (2020). Songs in early English learning textbooks – a cross-curricular potential. U: Medpredmetno povezovanje: pot do uresničevanja vzgojno-izobraževalnih ciljev / Cross-Curricular Integration: The Path to the Realisation of Educational Goals. Ur. Volk, M., Štemberger, T., Sila, A., Kovač, N. Koper: Založba Univerze na Primorskem, 2020. str. 165-178.</p> <p>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.</p> <p>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</p> <p>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".</p>

	<p>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.</p> <p>6. Žužić, M., Kovačić, D. (2008). Glazbene čarolije. 1-3. Zagreb: Profil International.</p> <p>Optional:</p> <p>1.Ainsley R. (2004). Enciklopedija Klasične glazbe, Zagreb: Znanje</p> <p>2.Dobrota, S. (2004). Sociopsihologijska procjena glazbenih sposobnosti djece: suvremeni metodološki pristup.// Napredak, 145 (2004), 2, str.145-152.</p> <p>3.Dobrota, S. (2003). Stvaralaštvo kao aktivnost glazbene nastave ranog školskog razdoblja. // Metodika, 4 (2003), 7, str. 202-210.</p> <p>4.Motte-Haber, H. (1999). Psihologija glazbe. – Jastrebarsko: Naklada Slap.</p> <p>5.Stevanović, M., Stevanović, D. (2004). Predškolsko dijete za budućnost. Varaždinske Toplice: Tonimir.</p> <p>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> <p>Referential: various songbooks, picture books, song collections.</p>
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Course Syllabus			
Course Code and Title	200036 Pre-school		
Name of Lecturer	Associate Professor Sandra Kadum, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Elective	Study level	Undergraduate
Semester	Winter	Study year	III
Classroom location	Cabinet	Teaching languages	Croatian (Italian)
ECTS credits	2	Number of hours per semester	15L – 0S – 15E
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 his departure to school.		
Learning outcomes	<ol style="list-style-type: none"> 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 his development in organized preschool education 		

Course content (syllabus)	1. National curriculum for early and preschool education and 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, graphomotorics 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 methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, E)	1. – 4.	23	0,8	25%
	Exercises	1. – 4.	7	0,2	25%
	Exam (written)	1. – 4.	30	1	50%
	Total		60	2	100%
Course requirements	For successful completion of the course, student must: 1. regularly attend classes and actively participate in all forms of classes 2. create exercises on the chosen topic and present it in front of students 3. pass the written exam. Note (valid for obligation 2): The student should write the seminar work within the given deadline. If she/he does not fulfil 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.				
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	The courses will take place through lectures and discussions with students. In the case of distance learning, changes are possible in: - the location of the course delivery - the activities' implementation, interpretation and teaching methods, as well as evaluation methods - students' obligations - available (literature) sources. Teacher will inform students about the changes when the distance learning starts. Learning outcomes remain unchanged.				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Došen-Dobud, A. (2001), <i>Predškola</i>. Zagreb: Alinea. 2. 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. 3. 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"> 1. Kadum, S., Drandić, D., Lazarić, L. (2021), Spremnost djece za školu iz perspektive učitelja, <i>Nova prisutnost : časopis za intelektualna i duhovna pitanja</i>. 2. Došen-Dobud A., (2016). <i>Dijete – istraživač i stvaralac</i>. Zagreb: Alinea. 3. Čudina-Obradović, M. (2002), <i>Čitanje prije škole : priručnik za roditelje i odgojitelje</i>. Zagreb: Školska knjiga. 4. Čudina-Obradović, M. (2002), <i>Matematika prije škole: priručnik za roditelje i odgojitelje</i>. Zagreb: Školska knjiga. 5. Likierman, H. (2007), <i>Pripremite dijete za školu : kako osigurati da dijete uspješno započne školovanje</i>. Buševac: Ostvarenje. 6. Rečić, M. (2006), <i>Priprema za školu</i>. Đakovo: Tempo. 7. Rečić, M. (2006), <i>Polazak djeteta u školu – radost ili briga</i>. Đakovo: Tempo. 8. Lovrentjev, A. (2005), <i>Priprema, pozor, škola: savjetnik i vodič za roditelje čija djeca polaze u osnovnu školu</i>. Zagreb: Obord. 9. Praćenje stručnih časopisa (Napredak, Školski vjesnik, Život i škola, Zrno,...) te prikupljanje informacija mrežnim uslugama.
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Course Syllabus			
Course Code and Title	288012 Human rights education		
Name of Lecturers	Associate professor Marina Diković, PhD (main course teacher) Assistant professor Marlena Plavšić, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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	15L – 0S – 15E
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.	23	0,8	0%
	Exercise (research)	2., 3.	37	1,2	50%
	Written exam	1. – 5.	30	1	50%
	Total		60	2	100%
Course requirements	To successfully complete the course, students must: 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. Note (in addition to point 1): The student should actively participate in interactive activities during lectures and exercises for at least 70%.				
Mid-term and final exam term	They are given at the beginning of the academic year, they are available on the University's website and in ISVU.				
Additional information on the course	Materials for lectures and seminars are published on e-learning. 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. The teacher will inform students about the changes when the distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Batarelo, I., Čulig, B., Novak, J., Reškovac, T., Spajić-Vrkaš, V. (2010). Demokracija i ljudska prava u OŠ: Teorija i praksa. Centar za ljudska prava. Available at: https://zaklada.civilnodrustvo.hr/upload/File/hr/izdavastvo/digitalna_zbirka/dem_i_ljudska_prava_u_os.pdf				

	<p>2. Diković, M. (2011). Osposobljavanje nastavnika za promicanje i provođenje odgoja i obrazovanja za građanstvo. <i>Život i škola</i>, 26, 2/2011, 11-24. Dostupno na: https://hrcak.srce.hr/file/114726</p> <p>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</p> <p>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.)</p> <p>5. Spajić-Vrkaš, V. (2014). Znam, razmišljam, sudjelujem: projekt. Novo doba ljudskih prava i demokracije u školama: eksperimentalna provedba kurikuluma građanskog odgoja i obrazovanja: istraživački izvještaj. 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.)</p> <p>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> <p>Optional:</p> <p>1. Diković, M. (2010). Odgoj i obrazovanje za građanstvo kao sastavnica zaštite ljudskih prava. <i>Tabula</i> 8, 112-123.</p> <p>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. <i>Interkultura / IAIE</i>, 247-258.</p> <p>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.), <i>Pedagogija, obrazovanje i nastava, Zbornik radova 2. međunarodne znanstvene konferencije</i>, Mostar, 21. - 23. ožujka 2013., Fakultet prirodoslovno-matematičkih i odgojnih znanosti Sveučilišta u Mostaru, 195-203.</p> <p>4. Dürr, K., Spajić-Vrkaš, V., Ferreira Martins, I. (2002). Učenje za demokratsko građanstvo u Europi. Centar za istraživanje, izobrazbu i</p>
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	<p>dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo i Filozofski fakultet Sveučilišta u Zagrebu.</p> <p>5. European Commission. (2017). Citizenship Education at School in Europe. Eurydice European Unit.</p> <p>6. Golja, T., Plavšić, M., Slivar, I. (2019). Collaborative learning guidelines. Sveučilište Jurja Dobrile u Puli.</p> <p>7. Hagenaaars, P., Plavšić, M., Sveaass, N., Wainwright, T. (ur.) (2020). Human rights education for psychologists. Routledge.</p> <p>8. Piršl, E. (2002). Cooperation of Schools and NGOs in Intercultural Education. http://www.ffzg.hr/hre-edc/Zd-Sem-Report_ENG.htm</p> <p>9. Spajić-Vrkaš, V. (2002). Odgoj i obrazovanje za demokratsko građanstvo u Hrvatskoj – izvješće. Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo i Filozofski fakultet Sveučilišta u Zagrebu.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Referential:</p> <p>1. Kurikulum građanskog odgoja i obrazovanja. (2012). Ministarstvo znanosti, obrazovanja i sporta i Agencija za odgoj i obrazovanje.</p> <p>2. Program međupredmetnih i interdisciplinarnih sadržaja građanskog odgoja i obrazovanja za osnovne i srednje škole. (2014). Ministarstvo znanosti i obrazovanja.</p> <p>3. Nacionalni Kurikulum međupredmetne teme – Građanski odgoj i obrazovanje. (2019). Ministarstvo znanosti i obrazovanja (NN 10/2019).</p> <p>4. Spajić-Vrkaš, V. (1999). Temeljni međunarodni dokumenti iz područja odgoja i obrazovanja za ljudska prava. Vlada Republike Hrvatske.</p> <p>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“.</p>
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Course Syllabus			
Course Code and Title	51883 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 Italian language		
Course status	Elective	Study level	Undergraduate
Semester	Winter	Study year	III
Classroom location	Classroom, study visits/outdoor lessons, kindergarten	Teaching language(s)	Italian (English)
ECTS credits	2	Number of hours per semester	15L – 0S – 15E
Prerequisites	There are no prerequisites.		
Correlativity	Educational psychology, Developmental psychology, General pedagogy, Early and preschool age pedagogy 1 & 2, Sociology of education, Pedagogy of children with developmental difficulties		
Objective of the course	know the main characteristics of giftedness and recognize the potentially gifted child to provide him/her with an adequate approach to their particular needs		
Learning outcomes	1. describe the basic concepts of talent, giftedness and genius, and different understandings of giftedness 2. describe the process of recognizing gifted and potentially gifted children in a preschool institution 3. understand certain forms of educational support in gifted and potentially gifted individuals such as acceleration, separation and program enrichment 4. argue for a positive relationship with the parents of the gifted and potentially gifted children		
Course content (syllabus)	1. Introduction 1.1. Basic terms (intelligence, giftedness, talent)		

	<p>1.2. Theoretical directions about giftedness and their influence on forms encouraging gifted and potentially gifted individuals (Renzulli-Reis, H. Gardner)</p> <p>2. Identification and recognition of giftedness</p> <p>2.1. Examples of gifted individuals</p> <p>2.2. Identification of giftedness (methodological problems, identification in the early age of the child, possible consequences of identification, interdisciplinary approach to identification, role of educators in the process detection of gifted and potentially gifted children)</p> <p>3. Work with children</p> <p>3.1. Basic forms of educational support for the gifted individuals</p> <p>3.2. Acceleration (advantages, disadvantages, possible forms, procedure acceleration in educational institutions)</p> <p>3.3. Enrichment (concept and content of enriched curriculum), additional enrichment of the environment in kindergarten or school</p> <p>4. Support for gifted children</p> <p>4.1. Qualities of educators for working with gifted individuals</p> <p>4.2. The role of the family in the development of the gifted and potentially gifted individuals</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities (delete the excessive)	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class L, S, E	1. – 5.	23	0,8	10%
	Follow lessons	1. – 5.	3	0,1	0%
	Individual work (research and exercises oral and written)	1. – 5.	12	0,4	40%
	Exam (written)	1. – 5.	22	0,7	50%
	Total		60	2	100%
Course requirements	<p>To obtain the final evaluation of the course, the student must:</p> <ol style="list-style-type: none"> 1. actively participate in the lessons 2. carry out the research and exercises assigned during the course 3. pass the final exam 				
Mid-term and final exam term	They are formulated at the beginning of the academic year and published on the University website and in the ISVU system.				

Additional information on the course	<p>The titles and topics of the exercises are defined during the first lectures. Attending lectures is mandatory. It is allowed to be absent from 30% of the hourly rate of classes (5 times). Absence does not justify the realization of the exercises that 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% points (exercises and attending lectures).</p> <p>The final grade includes the results of exercises, independent tasks and final exam.</p> <p>In the case of distance learning, deviations are possible in: the location of the course, the implementation of the activities, the method of interpretation, teaching methods and methods of evaluation, student obligations and available literature. 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. 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: Alineja. 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 i delo z nadarjenimi učenci. Ljubljana: Ministarstvo za šolstvo in 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:

	<p>Tonimir.</p> <p>10. Srića, V. (1992), Upravljanje kreativnošću. Zagreb: Školska knjiga.</p> <p>11. Čudina-Obradović, M. (1990), Nadarenost, razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga.</p> <p>12. Dr George, D. (2005) «Obrazovanje darovitih – kako identificirati i obrazovati darovite i talentirane učenike», EDUCA, Zagreb:</p> <p>13. Koren, I (1989), Kako prepoznati i identificirati nadarenog učenika, Zagreb: Školske novine.</p> <p>14. Praćenje stručnih časopisa kod nas i u svijetu – Napredak, Školski vjesnik, Život i škola, Zrno, Dijete, vrtić, obitelj, Gifted Child Quarterly, Journal for the Education of the Gifted, Child Development, Journal of High Ability (službeni časopis European Council for High Ability) i dr. te prikupljanje informacija mrežnim uslugama (WWW i dr.)</p>
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6th semester

Course Syllabus			
Course Code and Title	200029 Speech communication methodology in the integrated curriculum 3		
Names of Lecturers	Assistant professor Danijela Blanuša Trošelj, PhD (main course teacher)		
Study programme	University undergraduate study programme Early and Preschool Education		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	III
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	4	Number of hours per semester	15L – 0S – 30E
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	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. Puppets, 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 (%)
	Activity on (L, E)	1. – 4.	34	1,1	10%
	Exercises	1. – 4.	30	1	40%
	Exam (written)	1. – 4.	56	1,9	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. Perform exercises in direct educational work with children in a preschool institution. 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 fulfil 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. 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, interpretation and teaching methods and evaluation methods - student obligations - available literature. The course leader and the assistant will inform students about this when distance learning begins. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Čudina–Obradović, M. (1996). Igrom do čitanja. Zagreb: Školska knjiga. 2. Časopis Dramski odgoj, Zagreb, srpanj 2009., godina XI, broj 16., str. 23-38. 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				

	<p>drama u nastojanju. Zagreb: Golden marketing.</p> <p>5. Pavličević-Franić, D. (2005). Komunikacijom do gramatike: razvoj komunikacijske kompetencije u ranom razdoblju usvajanja jezika. Zagreb: Alfa.</p> <p>6. Perrow, S. (2010). Bajke i priče za laku noć- Terapeutske priče za djecu. Velika Mlaka: Ostvarenje, str.46-86.</p> <p>7. Pokrivka, V. (1980). Dijete i scenska lutka. Zagreb: Školska knjiga, str. 5-50.</p> <p>8. Velički, V. (2014). Pričanje priča-stvaranje priča. Zagreb: Alfa, str.95-132.</p> <p>Optional:</p> <p>1. Barker, L. L. (1997). Communication. New Jersey: Prentice-Hall, Inc., EnglewoodCliffs.</p> <p>2. Bunčić, K., Ivković, Đ., Janković, J., Penava, A. (2007). Igrom do sebe. 102 igre za rad u grupi. Zagreb: Alinea.</p> <p>4. Došen-Dobud, A. (2004). S djecom u jaslicama. Zagreb: Alinea.</p> <p>5. Gordon, D., Vos, J. (2001). Revolucija u učenju – kako promijeniti način na koji svijet uči. Zagreb: Educa.</p> <p>6. Marković, M., Šain, M., Kovačević, I. i sur. (2006). Korak po korak 1. Beograd: Kreativni centar.</p> <p>7. Pease, A. (2008). Velika škola govora tijela. Zagreb: Mozaik knjiga.</p> <p>8. Silberg, J. (2002). Igre mozgalice za dojenčad, jednogodišnjake i dvogodišnju djecu. Zagreb: Profil.</p> <p>9. Slunjski, E. (2008). Dječji vrtić – zajednica koja uči. Zagreb: Spektar media d.o.o. (odabrana poglavlja)</p> <p>10. Stokers Szanton, E. (2000). Kurikulum za jaslice. Razvojno primjereni program za djecu od rođenja do 3 godine. Zagreb: Grafa (odabrana poglavlja).</p> <p>Referential:</p> <p>Magazines intended for preschool teachers, children and their parents.</p>
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Course Syllabus			
Course Code and Title	200030 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 programme early and preschool education		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	III
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	4	Number of hours per semester	15L – 0S –30E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the program study.		
Correlativity	General pedagogy, Family pedagogy, Early pedagogy and preschool age, Theoretical bases of the methodology of getting to know the environment and initial mathematical concepts in the integrated curriculum, Methodology of getting to know the environment and initial mathematical concepts in integrated curriculum 1		
Objective of the course	to understand the complexity of phenomena arising from practice in preschool education and to acquire competencies in independent and creative planning, programming, execution and evaluation of integrated research-cognitive activities of the child in institutional preschool conditions (kindergartens and nurseries) according to modern approaches and theories of development and characteristics of a preschool child		
Learning outcomes	1. creatively use the chosen games as a form of work in the function of developing children's research and learning 2. encourage educational-research and integrative approaches in order to develop sustainability ethics 3. 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 4. monitor the processes of the child's individual development 5. analyze findings based on activities in the spirit of sustainability ethics				
Course content (syllabus)	1. Perception, research and understanding of spatial relationships in the integrated curriculum 1.1. The importance of spatial orientation for a preschool child and the possibility of influencing its development 1.2. Psychological mechanisms of perceiving space and developing spatial orientation 1.3. Spatial relations / orientation and acquisition of spatial concepts 1.4. Research and learning about space and spatial concepts in the game 1.5. The importance of proper verbalization and differentiation of spatial relationships, experiences and emotions in the perception of space 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 2. Perception, research and understanding of temporal relations in the integrated curriculum 2.1. Research and understanding of time concepts in play and everyday activities 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) 2.3. Means and incentives for researching time concepts using didactic games 3. Perception, research and learning about volume, mass and liquid in an integrated curriculum 3.1. Games with didactic tools and natural materials for observing and exploring the concepts of volume, mass and liquid 4. Use of basic statistical analyzes and statistical presentations in the integrated curriculum 4. Projects in kindergarten 4.1. The role of the educator and the child in the preparation of the project 4.2. Basic principles, stages and activities of work on the project 4.3. Activities and the role of the child during the implementation and evaluation of the work on the project				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities (delete the excessive)	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, E)	1. – 6.	34	1,1	10%

(alternative modes should be listed in course requirements)	Exercises	1. – 6.	53	1,8	40%
	Field teaching	1. – 6.	3	0,1	0%
	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 classes. 2. create preparations and didactic materials for direct work with children and analyze the works. <p>Note (applies to obligation 2): Students should prepare the exercises and submit them within the agreed deadline. If they do not fulfil obligations by the given deadline, they lose the right to ECTS credits 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 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:</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 kurikulumu u vrtiću – organizaciji koja uči. Zagreb: Mali profesor: Čakovec, Visoka učiteljska škola u Čakovcu (Poglavlje 3 i 4). 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. Zaprešić: Visoka škola za poslovanje i upravljanje s pravom javnosti Baltazar Adam Krčelić. (poglavlje: Održivi razvoj: str. 259-287) 				

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12. Petrović Sočo B. (2009), Mijenjanje konteksta i odgojne prakse dječjih vrtića. akcijsko istraživanje s elementima etnografskoga pristupa, Zagreb: Mali profesor.
13. Majer, J., Nelović, V. (2007), Odgojitelj u igri s djecom. Đakovo: Tempo d.o.o.
14. Miljak, A. (2002), Vrtić u skladu s dječjom prirodom „Dječja kuća“, Rovinj: Predškolska ustanova Dječji vrtić i jaslice „Neven“.
15. Miljević, -Rižički, R., Maleš, D., Rijavec, M. (2001), Odgoj za razvoj. Zagreb: Alineja (odabrana ppoglavlja).
16. Slunjski, E. (2003) Devet lica jednog odgojitelja/roditelja. Zagreb: Mali profesor.
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	<p>Internet sources:</p>
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www.otvorena-vrata.hr

europa.eu.int/comm/sustainable/docs/strategy_en.pdf

Course Syllabus			
Course Code and Title	200239 Visual arts methodology in the integrated curriculum 2		
Name of Lecturer	Assistant professor Breza Žižović (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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	15L – 0S – 30E
Prerequisites	Not applicable		
Correlativity	Visual culture, History of art, Puppetry and stage culture, Croatian language and literature and History		
Objective of the course	Master all artistic and technical means that are prescribed for preschool education so that they can be properly demonstrated to children in independently designed art activity in kindergarten.		
Learning outcomes	<ol style="list-style-type: none"> 1. Interpret the concepts of visual arts teaching methods 2. Analyse the individually developed lesson preparation and plan of visual arts activities 3. Develop and implement an activity in kindergarten by using appropriate methods 4. Create the materials required to independently perform the activity by using appropriate visual/technical means 5. Analyse children's works with regard to their stage of development with the application of techniques for evaluation of children's works 6. Independently write a review of children's works 		

Course content (syllabus)	<ol style="list-style-type: none"> 1. Motifs as incentive for visual expression 2. Triple meaning of the approach to motif 3. Articulation of a visual arts activity 4. Disruption of creativity 5. Cognitive, affective and motor outcomes 6. Age periodization 7. Development stages of children's visual expression 8. Preparation of preschool teachers for fieldwork (museum, art show, nature, architecture) 				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class (L, E)	1. - 6.	34	1,1	10%
	Oral - evaluation methodological units with winter practices	1.- 6.	30	1	20%
	Oral presentations (assessment of the methodical unit from winter practicum)	2., 5., 6.	41	1,4	40%
	Exam (oral)- application of the gained competencies to confirm the achieved outcomes	1. - 6.	15	0,5	30%
	Total		120	4	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend and actively participate in all forms of teaching 2. evaluate the methodological unit from winter practice 3. write a preparation and perform the final art activity in kindergarten 4. take the oral exam. 				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	<p>The materials for lectures and seminars are made available on the e-learning platform.</p> <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 changes when the remote teaching begins. The learning outcomes will remain unchanged.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Belamarić, D. (1986). Dijete i oblik. Zagreb: Školska knjiga 2. Čudina-Obradović, M. (1990). Nadarenost-razumijevanje i prepoznavanje, Zagreb: Školska knjiga 3. Grgurić, N. – Jakubin, M. (1996) Vizualno- likovni odgoj i obrazovanje. Zagreb:Educa 4. Herceg, Rončević, Karlavaris B. (2010) Metodika likovne kulture djece rane i predškolske dobi. Zagreb: Alfa d.d. 5. Karlavaris, B.(1988) Metodika likovnog odgoja. GZH 6. Roca, J. (1978) Likovni odgoj u osnovnoj školi. Zagreb: Školska knjiga 7. Roca, J. (1978) Likovne aktivnosti u osnovnoj školi. Zagreb: Školska knjiga 8. Ružić, B. (1959) Djeca crtaju. Zagreb: Školska knjiga <p>Optional:</p> <ol style="list-style-type: none"> 1. Babić, A. (1986). Promatranje likovnih djela u osnovnoj školi. Zagreb: Školska knjiga 2. Damjanov, J.(1991). Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga 3. Despot, N. (1966). Svjetlo i sjena. Zagreb: Tehnička knjiga 4. Horvat Pintarić, Vera (2015). Umijeće opisivanja, Zagreb: Hrvatska akademija znanosti i umjetnosti, Gliptoteka, Biblioteka Arthistorija 5. Ivančević, R. (2005). Likovni govor: uvod u svijet likovnih umjetnosti, udžbenik za 1. razred gimnazije. Zagreb: Profil 6. Pischel, G. (1970). Opća povijest umjetnosti. Zagreb: Mladost 7. Prelog, Damjanov, Ivančević (1963) Likovne umjetnosti, školski leksikon. Zagreb: Privreda 8. Tomašević Dančević, Šobat (2002). Likovna kultura, udžbenik za 5. i 6. razred osnovne škole. Zagreb: Profil international 9. Itten, J. 2002). Arte del colore, Milano: Il saggiatore.
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Course Syllabus			
Course Code and Title	227066 Music culture methodology in the integrated curriculum 2		
Names of Lecturers	Full professor Ivana Paula Gortan-Carlin, PhD (main course teacher) MSc Branko Radić, lecturer		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
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	15L – 0S – 30E
Prerequisites	Passed exam in Music culture methodology in the integrated curriculum 1		
Correlativity	Methodology of musical culture in the integrated curriculum I, Music culture, Music practice 1 and 2, Basics of choral singing, Creative music workshop, Methodology of spoken communication in the integrated curriculum, Methodology of the environment and initial mathematical concepts in the integrated curriculum, Methodology of fine arts in the integrated curriculum, Kinesiology methodology culture in the integrated curriculum		
Objective of the course	Apply the 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	1. educational forms and work methods for listening to a musical piece 2. musical instruments in the orchestra 3. preparation for listening to music (vocal, vocal-instrumental and instrumental compositions) as an area of musical culture 4. observation of expressive elements (simple analysis of a piece of music) 5. music for different moods 6. composers and their works 7. correlation and integration of music with other subjects 8. creative expression 9. graded class				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity in class L, S, E	1. - 5.	34	1,1	10 %
	Making the preparation	1. - 5.	20	0,6	20 %
	Assessment hour	1. - 5.	15	0,5	20 %
	Making 4 instruments	1. - 5.	15	0,5	10 %
	Written exam	1. - 5.	18	0,6	20 %
	Oral exam	1. - 5.	18	0,6	20 %
	Total		120	4	100 %
	Additional information (assessment criteria): Class attendance is mandatory. 30% of absences are tolerated and do not need to be justified. Preparation of the assessment: preparation is necessary for holding an assessment class in a preschool institution. Without preparation, it is not possible to enter the assessment class. Assessment lecture is evaluated in the following way, and the max. share in the grade is: 20 % (5% = grade 2, 10% = grade 3, 15% = grade 4, 20% = grade 5). Production of 4 instruments: For each instrument = 2.5 shares in the grade. It is necessary to describe the making of the instrument, name it and play on it (rhythm, sound). Written exam is evaluated in the following way, and the max. share in the grade is 20 %. - Less than 50% of correct answers = 0%. - Each subsequent correct answer (from 51% to 100%) carries a 0.4% share in the proportional percentage.				

	<p>Oral exam</p> <p>The oral exam examines 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 successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes 2. prepare for the assessment class 3. hold an evaluation class 4. make 4 instruments 5. pass the written exam 6. pass the oral exam.
Mid-term and final exam term	<p>Exam deadlines are published in the ISVU system and in Studomat</p>
Additional information on the course	<p>The assessment class is an elimination class. If students do not pass it, the student must re-enroll in the course.</p> <p>All written works are handed in or sent to e-mail: bradic@unipu.hr during classes.</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. 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) 9. Referential: various songbooks, CDs.
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Course Syllabus			
Course Code and Title	227067 Kinesiology methodology in the integrated curriculum 3		
Names of Lecturers	Full professor Iva Blažević, PhD (main course teacher) Loris Benassi, PhD, senior assistant		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	III
Classroom location	Classroom, sports hall	Teaching language(s)	Croatian
ECTS credits	4	Number of hours per semester	15L – 0S – 30E
Prerequisites	Attended course Kinesiology, Kinesiological methodology in the integrated curriculum 1 and Kinesiological methodology in the integrated curriculum 2. Students who passed the course Kinesiology, Kinesiology methodology in the integrated curriculum 1 and Kinesiology methodology in the integrated curriculum 2 can take the final exam.		
Correlativity	Kinesiological culture, Kinesiology, Kinesiological methodology in integrated curriculum 1, Kinesiological 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 preschool care of the child, Sociology of upbringing and education and Philosophy of upbringing and ethics calls.		
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 (syllabus)	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 (alternative modes should be listed in course requirements)	Student responsibilities (delete the excessive)	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity S, E (hall)	1. – 5.	34	1,1	10 %
	Practical work	5.	26	0,9	40 %
	Exam (oral)	1. – 5.	60	2	50 %
	Total		120	4	100%
	Additional clarifications (evaluation criteria): Class attendance is mandatory. 30% of absences (4 absences) are tolerated and do not need to be excused. Monitoring and evaluation of students is carried out during classes and at the final exam. Practical work (physical education activity) is mandatory for the student with a minimum percentage of 10%. During classes, the student achieves 50% of the grade, and the remaining 50% of the grade are attained in the final exam. Practical work (physical education activity) refers to the preparation and implementation of a physical education activity in the gym and is evaluated in the following way: 0% = Practical work was not created and carried out. 10% = Practical work was created and carried out with major shortcomings. 15% = Practical work was created and carried out with major shortcomings. 20% = Practical work was made with major defects and carried out with minor defects. 25% = Practical work was created and carried out with minor defects. 30% = The practical work was well done and carried out with minor defects. 35% = High quality practical work done and carried out. 40% = High quality practical work done and carried out. 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 successfully complete the course, students must: 1. attend more than 70% of classes (if the student misses 30% up to 50% of the class, an additional tasks will need to be completed.) 2. prepare and implement a physical education activity with children according to the agreed deadlines in the semester				

	3. pass the oral exam.
Mid-term and final exam term	They are published in the ISVU system.
Additional information on the course	<p>Lecture materials are published on e-learning.</p> <p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. <p>The course instructor and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Neljak, B. (2011). <i>Opća kineziološka metodika</i>. Kineziološki fakultet Sveučilišta u Zagrebu. 2. Neljak, B. (2011). <i>Kineziološka metodika u osnovnom i srednjem školstvu</i>. Kineziološki fakultet Sveučilišta u Zagrebu. 3. Neljak, B. (2009). <i>Kineziološka metodika u predškolskom odgoju</i>. Kineziološki fakultet Sveučilišta u Zagrebu. 4. Petrić, V. (2019). <i>Kineziološka metodika u ranom i predškolskom odgoju i obrazovanju</i>. Učiteljski fakultet Sveučilišta u Rijeci. <p>Optional:</p> <ol style="list-style-type: none"> 1. Findak, V. (1995). <i>Metodika tjelesne i zdravstvene kulture u predškolskom odgoju</i>. Školska knjiga. 2. Findak, V., & Delija, K. (2001). <i>Tjelesna i zdravstvena kultura u predškolskom odgoju</i>. Edip. 3. Ivanković, A. (1980). <i>Tjelesni odgoj djece predškolske dobi</i>. Školska knjiga. 4. Ivanković, A. (1982). <i>Tjelesne vježbe i igre u predškolskom odgoju</i>. Školska knjiga. 5. Pejčić, A., & Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i>. Učiteljski fakultet Sveučilišta u Rijeci.

Course Syllabus			
Course Code and Title	227068 Nursery-work methodology in the integrated curriculum		
Name of Lecturer	Associate Professor Sandra Kadum, PhD (main course teacher)		
Study programme	University undergraduate study Early and Preschool Education in the Croatian language		
Course status	Mandatory	Study level	Undergraduate
Semester	Summer	Study year	III
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	4	Number of hours per semester	15L – 0S – 30E
Prerequisites	There are no prerequisites to be met.		
Correlativity	General pedagogy, Developmental psychology, Family pedagogy, Theoretical foundations of speech communication methodology and Theoretical basics of the methodology of getting to know the environment and initial mathematical concepts in the integrated curriculum		
Objective of the course	Critically evaluate the educator's working methods and the child's exploration and learning activities in the nursery		
Learning outcomes	<ol style="list-style-type: none"> 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 development in organized preschool education. 		

Course content	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-age child 6. Encouraging emotional and social development 7. Encouraging the child's cognitive development 8. Encouraging early speech development 9. Care of a child of nursery age 10. Games and activities for children up to the age of three 11. Workshops for kindergarten teachers				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Attendance of (L, E)	1.- 5	34	1,1	5%
	Individual tasks	3. - 5.	30	1	10%
	Activities (classwork and fieldwork)	5.	6	0,2	10%
	Colloquium (written)	1.- 5.	20	0,7	25%
	Exam (written)	1.-5	30	1	50%
	Total		120	4	100%
Course requirements	To successfully complete the course, students must: 1. regularly attend all forms of lessons 2. carry out a didactic activity in the nursery school 3. pass the written exam. Note for item 2: Students must fulfill the obligations within the established deadline, otherwise they lose the right to access the exam and do not obtain the credits foreseen for the current year. The deadlines established must be respected without exceptions.				
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	The courses will take place through lectures and discussions with the students. From time to time, working groups will be created in which students will have to discuss the course material. The use of multimedia materials is planned. In the case of distance learning, a deviation is possible in: - the location of the course - implementation of activities, interpretation and teaching methods, as well as evaluation methods - 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. Došen-Dobud, A., (2016), Dijete – istraživač i stvaralac. Zagreb: Alinea. 2. Nenadić, S. (2002), Odgoj u jaslicama. Imotski: Potjeh. 3. Stokes Szanton, E. (2005), Kurikulum za jaslice. Zagreb: Pučko otvoreno učilište Korak po korak. <p>Optional:</p> <ol style="list-style-type: none"> 1. Došen-Dobud, A. (2004), S djecom u jaslicama. Zagreb: Alinea. 2. Miljak, A. (1991), Istraživanje procesa odgoja i njege u dječjim jaslicama. Zagreb. Školska knjiga. 3. Mirisi djetinjstva: kultura vrtića (2009). Zbornik radova / 15. dani predškolskog odgoja Splitsko-dalmatinske županije. Split: Dječji vrtić "Radost" i Dječji vrtić "Marjan". 4. Rade, R. (2002), Malo dijete i prostor: igranje bez igračaka. Zagreb: Foto marketing. 5. Sestra odgajateljica u jaslicama i dječjem vrtiću: priručnik za njegu i odgoj djeteta do treće godine života (1982). U redakciji: Kovrigine, M. D.: 2. izdanje. Zagreb: Školska knjiga. 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. 7. Šagud, M. (2001), Simbolička igra predškolskog djeteta u institucijskom kontekstu. Napredak, 142(2001),1; pp. 61-70. 8. Praćenje stručnih časopisa (Napredak, Školski vjesnik, Život i škola, Zrno) te prikupljanje informacija mrežnim uslugama.