

Josip Juraj Strossmayer University in Osijek

FACULTY OF TEACHER EDUCATION IN OSIJEK

**INTEGRATED
UNDERGRADUATE AND GRADUATE
FIVE-YEAR UNIVERSITY CLASS TEACHER STUDIES**

Master of Primary Education

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Osijek, June 2005

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FACULTY OF TEACHER EDUCATION IN OSIJEK

The Faculty of Teacher Education is a constituent of the J. J. Strossmayer University in Osijek. The starting point in creating the proposed courses and programmes of study is the fact that compulsory primary education in Croatia lasts eight years, in other words it is realised according to the principle of 4 years of class teaching + 4 years of subject teaching.

In accord with the Bologna Process, our experience and ability, and in the interest of our community, we have obtained the official permission for the implementation of:

- 1) **Integrated undergraduate and graduate university teacher studies**, in the duration of 5 years, 300 ECTS points, which trains a qualified **class teacher** for the purpose of educating children of younger school age with special competence and skills depending on the chosen subsidiary module.

After the first semester a mentor advises the student regarding the selection of the following subsidiary modules:

- a) Module A – *Developmental Studies* which, by means of selected courses in pedagogy, psychology and teaching methods, train students for a deeper understanding of specific issues in education and child development.
- b) Module B – *Computer Science*, which, to a greater extent, provides students with knowledge on using information technologies within the educational process, as well as computer science education and teaching children in first four grades of primary school (project of the Ministry of Education and Sport, September 1, 2003).
- c) Module C – *Foreign Language* (Module C1 – *English language* or Module C2 – *German language*) which additionally equips the student for early foreign language teaching of children of *younger school age*.

The past five years have provided us with experience in implementation of the proposed programmes of study.

The proposed courses of study have been submitted for inspection to teacher training colleges in Croatia. Furthermore, the realisation of these studies has been approved by the constituents of the J. J. Strossmayer University in Osijek, in particular the Foreign Language Department at the Faculty of Philosophy and the Mathematics Department.

The analogous studies are being implemented at the Teacher Studies Department at *Illyés Gyula Főiskolai kar Pécsi Tudományegyetem* in Szekszárd and at the *Pädagogische Akademie* in Graz. In the academic year 2004/2005 our professors took part in lecturer exchange, and upon agreement our students entered the educational process in those institutions by taking courses in *visual arts, puppetry and children's German literature*.

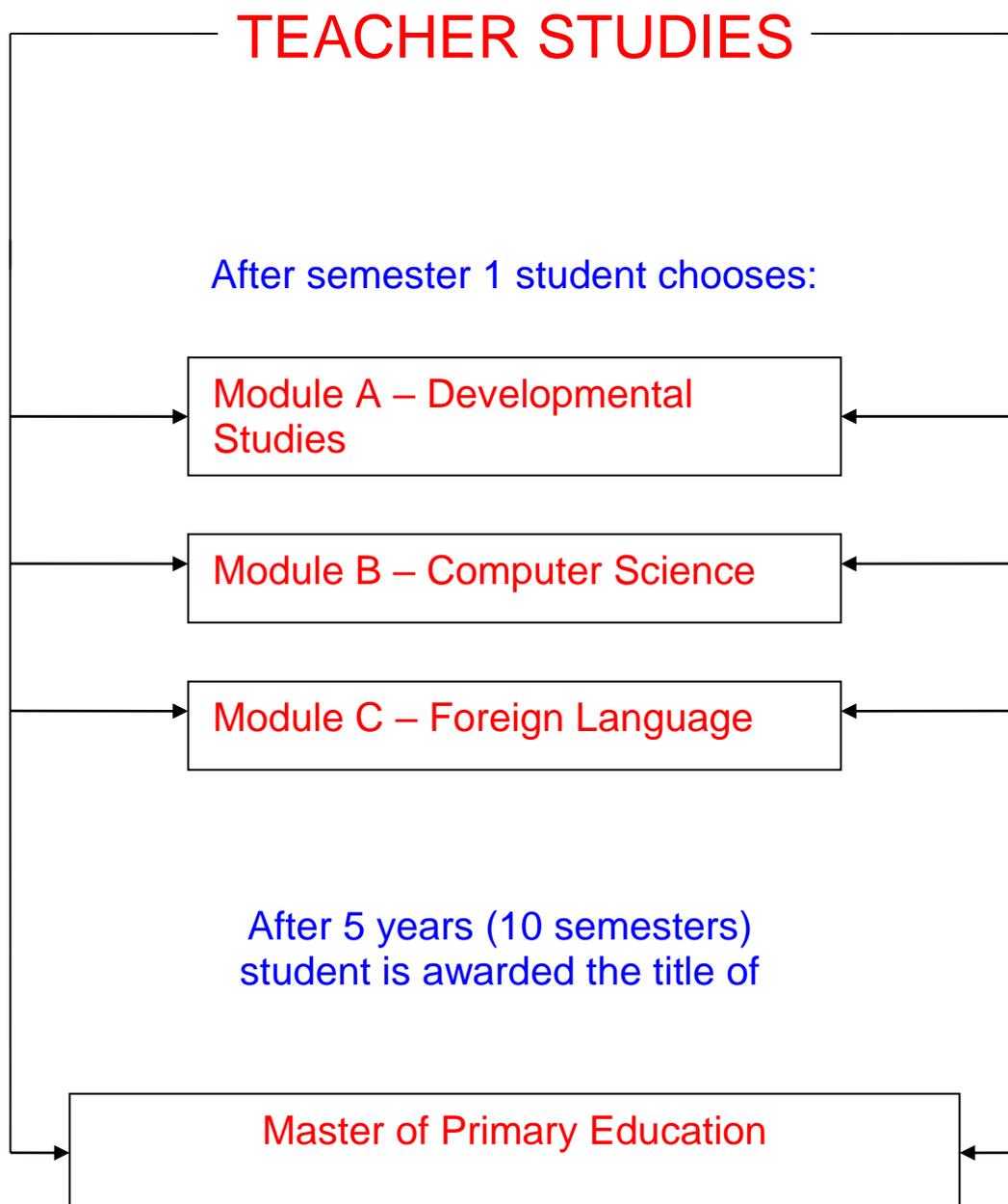
Upon completing the five-year graduate teacher study the student is awarded the title of *Master of Primary Education*.

- 2) **Three-year vocational study in pre-school education**, 180 ECTS points which trains *pre-school educators*. Upon completing the study students are awarded the title of *Vocational Baccalaureus - Pre-school Educator* and are equipped to work in pre-school institutions.

**I. INTEGRATED UNDERGRADUATE AND GRADUATE FIVE-YEAR
UNIVERSITY
TEACHER STUDIES**

GRADUATE TEACHER STUDIES

- Duration: **5 years**
- ECTS: **300**
- Structure of program
 - 70% mandatory courses, 30% elective courses



II. PROGRAMMES OF CLASS TEACHER STUDY

Master of Primary Education

1. INTRODUCTION

a) The grounds for the study programme initiative

By initiating a new teacher training programme for the *Teacher* profession we hereby establish a programme of study which can be compared with similar programmes of study in Croatia and in a certain number of European universities. In the process of programme development the recommendations of Bologna Declaration from 1999 and the documents which followed it were taken into serious account since they deal with reform in European educational system (European Higher Education Area – EHEA).

Each country in the world has institutions for training and education of teachers teaching in compulsory schools. The new curriculum was developed on the basis of an eight-year compulsory primary education in Croatia whereby *the first four grades are organized following the class teaching model, and the other four grades are organized following the principle of subject teaching (Law on Primary Education, Article 33)*. According to the document hereby submitted, the Faculty of Teacher Education in Osijek will train and educate teachers for class teaching. The programme of study is based on modern academic understanding of teaching and learning, and it is in line with the objectives of primary education as determined in *Law on Primary Education (Article 1 and 2)*. The authors of the programme also understand that education of children through activities which do not take place in schools is also an important part of primary education (*as defined in Article 23 of the Law*). Besides, another ground for this kind of programme initiative is a need for extension of competencies of class teachers since young children today are very early faced with foreign language learning and ICT.

The new concept of teacher education is comparable to the programmes of the same kind in a number of European countries – the programmes of study at the University of Pécs (Hungary), the University of Graz (Austria), Norway and the Republic of Slovenia.

Since the analogous programmes of study are carried out at Teacher Studies Department of *Illyés Gyula Főiskolai kar Pécsi Tudományegyetem* in Szekszárd and at the *Pädagogische Akademie* in Graz, the Faculty of Teacher Education in Osijek has made exchanges of lecturers and students with these institutions. (So far the exchanges have been made with respect to courses related to *visual arts, puppetry and children's literature in German language*.) The Faculty of Teacher Education in Osijek is also the coordinating partner institution of the Tempus Project *Langues Etrangères en Primaire Formation des enseignants 2004-2007 (Foreign languages at Primary Level: Training of Teachers)*, especially for activities carried on in Croatia. In three-year long activities (and in the following two years) in France, Germany, Great Britain and Croatia topics are discussed and compared related to the training and education of primary teachers of modern foreign languages. Also, five faculty members of the institution are principal investigators in projects financed by the Ministry. The research conducted in these projects contributes to the improvement of teacher education and training.

b) Experience of the programme of study proponents in implementing equivalent or similar programmes

Osijek has been providing education for teachers for 111 years. Since the foundation of the Teacher Academy in 1961/1962, teachers were trained and educated by attending a two-year vocational study in class teaching, upon which they were awarded the title of a *Class Teacher*. In the academic year 1977/1978 the Teacher Academy transformed into the Faculty of Education and the two-year vocational study was restructured into a four-year course of study.

Upon the completion of the studies, trainee teachers were awarded the title of *Diplomaed Teacher (Certified Teacher)*.

In the academic year 1998/1999 the class teacher programme of study was made independent of the Faculty of Education and thus, the Teacher Training College was founded. So far it has offered four-year vocational teacher studies complemented with subsidiary programmes in history, ICT, English or German language.

The past five years have armed us with experience in implementation of the programmes proposed. In the previous academic year the College offered a choice of programmes of study: teacher studies, teacher studies with subsidiary in computer science, teacher studies with subsidiary in English language, and teacher studies with subsidiary in German language. The proposal for undergraduate and graduate programmes of study for teachers is based on our experience, research on analogous studies abroad, studies of the latest scientific insights on learning and child interests, awareness of parents' demands and expectations, and of developmental goals of the community in general.

Finally, it is important to stress that the programme has been developed on the basis of the previous programme, but it has also undergone significant changes in line with the Bologna Declaration. Hence, it is a partially new programme.

c) Possible partners outside the school system

Education of children through activities which take place out of school is an integral part of primary education of children (*Law on Primary Education, Article 33*). A school year in Croatia is made of 35 weeks. The Faculty of Teacher Education finds the remaining 17 weeks also to be of importance since it can help children organize their free time and it can help find services for additional education of children. This can be done through government organizations (such as the Red Cross, Our Children Association) and non-government organizations, local community with projects aimed at children, cultural associations, religious associations, etc. It is only natural that the afore-mentioned institutions which do not belong to the regular school system still remain partners of the Faculty of Teacher Education in the implementation of the university undergraduate and graduate teacher programmes of study.

d) Flexibility of the programme with respect to student mobility

Following the fundamental principles of the Bologna Declaration, the Faculty of Teacher Education is interested in organizing a programme of study which is open and flexible so as to enable student mobility within the Republic of Croatia and Europe. A possible way to achieve this goal is the effort to make the organization of the programme meet the recommendations from the Declaration. In accordance with this, in the academic year 2004/2005 the Faculty of Teacher Education has made exchange of lecturers from the *Pädagogische Akademie* in Graz and the Teacher Studies Department of *Illyés Gyula Főiskolai kar Pécsi Tudományegyetem* in Szekszárd.

Also, the students of the College were guests of the Teacher Training College in Szekszárd from 16 to 22 January 2005 where they attended the course *Selected Chapters on Visual Arts*. Further, the students of teacher studies and German language took the *Children's Literature in German Language* course at the Academy of Education in Graz in the period 31 January – 5 February 2005.

The visit of the students from Szekszárd and Graz are being prepared for the month of May this year.

2. GENERAL OUTLINE

2.1. Title of study

Teacher studies for teaching children of younger school age
Integrated five-year university undergraduate and graduate studies – *Master of Primary Education*.

2.2. Agent of study

Josip Juraj Strossmayer University of Osijek, Teacher Training College in Osijek.

2.3. Duration of study

The programme of study is five years long, i.e. it consists of ten semesters.

2.4. Enrolment conditions

A completed secondary education (a grammar school or any four-year long high school) and the fulfilment of the conditions of entrance exam.

2.5. Graduate study

(competencies that students achieve upon the completion of the studies; occupations for which they are trained; undergraduate programmes of the College or other institutions in Croatia which enable/partially enable them to enrol this programme of study)

Upon completion of the integrated undergraduate and graduate studies, students are awarded the degree of *Master of Primary Education*.

Master of Primary Education is trained to implement and organize education of children in the first four grades of primary school. Particular competencies of each student (those related to developmental studies, computer science, English or German language) can be seen from the supplement document.

2.6. Vocational or academic degree awarded

Integrated five-year university undergraduate and graduate teacher study: *Master of Primary Education*.

3. DESCRIPTION OF PROGRAMMES

The undergraduate and graduate teacher studies last 5 years; the respective number of ECTS is 300. Mentors advise students about the module they have to choose after the first semesters. The elective modules are:

- a) Module A - *Developmental Studies*, through which, by means of selected courses in pedagogy, psychology and teaching methods, students are trained for a deeper understanding of issues specific for education and child development.
- b) Module B – *Computer Science*, which, to a greater extent, gives students knowledge and skills for using ICT in educational processes, enables them to teach computer science in the first four grades of primary school (a project of the Ministry of Science, Education and Sports, September 1, 2003)
- c) Module C – *Foreign Language* (Module C1 – English Language or Module C2 – German Language), which, in addition to core subjects, trains future teachers to teach a foreign language to young learners (aged 6/7 to 10/11).

Within the teacher studies the curriculum is comprised of 70% mandatory courses and 30% of elective courses. Out of 30% of the elective courses two thirds are taken from subsidiary modules, and one third from other subsidiary modules and free elective courses offered by the faculty of the Faculty of Teacher Education or any of the constituents of the University. Furthermore, the Faculty of Teacher Education offers a number of free elective courses to students from other constituents of the University.

Description of the ECTS coefficients assigned

ECTS coefficient was assigned to individual courses in the following way:

1. An insight into the content of each course helps to determine its difficulty and to assign an adequate number of ECTS points.
2. The procedure mentioned in 1 points at the assumed total student workload per each course expressed in hours.
3. The total number of ECTS points per semester is multiplied by the student workload per each course in hours. The result obtained is divided with the total student workload per semester in hours. The final result is the corresponding number of ECTS points for each individual course.

3.1. List of mandatory and elective courses and/or modules with numbers of hours of teaching necessary for course completion and the number of ECTS points

Tables 1, 2, 3, and 4 (page 18 etc.) show the plan of study of mandatory courses and subsidiary modules: module A – *Developmental Studies*, module B – *Computer Studies*, module C1 – *English Language*, and module C2 – *German Language* along with the forms of teaching (lectures, seminars, practice), corresponding ECTS coefficients and allocated codes. This is followed by Table 5 (page 27) which is a list of mandatory and elective courses from the modules, names of course instructors and corresponding ECTS points. Table 6 (page 32) presents a list of free elective courses with names of instructors and corresponding ECTS points. These courses can be attended by all students of the Faculty of Teacher Education, as well as by students of other constituents of J. J. Strossmayer University of Osijek.

3.2. Description of each individual course

Descriptions of individual courses are given on pages 34 to 184.

3.3. Structure of the programme of study, the dynamics of study and student obligations

After the first semester the students are advised by a mentor about the choice of an elective module: developmental module, computer science module, English language module or German language module.

To enrol each new academic year the student must have 48 out of 60 ECTS points, i.e. 80%. Prerequisites to enrol a certain course, if there are any, are given in the course descriptions. (Students have to take this into consideration and choose courses that enable them to collect 48 points.) Students have to earn the remaining 12 points before enrolling the next semester.

3.4. List of courses and/or modules that students of other university constituents can choose to attend

Within the J. J. Strossmayer University of Osijek every constituent offered a list of elective courses. For every new academic year the Faculty of Teacher Education plans to offer such free elective courses from other constituents on the basis of its students' interest.

3.5. List of courses conducted in a foreign language

Courses conducted in a foreign language are listed in elective modules C1 and C2.

3.6. Criteria and transfer conditions for ECTS points – allocating point value to courses that students can choose from other programmes of study at the University or other universities.

This will be defined every academic year at the meeting of the Council.

3.7. Completion of studies

Integrated undergraduate and graduate five-year university studies are completed after writing and defending an MEd dissertation paper.

3.8. Conditions under which students who withdrew from the Faculty of Teacher Education or lost the right to study at one of the programmes of study can continue their education

Students can continue their studies at another class teacher study and / or another study within the area of education science at other universities in the Republic of Croatia based on the already passed exams, as well as differential exams.

4. CONDITIONS FOR THE IMPLEMENTATION OF THE PROGRAMMES OF STUDY

4.1. Location for the implementation of the programme

All courses take place in the building of the Faculty of Teacher Education in Osijek at the following address: Lorenza Jägera 9, Osijek, and in a number additional facilities and partnership schools.

4.2. Data about premises and equipment anticipated for the implementation of the programme

The Faculty of Teacher Education shares classrooms, halls and computer facilities with the Faculty of Philosophy. Most of the teaching areas are equipped with modern computer technology for teaching and computer science education, as well as with equipment for multimedia teaching. A well-equipped library and Internet connection are available to the students of the Faculty of Teacher Education. The gym is rented from the primary school which is a partnership school of the Faculty of Teacher Education.

4.3. Names of instructors and assistants taking part in the implementation of each course

The programme of each course in this Proposal identifies the instructor of the course. An alphabetical list of instructors is given on page 185.

4.4. Information on full-time and part-time instructors

The alphabetical list of full- and part-time instructors conducting the programme of study is followed by their biographies (page 187). Along with the biographies there is a list of five

recent published papers which prove the instructor's competence to conduct a course. Moreover, there is a web site where other articles and activities of each instructor can be checked.

4.5. List of additional teaching facilities and partnership schools for the implementation of the programme

Practical training of students (school-based experience) takes place in a number of partnership schools appointed by the Ministry of Science, Education and Sports following special regulations. These schools are: Franjo Krežma Primary School, St. Ana Primary School, Antun Mihanović Primary School, Vladimir Becić Primary School. Seven days of *Fieldwork* take place in Gorski Kotar, in Sunger, in a building which is the property of J. J. Strossmayer University of Osijek. *School in nature* is a part of the regular 4th grade curriculum of primary school of this region. It is conducted on the premises of the *Red Cross Osijek* in Slavenska Orahovica and Split. The training of students for this type of teaching is conducted with the support of the *Red Cross* and professional expertise of mentors. The expenses incurred in additional teaching facilities and partnership schools are regulated through special agreements between the Ministry of Science, Education and Sports and the Faculty of Teacher Education for every new school year. The expenses are covered by the Ministry of Science, Education and Sports.

4.6. Optimum student enrolment number with respect to facilities, equipment and faculty

The optimum number for enrolment into the integrated undergraduate and graduate five-year university studies for *Master of Primary Education* amounts to 50 students financed by the Ministry and 10 self-supported students.

4.7. Estimate of the study cost per student.

An estimate cost of study per student per year would be **19.000,00 HRK**.

4.8. Quality assurance and successfulness of programme implementation, especially the manner in which students would participate in programme evaluation

Students of both cycles at the Faculty of Teacher Education will shortly before the completion of their studies fill in questionnaires in which they will evaluate all aspects of the programme's organization (the programme itself, faculty, and quality). The teaching staff will review the results of the questionnaires in detail in order to make necessary adjustments/changes accordingly.

III. PLANS OF CLASS TEACHER COURSES OF STUDY

Master of Primary Education

Natural and social sciences teaching I	UPD5001							2 + 0 + 0 2													
Natural and social sciences teaching II	UPD7001										1 + 0 + 2 4	1 + 0 + 2 3									
Nature science I	UPD1011	1 + 0 + 1 3																			
Nature science II	UPD3001					1 + 0 + 1 3															
Field wok	UPD3010					1 + 0 + 0 2	1 + 0 + 0 1														
Didactics	UPE3001					2 + 1 + 0 3	1 + 1 + 0 3														
Ethics and teaching profession	UPE0010																2 + 0 + 1 4				
Integrated teaching	UPE0001																1 + 1 + 0 3				
Methodology in education	UPE0011																1 + 1 + 0 3				
Research in education	UPE9010													1 + 2 + 0 4							
Pedagogy	UPE1001	2 + 1 + 0 3	1 + 1 + 0 3																		
Pedagogy for children with special needs	UPE9001													2 + 2 + 0 4							
Practical work in schools I	UPE3010					0 + 0 + 1 2	0 + 0 + 1 2														
Practical work in schools II	UPE5100							0 + 0 + 1 2	0 + 0 + 1 2												
Practical work in schools III	UPE7001									0 + 0 + 3 3	0 + 0 + 3 3										
Practical work in schools IV	UPE9001												0 + 0 + 4 4								
Pedagogical psychology	UPS5001							2 + 1 + 0 3	1 + 1 + 0 3												
Developmental psychology	UPS3001					2 + 0 + 0 3	2 + 1 + 0 3														
Common courses for Class Teacher course of study		24	28	20	24	19	25	18	23	19	24	17	23	22	24	19	23	15	17	12	20
Subsidiary courses from Module A – Developmental Studies				4	4	5	3	5	5	4	4	5	5	4	6	2	5	6	9	3	6
World religions	UFI9001																	1 + 1 + 0 4			
Music listening I	UGL7001										1 + 1 + 0 3										
Music listening II	UHR0001																			0 + 1 + 0 2	
Drama education	UHR4010							1 + 0 + 2 3													
Integration and correlation in Croatian language teaching	UHR0001																			1 + 1 + 0 4	
Lexicology and word formation in Croatian language	UHR2010			1 + 0 + 1 2																	
Oral and written communication	UHR0001																	2 + 2 + 0 5			
Extracurricular sports activities	UKI6001									1 + 0 + 1 2											
Swimming	UKI3010					1 + 0 + 2 2															
Visual communication and design	ULI2001			1 + 1 + 0 2																	
Research in teaching natural and social sciences	UPD8001													1 + 0 + 1 5							
School hygiene	UPD6001									1 + 0 + 0 1											
Alternative schools	UPE5001								1 + 1 + 0 2												
Contemporary teaching strategy	UPE6001									1 + 1 + 0 2											
Theory of curriculum	UPE4001						1 + 1 + 0 2														
Applied developmental psychology	UPS7001										1 + 1 + 0 3										
Psychology of children's play	UPS5010								1 + 1 + 0 2												
Abused and neglected children	UPS3010					1 + 1 + 0 1															
Elective courses		1 + 1 + 0 2				1 + 1 + 0 2															
Total		26	30	26	30	26	30	25	30	25	30	24	30	26	30	23	30	25	30	19	30

L= Lectures, S=Seminars, P= Practice, B= ECTS coefficient

Table 2. CLASS TEACHER COURSE OF STUDY with Subsidiary Module B – Computer Science

Course	Code	1. year				2. year				3. year				4. year				5. year													
		I.sem.		II.sem.		III.sem.		IV.sem.		V.sem.		VI.sem.		VII.sem.		VIII.sem.		IX.sem.		X.sem.											
		L	S	P	B	L	S	P	B	L	S	P	B	L	S	P	B	L	S	P	B	L	S	P	B	L	S	P	B		
Foreign language I		0	0	2	2																										
Foreign language II						0	0	2	2																						
Foreign language III										0	0	2	1	0	0	2	2														
Graduation paper																												0	5	0	10
Music	UGL2001					1	1	0	2																						
Music teaching I	UGL7011															2	0	2	5												
Music teaching II	UGL8010																	2	0	2	4										
Instrument practice I	UGL6001									0	0	0	1	2	0	0	0	1	2												
Instrument practice II	UGL7010													0	0	0	1	2													
Music theory	UGL1001	1	1	0	3																										
Children's literature	UHR2100					1	1	0	3																						
Croatian language	UHR1001	2	1	0	4	2	1	0	3																						
Croatian language culture	UHR3001									1	1	0	3	1	1	0	3														
Media studies	UHR2011					1	1	0	3																						
Croatian language teaching I	UHR5001													2	0	0	3	2	0	1	4										
Croatian language teaching II	UHR7001															2	0	2	3	1	0	2	4								
Computers in education	UIN4010											1	0	1	2																
Internet resources in education	UIN5001											1	0	0	2	1	0	0	2												
Word processors	UIN1001	1	0	1	2																										
Logo – programming language	UIN7010															1	0	0	2												
Educational packages	UIN3001									0	0	0	1	1																	
Spreadsheet calculator	UIN2001											0	0	1	2																
Kinesiology	UKI5001													2	2	0	4														
Physical education	UKI1001	0	0	2	2	0	0	2	1																						
Teaching kinesiology I	UKI6010															2	0	0	4												
Teaching kinesiology II	UKI7001															1	0	2	4	2	0	2	4								
Kinesiology practice	UKI3001									0	1	1	2	0	1	1	2														
Visual arts	ULI1001	1	0	1	2																										
Visual art techniques and plastic arts	ULI2010															1	0	1	2												
Visual arts teaching I	ULI5010															2	0	1	3												
Visual arts teaching II	ULI6001																	2	0	2	4										
Elementary mathematics	UMA1001	1	0	1	3	1	0	1	3																						
Mathematics	UMA3001									1	0	1	3	1	0	1	3														
Teaching mathematics I	UMA5001													2	0	0	3	2	0	1	4										
Teaching mathematics II	UMA7001															2	0	2	3	1	0	1	4								
Statistics	UMA9010																					1	1	0	3						
Ecology	UPD9001																					1	1	0	2						
Geography	UPD1001	1	1	0	2																										
Croatian history	UPD1010	1	1	0	2																										

Natural and social sciences teaching I	UPD5001								2+0+0 2												
Natural and social sciences teaching II	UPD7001										1+0+2 4	1+0+2 3									
Nature science I	UPD1011	1+0+1 3																			
Nature science II	UPD3001					1+0+1 3															
Field wok	UPD3010					1+0+0 2	1+0+0 1														
Didactics	UPE3001					2+1+0 3	1+1+0 3														
Ethics and teaching profession	UPE0010																	2+0+1 4			
Integrated teaching	UPE0001																	1+1+0 3			
Methodology in education	UPE0011																	1+1+0 3			
Research in education	UPE9010																	1+2+0 4			
Pedagogy	UPE1001	2+1+0 3	1+1+0 3																		
Pedagogy for children with special needs	UPE9001																	2+2+0 4			
Practical work in schools I	UPE3010					0+0+1 2	0+0+1 2														
Practical work in schools II	UPE5100							0+0+1 2	0+0+1 2												
Practical work in schools III	UPE7001										0+0+3 3	0+0+3 3									
Practical work in schools IV	UPE9001																	0+0+4 4			
Pedagogical psychology	UPS5001							2+1+0 3	1+1+0 3												
Developmental psychology	UPS3001					2+0+0 3	2+1+0 3														
Common courses for Class Teacher course of study		24	28	20	24	19	25	18	23	19	24	17	23	22	24	19	23	15	17	12	20
Subsidiary courses from Module B – Computer Science				4	4	2	3	4	5	5	4	6	5	4	6	4	5	6	11	3	4
English for computer users I	UEJ5001									1+0+1 2	1+0+1 2										
English for computer users II	UEJ7001											0+0+1 2	1+0+1 2								
Algorithms and data structure	UIN9001																		2+0+2 5		
Educational music software	UIN8001												1+0+1 3								
Graphics, animations & films software	UIN4001							1+0+1 2													
Computers in teaching courses	UIN6001										1+0+3 3										
Computer data bases	UIN7001											1+0+2 4									
Computational practicum	UIN2011			0+0+2 2																	
Computers in leisure	UIN0010																				1+0+2 4
Introduction to computer science	UIN2010			1+0+1 2																	
Web programming	UIN5010									2+0+1 2											
Discrete mathematics	UMA4001							1+0+1 3													
Mathematics and gifted children	UMA9001																				1+1+0 4
Introduction to linear algebra	UMA3010					1+0+1 3															
Elective courses		1+1+0 2																			
Total		26	30	26	30	26	30	24	30	26	30	25	30	26	30	25	30	23	30	21	30

L= Lectures, S= Seminars, P= Practice, B= ECTS coefficient

Nature science I	UPD1011	1 + 0 + 1	3																		
Nature science II	UPD3001					1 + 0 + 1	3														
Field wok	UPD3010					1 + 0 + 0	2	1 + 0 + 0	1												
Didactics	UPE3001					2 + 1 + 0	3	1 + 1 + 0	3												
Ethics and teaching profession	UPE0010																	2 + 0 + 1	4		
Integrated teaching	UPE0001																	1 + 1 + 0	3		
Methodology in education	UPE0011																	1 + 1 + 0	3		
Research in education	UPE9010																	1 + 2 + 0	4		
Pedagogy	UPE1001	2 + 1 + 0	3	1 + 1 + 0	3																
Pedagogy for children with special needs	UPE9001																	2 + 2 + 0	4		
Practical work in schools I	UPE3010					0 + 0 + 1	2	0 + 0 + 1	2												
Practical work in schools II	UPE5100									0 + 0 + 1	2	0 + 0 + 1	2								
Practical work in schools III	UPE7001											0 + 0 + 3	3	0 + 0 + 3	3						
Practical work in schools IV	UPE9001																	0 + 0 + 4	4		
Pedagogical psychology	UPS5001									2 + 1 + 0	3	1 + 1 + 0	3								
Developmental psychology	UPS3001					2 + 0 + 0	3	2 + 1 + 0	3												
Common courses for Class Teacher course of study		24	28	18	22	17	22	16	21	19	24	17	23	22	24	19	23	15	17	12	20
Subsidiary courses from Module C1 – English Language				6	6	6	6	8	7	4	4	7	5	4	6	6	7	7	11	4	6
Children's literature in English language	UEJ4001							2 + 2 + 0	3												
Children's media culture in Eng. language	UEJ6001											2 + 1 + 0	2								
English speaking practice I	UEJ2010			0 + 0 + 2	2																
English speaking practice II	UEJ3011					0 + 0 + 2	1	0 + 0 + 2	2												
English speaking practice III	UEJ5010									0 + 0 + 2	2	0 + 0 + 2	1								
English speaking practice IV	UEJ7010											0 + 0 + 2	3	0 + 0 + 2	2						
English speaking practice V	UEJ9011																	0 + 0 + 2	3	0 + 0 + 1	2
English language grammar I	UEJ2001			1 + 0 + 1	2																
English language grammar II	UEJ3001					1 + 0 + 1	2														
English language practice I	UEJ2011			0 + 0 + 2	2																
English language practice II	UEJ3100					0 + 0 + 2	1	0 + 0 + 2	2												
English language practice III	UEJ5011									0 + 0 + 2	2	0 + 0 + 2	2								
English language practice IV	UEJ7011											0 + 0 + 2	3	0 + 0 + 2	2						
English language practice V	UEJ9100																	0 + 0 + 1	2	0 + 0 + 2	2
ELT practical work	UEJ9001																	0 + 0 + 2	3	0 + 0 + 1	2
Teaching English to young learners	UEJ9010																	1 + 1 + 0	3		
Theories of language acquisition and learning	UEJ8001													2 + 0 + 0	3						
Elective courses		1 + 1 + 0	2					1 + 1 + 0	2	1 + 1 + 0	2										
Total		26	30	26	30	25	30	26	30	25	30	26	30	26	30	25	30	24	30	20	30

L= Lectures, S= Seminars, P= Practice, B= ECTS coefficient

Table 4. CLASS TEACHER COURSE OF STUDY with Subsidiary Module C2 – German Language

Course	Code	1. year				2. year				3. year		4. year				5. year												
		I.sem.		II.sem.		III.sem.		IV.sem.		V.sem.	Code	I.sem.		II.sem.		III.sem.		IV.sem.										
		L	S	P	B	L	S	P	B	L	S	P	B		L	S	P	B	L	S	P	B	L	S	P	B		
Foreign language I		0	0	0	2	2																						
Graduation paper																									0	5	0	10
Music	UGL2001					1	1	0	2																			
Music teaching I	UGL7011													2	0	0	2	5										
Music teaching II	UGL8010															2	0	0	2	4								
Instrument practice I	UGL6001					0	0	0	1	2	0	0	0	1	2													
Instrument practice II	UGL7010									0	0	0	1	2														
Music theory	UGL1001	1	1	0	3																							
Children's literature	UHR2100					1	1	0	3																			
Croatian language	UHR1001	2	1	0	4	2	1	0	3																			
Croatian language culture	UHR3001					1	1	0	3	1	1	0	3															
Media studies	UHR2011					1	1	0	3																			
Croatian language teaching I	UHR5001									2	0	0	3	2	0	0	1	4										
Croatian language teaching II	UHR7001													2	0	0	2	3	1	0	0	2	4					
Computers in education	UIN4010									1	0	0	1	2														
Internet resources in education	UIN5001									1	0	0	0	2	1	0	0	0	2									
Word processors	UIN1001	1	0	0	1	2																						
Logo – programming language	UIN7010													1	0	0	0	2										
Educational packages	UIN3001					0	0	0	1	1																		
Spreadsheet calculator	UIN2001					0	0	0	1	2																		
Kinesiology	UKI5001									2	2	0	0	4														
Physical education	UKI1001	0	0	0	2	2	0	0	0	2	1																	
Teaching kinesiology I	UKI6010													2	0	0	0	4										
Teaching kinesiology II	UKI7001													1	0	0	2	4	2	0	0	2	4					
Kinesiology practice	UKI3001					0	0	1	1	2	0	0	1	1	2													
Visual arts	ULI1001	1	0	0	1	2																						
Visual art techniques and plastic arts	ULI2010					1	0	0	1	2																		
Visual arts teaching I	ULI5010													2	0	0	1	3										
Visual arts teaching II	ULI6001															2	0	0	2	4								
Elementary mathematics	UMA1001	1	0	0	1	3	1	0	0	1	3																	
Mathematics	UMA3001					1	0	0	1	3	1	0	0	1	3													
Teaching mathematics I	UMA5001									2	0	0	0	3	2	0	0	1	4									
Teaching mathematics II	UMA7001													2	0	0	2	3	1	0	0	1	4					
Statistics	UMA9010																							1	1	0	3	
Ecology	UPD9001																							1	1	0	2	
Geography	UPD1001	1	1	0	0	2																						
Croatian history	UPD1010	1	1	0	0	2																						
Natural and social sciences teaching I	UPD5001									2	0	0	0	2														
Natural and social sciences teaching II	UPD7001													1	0	0	2	4	1	0	0	2	3					

Nature science I	UPD1011	1 + 0 + 1	3																		
Nature science II	UPD3001					1 + 0 + 1	3														
Field wok	UPD3010					1 + 0 + 0	2	1 + 0 + 0	1												
Didactics	UPE3001					2 + 1 + 0	3	1 + 1 + 0	3												
Ethics and teaching profession	UPE0010																	2 + 0 + 1	4		
Integrated teaching	UPE0001																	1 + 1 + 0	3		
Methodology in education	UPE0011																	1 + 1 + 0	3		
Research in education	UPE9010																1 + 2 + 0	4			
Pedagogy	UPE1001	2 + 1 + 0	3	1 + 1 + 0	3																
Pedagogy for children with special needs	UPE9001																2 + 2 + 0	4			
Practical work in schools I	UPE3010					0 + 0 + 1	2	0 + 0 + 1	2												
Practical work in schools II	UPE5100									0 + 0 + 1	2	0 + 0 + 1	2								
Practical work in schools III	UPE7001												0 + 0 + 3	3	0 + 0 + 3	3					
Practical work in schools IV	UPE9001																0 + 0 + 4	4			
Pedagogical psychology	UPS5001									2 + 1 + 0	3	1 + 1 + 0	3								
Developmental psychology	UPS3001					2 + 0 + 0	3	2 + 1 + 0	3												
Common courses for Class Teacher course of study		24	28	18	22	17	24	16	21	19	24	17	23	22	24	19	23	15	17	17	20
Subsidiary courses from Module C2 – German Language				6	6	7	4	8	7	4	4	7	5	4	6	6	7	7	11	5	6
Children's literature in German language	UNJ4001							2 + 2 + 0	3												
German speaking practice I	UNJ2001			0 + 0 + 2	2																
German speaking practice II	UNJ3001					0 + 0 + 2	1	0 + 0 + 2	2												
German speaking practice III	UNJ5001									0 + 0 + 2	2	0 + 0 + 2	2								
German speaking practice IV	UNJ7001												0 + 0 + 2	3	0 + 0 + 2	2					
German speaking practice V	UNJ9001																0 + 0 + 2	3	0 + 0 + 1	2	
German language grammar I	UNJ2010			1 + 0 + 1	2																
German language grammar II	UNJ3010					1 + 0 + 2	2														
German language practice I	UNJ2011			0 + 0 + 2	2																
German language practice II	UNJ3011					0 + 0 + 2	1	0 + 0 + 2	2												
German language practice III	UNJ5010									0 + 0 + 2	2	0 + 0 + 2	1								
German language practice IV	UNJ7010												0 + 0 + 2	3	0 + 0 + 2	2					
German language practice V	UNJ9010																0 + 0 + 2	3	0 + 0 + 2	2	
German culture and civilisation	UNJ6001											2 + 1 + 0	2								
German language teaching practical work	UNJ9011																0 + 0 + 1	2	0 + 0 + 2	2	
Teaching German to young learners	UNJ9100																1 + 1 + 0	3			
Theories of language acquisition and learning	UNJ8001														2 + 0 + 0	3					
Elective courses		1 + 1 + 0	2					1 + 1 + 0	2	1 + 1 + 0	2										
Total		26	30	26	30	26	30	26	30	25	30	26	30	26	30	25	30	24	30	21	30

L= Lectures, S= Seminars, P= Practice, B= ECTS coefficient

**IV. INSTRUCTORS
OF MANDATORY AND ELECTIVE COURSES
FROM MODULES A, B, C1 AND C2 IN CATEGORIES
WITHIN CLASS TEACHER STUDIES**

**Table 5. INSTRUCTORS OF MANDATORY AND ELECTIVE COURSES
from Modules A, B, C1 and C2 in categories within *Class Teacher* studies**

Instructors	Institution	Course	Code
English language			
Mirna Radišić, s. lecturer	Faculty of Teacher Education in Osijek.	Children's literature in English language	UEJ4001
Draženka Šimošić, lecturer	Faculty of Teacher Education in Osijek	Children's media culture in Eng. language	UEJ6001
Dr.sc. Željka Nemet	Faculty of Teacher Education in Osijek	English language (foreign language) I	UEJ1001
Dr.sc. Željka Nemet	Faculty of Teacher Education in Osijek	English language (foreign language) II	UEJ2002
Dr.sc. Željka Nemet	Faculty of Teacher Education in Osijek	English language (foreign language) III	UEJ3010
I. Ferčec, lecturer,	Faculty of Electrical Engineering, Osijek	English for computer users I	UEJ5001
I. Ferčec, lecturer,	Faculty of Electrical Engineering, Osijek	English for computer users II	UEJ7001
Ivana Živić, lecturer	Primary school,Osijek	English speaking practice I	UEJ2010
Ivana Živić, lecturer	Primary school,Osijek	English speaking practice II	UEJ3011
Ivana Živić, lecturer	Primary school,Osijek	English speaking practice III	UEJ5010
Ivana Živić, lecturer	Primary school,Osijek	English speaking practice IV	UEJ7010
Ivana Živić, lecturer	Primary school,Osijek	English speaking practice V	UEJ9011
Mirna Radišić, lecturer	Faculty of Teacher Education in Osijek	English language grammar I	UEJ2001
Mirna Radišić, lecturer	Faculty of Teacher Education in Osijek	English language grammar II	UEJ3001
Ksenija Gal, lecturer	Primary school,Osijek	English language practice I	UEJ2011
Ksenija Gal, lecturer	Primary school,Osijek	English language practice II	UEJ3100
Ksenija Gal, lecturer	Primary school,Osijek	English language practice III	UEJ5011
Ksenija Gal, lecturer	Primary school,Osijek	English language practice IV	UEJ7011
Ksenija Gal, lecturer	Primary school,Osijek	English language practice V	UEJ9100
Mirna Radišić, s. lecturer	Faculty of Teacher Education in Osijek	ELT practical work	UEJ9001
Mirna Radišić, s. lecturer	Faculty of Teacher Education in Osijek	Teaching English to young learners	UEJ9010
Mirna Radišić, s. lecturer	Faculty of Teacher Education in Osijek	Theories of language acquisition and learning	UEJ8001
Philosophy			
Prof. dr. sc. N. Dogan	Faculty of theology, Đakovo	World religions	UFI9001
Music			
Gordana Ercegovac-Jagnjić, lecturer	Faculty of Teacher Education in Osijek	Music	UGL2001
Gordana Ercegovac-Jagnjić, lecturer	Faculty of Teacher Education in Osijek	Music listening I	UGL7001
Gordana Ercegovac-Jagnjić, lecturer	Faculty of Teacher Education in Osijek	Music listening II	UGL0001
Gordana Ercegovac-Jagnjić, lecturer	Faculty of Teacher Education in Osijek	Music teaching I	UGL7011
Gordana Ercegovac-Jagnjić, lecturer	Faculty of Teacher Education in Osijek	Music teaching II	UGL8010
Gordana Ercegovac-Jagnjić, lecturer	Faculty of Teacher Education in Osijek	Instrument practice I	UGL6001
Gordana Ercegovac-Jagnjić, lecturer	Faculty of Teacher Education in Osijek	Instrument practice II	UGL7010
Gordana Ercegovac-Jagnjić, lecturer	Faculty of Teacher Education in Osijek	Music theory	UGL1001
Croatian language			
Prof.dr.sc. Ana Pintarić	Faculty of Philosophy, Osijek	Children's literature	UHR2100
mr. sc. Dubravka Crnojević, lecturer	HNK, Osijek	Drama education	UHR4010

Doc.dr.sc. Irena Vodopija	Faculty of Teacher Education in Osijek	Croatian language	UHR1001
Mr.sc. Nada Lagumdžija, college prof	Faculty of Teacher Education in Osijek	Croatian language culture	UHR3001
Mr.sc. Nada Lagumdžija, college prof	Faculty of Teacher Education in Osijek	Integration and correlation in Croatian language teaching	UHR0001
Doc.dr.sc. Irena Vodopija	Faculty of Teacher Education in Osijek	Lexicology and word formation in Croatian language	UHR2010
Mr.sc. Nada Lagumdžija, college prof.	Faculty of Teacher Education in Osijek	Media studies	UHR2011
Doc.dr.sc. Irena Vodopija	Faculty of Teacher Education in Osijek	Croatian language teaching I	UHR5001
Doc.dr.sc. Irena Vodopija	Faculty of Teacher Education in Osijek	Croatian language teaching II	UHR7001
Doc.dr.sc. Irena Vodopija	Faculty of Teacher Education in Osijek	Oral and written communication	UHR9001
Computer science			
Mr. sc. Vladimir Redžep, lecturer,	HEP, Osijek	Algorithms and data structure	UIN9001
Damir Tomić, lecturer	I Grammar School Osijek	Educational music software	UIN8001
Damir Tomić, lecturer	I Grammar School Osijek	Graphics, animations & films software	UIN4001
Mr. sc. Tomislav Rudec, lecturer	Faculty of Teacher Education in Osijek	Computers in education	UIN4010
Mr. sc. Tomislav Rudec, lecturer	Faculty of Teacher Education in Osijek	Computers in teaching courses	UIN6001
Dr. sc. Mario Essert, izv.prof.	Faculty of Mechanical Engineering and Naval Architecture, Zagreb	Internet resources in education	UIN5001
Saša Duka, lecturer		Word processors	UIN1001
Mr.sc.Branko Hrpka, lecturer,	NT,Osijek	Logo – programming language	UIN7010
Damir Tomić, lecturer	I Grammar School Osijek	Computer data bases	UIN7001
Mr. sc. Tomislav Rudec, lecturer	Faculty of Teacher Education in Osijek	Educational packages	UIN3001
Mr. sc. Vladimir Redžep, lecturer,	HEP, Osijek	Computational practicum	UIN2011
Mr. sc. Tomislav Rudec, lecturer	Faculty of Teacher Education in Osijek	Computers in leisure	UIN0010
Saša Duka, lecturer		Spreadsheet calculator	UIN2001
Mr. sc. Vladimir Redžep, lecturer,	HEP, Osijek	Introduction to computer science	UIN2010
Dr. sc. Mario Essert	FESB, Zagreb	Web programming	UIN5010
Kinesiology			
Mr.sc. Mara Šumanović, s. lecturer	Faculty of Teacher Education in Osijek	Extracurricular sports activities	UKI6001
Mr.sc. Mara Šumanović, s. lecturer	Faculty of Teacher Education in Osijek	Kinesiology	UKI5001
Verica Filipović, s. lecturer	Faculty of Teacher Education in Osijek	Physical education	UKI1001
Mr.sc. Mara Šumanović, s. lecturer	Faculty of Teacher Education in Osijek	Teaching kinesiology I	UKI6010
Mr.sc. Mara Šumanović, s. lecturer	Faculty of Teacher Education in Osijek	Teaching kinesiology II	UKI7001
Verica Filipović, s. lecturer	Faculty of Teacher Education in Osijek	Kinesiology practice	UKI3001
Mr.sc. Dražen Rastovski, lecturer	Faculty of Teacher Education in Osijek	Swimming	UKI3010
Visual arts			
Mr.sc.Davorka Brešan, doc. art.	Faculty of Teacher Education in Osijek	Visual arts	ULI1001
Mr.sc.Davorka Brešan, doc. art.	Faculty of Teacher Education in Osijek	Visual art techniques and plastic arts	ULI2010
Mr.sc.Davorka Brešan,	Faculty of Teacher	Visual arts teaching I	ULI5010

doc. art.	Education in Osijek		
Mr.sc.Davorka Brešan', doc. art.	Faculty of Teacher Education in Osijek	Visual arts teaching II	ULI6001
Mr.sc.Davorka Brešan', doc. art.	Faculty of Teacher Education in Osijek	Visual communication and design	ULI2001
Mathematics			
Doc. dr. sc. Antoaneta Klobučar	Faculty of Economics, Osijek	Discrete mathematics	UMA4001
Doc. dr. sc. Zdenka Kolar- Begović	Faculty of Teacher Education in Osijek	Elementary mathematics	UMA1001
Doc. dr. sc. Zdenka Kolar- Begović	Faculty of Teacher Education in Osijek	Mathematics	UMA3001
Doc. dr. sc. Margita Pavleković	Faculty of Teacher Education in Osijek	Mathematics and gifted children	UMA9001
Doc. dr. sc. Margita Pavleković	Faculty of Teacher Education in Osijek	Teaching mathematics I	UMA5001
Doc. dr. sc. Margita Pavleković	Faculty of Teacher Education in Osijek	Teaching mathematics II	UMA7001
Doc. dr. sc. Mirta Benšić	Department of matematics, Osijek	Statistics	UMA9010
Doc. dr. sc. Zdenka Kolar- Begović	Faculty of Teacher Education in Osijek	Introduction to linear algebra	UMA3010
German language			
Gertraud Zaneletti	Pädagogische Akademie, Graz	Children's literature in German language	UNJ4001
Lana Mayer	Teacher training college in Osijek.	German speaking practice I	UNJ2001
Lana Mayer	Faculty of Teacher Education in Osijek	German speaking practice II	UNJ3001
Lana Mayer	Faculty of Teacher Education in Osijek	German speaking practice III	UNJ5001
Lana Mayer	Faculty of Teacher Education in Osijek	German speaking practice IV	UNJ7001
Lana Mayer	Faculty of Teacher Education in Osijek	German speaking practice V	UNJ9001
Mr.sc. Gordana Todorović, lecturer	Faculty of Teacher Education in Osijek	German language grammar I	UNJ2010
Mr.sc. Gordana Todorović, lecturer	Faculty of Teacher Education in Osijek	German language grammar II	UNJ3010
Lana Mayer	Faculty of Teacher Education in Osijek	German language practice I	UNJ2011
Lana Mayer	Faculty of Teacher Education in Osijek	German language practice II	UNJ3011
Lana Mayer	Faculty of Teacher Education in Osijek	German language practice III	UNJ5010
Lana Mayer	Faculty of Teacher Education in Osijek	German language practice IV	UNJ7010
Lana Mayer	Faculty of Teacher Education in Osijek	German language practice V	UNJ9010
Mr.sc. Gordana Todorović, lecturer	Faculty of Teacher Education in Osijek	German culture and civilisation	UNJ6001
Mr.sc. Gordana Todorović, lecturer	Faculty of Teacher Education in Osijek	German language teaching practical work	UNJ9011
Mr.sc. Gordana Todorović, lecturer	Faculty of Teacher Education in Osijek	Geman language (foreign language) I	UNJ1001
Mr.sc. Gordana Todorović, lecturer	Faculty of Teacher Education in Osijek	Geman language (foreign language) II	UNJ2002
Mr.sc. Gordana Todorović, lecturer	Faculty of Teacher Education in Osijek	Geman language (foreign language) III	UNJ3100
Mr.sc. Gordana Todorović, lecturer	Faculty of Teacher Education in Osijek	Teaching German to young learners	UNJ9100
Mirna Radišić, s. lecturer	Faculty of Teacher Education in Osijek	Theories of language acquisition and learning	UNJ8001

Pedagogy			
Doc.dr.sc. Anđelka Peko	Faculty of Teacher Education in Osijek	Alternative schools	UPE5001
Doc.dr.sc. Anđelka Peko	Faculty of Teacher Education in Osijek	Didactics	UPE3001
Izv.prof. dr.sc. Stanislava Irović	Faculty of Teacher Education in Osijek	Ethics and teaching profession	UPE0010
Doc.dr.sc. Anđelka Peko	Faculty of Teacher Education in Osijek	Integrated teaching	UPE0001
Izv.prof. dr.sc. Stanislava Irović	Faculty of Teacher Education in Osijek	Methodology in education	UPE0011
Prof.dr.sc. Nada Babić	Faculty of Teacher Education in Osijek	Research in education	UPE9010
Izv.prof. dr.sc. Stanislava Irović	Faculty of Teacher Education in Osijek	Pedagogy	UPE1001
Mr.sc. Geza Dudaš, s. lecturer	SUVAG, Os	Pedagogy for children with special needs	UPE9011
Mr.sc. Vesna Buljubašić-Kuzmanović	OŠ D. Cesarić, Osijek	Practical work in schools I	UPE3010
Mr.sc. Vesna Buljubašić-Kuzmanović	OŠ D. Cesarić, Osijek	Practical work in schools II	UPE5100
Mr.sc. Vesna Buljubašić-Kuzmanović	OŠ D. Cesarić, Osijek	Practical work in schools III	UPE7001
Mr.sc. Vesna Buljubašić-Kuzmanović	OŠ D. Cesarić, Osijek	Practical work in schools IV	UPE9001
Doc.dr.sc. Anđelka Peko	Faculty of Teacher Education in Osijek	Contemporary teaching strategy	UPE6001
Doc.dr.sc. Anđelka Peko	Faculty of Teacher Education in Osijek	Theory of curriculum	UPE4001
Natural and social sciences			
Mr.sc. Željko Popović, college prof.	Faculty of Teacher Education in Osijek	Ecology	UPD9001
Mr.sc. Vladimir Ćirić, lecturer	Technical school, Vinkovci	Geography	UPD1001
Izv.prof. dr.sc. Ivan Balta	Faculty of Teacher Education in Osijek	Croatian history	UPD1010
Doc.dr.sc. Edita Borić	Faculty of Teacher Education in Osijek	Research in teaching of natural and social sciences	UPD8001
Doc.dr.sc. Edita Borić	Faculty of Teacher Education in Osijek	Natural and social sciences teaching I	UPD5001
Doc.dr.sc. Edita Borić	Faculty of Teacher Education in Osijek	Natural and social sciences teaching II	UPD7001
Mr.sc. Željko Popović, college prof.	Faculty of Teacher Education in Osijek	Nature science I	UPD1011
Mr.sc. Željko Popović, college prof.	Faculty of Teacher Education in Osijek	Nature science II	UPD3001
Mr.sc. Željko Popović, college prof.	Faculty of Teacher Education in Osijek	School hygiene	UPD6001
Mr.sc. Željko Popović, college prof.	Faculty of Teacher Education in Osijek	Field work	UPD3010
Psychology			
Prof.dr.sc. Vladimir Andrilović	Faculty of Teacher Education in Osijek	Pedagogical psychology	UPS5001
Željka Živković, lecturer	OŠ Sveta Ana, Os.	Applied developmental psychology	UPS7001
Dr.sc. Mirjana Duran, college prof.	Faculty of Teacher Education in Osijek	Psychology of children's play	UPS5010
Dr.sc. Mirjana Duran, college prof.	Faculty of Teacher Education in Osijek	Developmental psychology	UPS3001
Lara Cakić, lecturer	Centre for Pre-school Education, Osijek	Abused and neglected children	UPS3010
Graduation paper			

V. INSTRUCTORS OF FREE ELECTIVE COURSES ACCORDING TO AREAS OF STUDY WITHIN THE CLASS TEACHER STUDIES

Table 6. CLASS TEACHER ELECTIVE COURSES IN CATEGORIES			
Instructors	Institution	Elective course	Code
English language		English language	
Draženka Šimošić, lecturer	Faculty of Teacher Education in Osijek	Drama workshop in English language	IEJS001
Philosophy		Philosophy	
mr. sc. Marko Tomić, lecturer	Faculty of Theology, Đakovo	Introduction to the Bible	IFIS001
Music		Music	
Gordana Ercegovac-Jagnjić, lecturer	Faculty of Teacher Education in Osijek	Children's creativity in music	IGLS001
Croatian language		Croatian language	
Mira Perić-Kraljik', lecturer	HNK Osijek	Children's creativity in drama	IHRS001
Kinesiology		Kinesiology	
Verica Filipović, s. lecturer	Faculty of Teacher Education in Osijek	Rhythmics and dance	IKIS001
Visual arts		Visual arts	
Mira Perić-Kraljik', lecturer	HNK Osijek	Puppet making	ILIS001
doc.mr.sc. Davorka Brešan'	Faculty of Teacher Education in Osijek	Children's creativity in visual arts	ILIS010
doc.mr.sc. Davorka Brešan'	Faculty of Teacher Education in Osijek	Protection and communication of art heritage in school and kindergarten	ILIS011
Mathematics		Mathematics	
doc.dr.sc. M. Pavlekovic	Faculty of Teacher Education in Osijek	Mathematics in play and leisure activities	IMAS001
Pedagogy		Pedagogy	
mr. Ranka Jindra', lecturer	Centre for peace, non-violence and human rights, Osijek	Non-violent communication	IPES001
mr. Vesnica Mlinarević, lecturer	Faculty of Teacher Education in Osijek	Children's projects	IPES010
Zora Redžep-Borak', s. lecturer	Centre for pre-school education, Osijek	Parenting	IPES011
izv.prof.dr.sc. Antun Šundalić	Faculty of Economics in Osijek	Sociology in education	IPES100
Natural and social sciences		Natural and social sciences	
mr. Željko Popović, college prof.	Faculty of Teacher Education in Osijek	Learning about plants and animals	IPDS001
mr. Željko Popović, college prof	Faculty of Teacher Education in Osijek	Hygiene in school and kindergarten	IPDS010
mr.sc. Željko Popović, college prof	Faculty of Teacher Education in Osijek	Ecological science education	IPDS011
izv.prof. dr.sc. Ivan Balta	Faculty of Teacher Education in Osijek	Basic heraldry and symbolics	IPDS100
Psychology		Psychology	
doc.dr.sc. Vladimir Takšić	Faculty of Philosophy, Rijeka	Emotional intelligence of teachers	IPSS011
doc. dr. Mirjana Duran, prof. visoke škole	Faculty of Teacher Education in Osijek	Tradition of spontaneous children and youth culture	IPSS001

**VI. PROGRAMMES
OF MANDATORY COURSES
AND ELECTIVE COURSES FROM MODULES**

Computer science

Code	UIN9001	Course	Algorithms and data structures			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V	
Lecturer	mr. sc. Vladimir Redžep, lecturer					
Institution	HEP, Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	5					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	0	2			
Course objectives						
The objective of this course is to make students familiar with the importance of algorithms in the realisation of computer software support.						
Course description						
Algorithm. Algorithm analysis. Algorithm complexity. Algorithms in pseudo-code. Flowcharting. Types of data. Fields and structures. Files. Arithmetic and logic symbols, assigning values to variables. Fields and records. Procedures and functions. Recursions.						
Analysis of various algorithms. Implementation of different algorithms in pseudo-code and by means of a flowchart. Typical examples of algorithms: sort, recursions, mathematical problems. Algorithm analysis for the purpose of solving problem tasks in primary school education.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Attendance and solving individually some algorithms in pseudo-code.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Budin, L.: <i>Informatika za I razred gimnazije</i> , Element, Zagreb 1997.						
Wood, D.: <i>Data Structures Algorithms, and Performance</i> , Addison Wesley, 1993.						
Aho, V.A., Hopcroft, J.E., Ullman, D.J.: <i>Data Structures and Algorithms</i> , Addison Wesley, 1987.						
Recommended reading						
Wirth, N.: <i>Algorithm + Data Structures = Programs</i> , Prentice-Hall, 1976						
Perry, G.: <i>Osnove programiranja</i> , SAMS Publishing, kompjuterska biblioteka, Čačak 2002.						

Code	UIN7001	Course	Computer data bases			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV	
Lecturer	Damir Tomić, lecturer					
Institution	I Grammar School Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient			4			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
3				1	0	2
Course objectives						
The objective of this course is to help students acquire knowledge of principles of creating and using databases as well as to make them familiar with a standard language of handling databases.						
Course description						
<i>Lectures:</i> Binary representation and data storage in databases. Tabular data representation. Entities, attributes, keys and relations. Database language (SQL). Database software packages. Examples in MS Access.						
<i>Practical work:</i> Fourteen two-hour exercises on computers during which student should: a) acquire knowledge necessary to know how they should create and use simple single-user databases (e.g. Access), and b) gain an insight into the usage of multiuser and network database systems.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Practical work during exercises. Oral examination.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
M. Varga: Baze podataka, DRIP Zagreb, 1994						
Recommended reading						

Code	UIN4010	Course	Computers in education			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	mr. sc. Tomislav Rudec					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory		Elective from module	Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	0	1
Course objectives						
The objective of this course is to make students familiar with the importance and the role information technologies in education. Students would also be introduced to advantages and drawbacks of using information technologies both in teaching and in learning in general.						
Course description						
History of computer science, using encyclopedia, dictionaries, and the Internet in acquiring knowledge, preparations for classes (photo editors, PowerPoint, Geometer's Sketchpad, Hot potatoes).						
Practical work: A student should present a topic which is relative to any subject and which he/she learned about by using a computer or the Internet. Examples of using the tools presented during lectures should be demonstrated by every student.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students must attend at least 80% of classes. Every student should prepare one presentation on the topic relative to any subject at school or apply practically some of the software packages or tools described under course description while conducting their classes.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Dario Sušanj: Brzi vodič kroz PowerPoint 2002. Sysprint, Zagreb, 2003.				Ljiljana Milijaš: PC Škola – Office XP. PRO MIL, Zagreb 2002.		
Recommended reading						
Journal Edupoint, electronic journal for promoting information technologies in education, Publisher: Hrvatska akademska i istraživačka mreža – CARNet Dragan Petrić: Internet, uzduž i poprijeko. Sysprint, Zagreb, 2003. Microsoft Encarta Help http://www.bug.hr/ostav/ (izgubljeni pred ekranom)						

Code	UIN0010	Course	Computers in leisure			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V	
Lecturer	mr. sc. Tomislav Rudec					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	Winter semester		<u>Summer semester</u>			
ECTS student workload coefficient			4			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	-	2
Course objectives						
To present and describe the most basic and the most frequently used software and Internet pages dedicated to fun, leisure and simple activities (drawing, colouring, etc.)						
Course description						
The lectures will deal with: games, types and options in obtaining them, pros and cons. Drawing software. Photo editing software. Setting screensavers and desktops. Using Internet for obtaining information on TV programme, news, music and entertainment in general. Computer and cell phone connecting software. Chat pages. Exercises: Students demonstrate their most frequently used fun tools. Discussion about good and bad aspects of the presented tool.						
Teaching methods						
<u>Lectures</u>	Seminars and workshops	<u>Practice</u>	Individual project	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Students must attend at least 80% of classes. Every student should prepare one presentation on the topic						
Examination methods						
<u>Written</u>	Oral	Essay	<u>Practical</u>			
Individual project	<u>Continuous assessment</u>	Seminar				
Mandatory reading						
Dragan Petrić: Internet, uzduž i poprijeko. Sysprint, Zagreb, 2003.						
Recommended reading						
Ljiljana Milijaš: PC Škola – Office XP. PRO MIL, Zagreb 2002. http://www.klik.hr http://www.iskon.hr http://www.garner.hr						

Code	UIN6001	Course	Computers in teaching courses			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	mr. sc. Tomislav Rudec					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>			Elective	
	Winter semester			<u>Summer semester</u>		
ECTS student workload coefficient				3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	0	3
Course objectives						
The objective of this course is to make students familiar with the importance and the role information technology in teaching as well as to discuss advantages and drawbacks of using IT both in organizing and conducting classes.						
Course description						
Lectures would concentrate on the following topics: Preparing and conducting classes by using PowerPoint. Working with an LCD projector. Acquisition of data and multimedia contents (necessary for classes) from the Internet. Geometer's Sketchpad, Hot potatoes).						
Practical work: Students should work in pairs on presentation of one teaching unit. One student should do the teaching by means of classical methods, whereas the second student should implement information technology. Finally, there follow analysis and comparison of these two approaches.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students must attend at least 80% of classes. Every student should prepare one lesson by using PowerPoint or Geometer's Sketchpad and present it during exercises.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Dario Sušanj: Brzi vodič kroz PowerPoint 2002. Sysprint, Zagreb, 2003. Ljiljana Milijaš: PC Škola – Office XP. PRO MIL, Zagreb 2002.						
Recommended reading						
Dragan Petrić: Internet, uzduž i poprijeko. Sysprint, Zagreb, 2003.						

Code	UIN2011	Course	Computational practicum			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	mr. sc. Vladimir Redžep, lecturer					
Institution	HEP, Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				0	0	2
Course objectives						
The objective of this course is to teach students how to work on computers on their own as well as to introduce them to fundamental constituents of personal computers.						
Course description						
Design of a computer classroom. Basic terminology, LAN, WAN. Basic characteristics of a PC operating system (installation and maintenance). Installation and handling of various user software packages. Adjustment of user environment on personal computers. Introduction to computer components: the monitor, the keyboard, the mouse, a printer, a scanner, a disk, a floppy disk, a USB-disk, CD, DVD, CD-RW.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Participation in doing exercises for the purpose of acquiring knowledge.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
M.ESSERT, : <i>Moje računalo</i> , Odjel za matematiku Sveučilišta u Osijeku, Osijek 2003. Karbo, M.,: <i>Najprikladniji priručnik za Windows</i> , Egmont, Zagreb 2002.						
Recommended reading						
Gookin, D.,: <i>PC-i za sveznalice</i>						

Code	UIN8001	Course	Educational music software			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	Damir Tomić, lecturer					
Institution	I Grammar School Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient				3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	0	1
Course objectives						
The objective of this course is to teach students how to process sounds, copy audio records from a certain medium to a computer, record sound and make music by means of a computer.						
Course description						
Sound. Sound sources. Sound in a digital form. Frequency and depth. Recording techniques and possibilities. Analogue and digital signal. Formats of music records. Computer audio formats- wav, mp3, wma, aif, mid. Copying contents from an audio cd, a cassette, or a gramophone record onto a computer in computer formats. Sound processing. Elimination, stressing and reduction of specified frequency. Changing a sound dynamic range. Processing the left and the right audio channel. Effects of spatioatality simulation. Noise filtering and amplifying. Sound recording by means of a computer. Making music by means of a computer.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Practical work in form of individual exercises would be assigned. Students would be obliged to design a project by using the acquired knowledge, which would then be a prerequisite for the oral examination.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment	Seminar				
Mandatory reading						
R. Riley, Audio Editing with Cool Edit, PC Publishing, 2002. D. Johnson, R. Broida, How to do everything with mp3 and digital music, Mc Graw- Hill Osborne Media, 2001.						
Recommended reading						
D. Ralošić, Novi sustavi za prijenos slike i zvuka, ŠK, Zagreb, 2003. T. Vaughan, Multimedia: Making It Work. Osborne McGraw-Hil, 1998. Web, Cool Edit, http://support.syntrillium.com/cooledit/docs.html						

Code	UIN3001	Course	Educational packages			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	mr. sc. Tomislav Rudec					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory		Elective from module	Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	1					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	0	0	1			
Course objectives						
The objective of this course is to demonstrate and teach students how to deal with devices and software packages that could be helpful in preparing and conducting classes by means of IT.						
Course description						
Practical work will concentrate on the following issues: working with a scanner, image processing, slide show software packages, PowerPoint, Geometer's Sketchpad, Hot potatoes.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students must attend at least 80% of classes. Every student should hold one PowerPoint presentation on the topic of his/her choice or work out one lesson plan in detail by using one of the software packages or tools described in course description.						
Examination methods						
Written	Oral	Essay	Practical			
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Dario Sušan: Brzi vodič kroz PowerPoint 2002. Sysprint, Zagreb, 2003. Ljiljana Miliša: PC Škola – Office XP. PRO MIL, Zagreb 2002.						
Recommended reading						
Journal Edupoint, electronic journal for promoting information technologies in education, Publisher: Hrvatska akademska i istraživačka mreža – CARNet						

Code	UIN4001	Course	Graphics, animations and films software			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	Damir Tomić, lecturer					
Institution	I Grammar School Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient				2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	0	1
Course objectives						
The objective of this course is to make students familiar with basic work on image processing, simple animations, digital processing of video records.						
Course description						
Formats of graphical objects. Raster and vector graphics. Photograph and drawing. Composition. Perspectives. Animation in general and animation by means of a computer. Other types of films. Film formats. Cut, shot, scene. Editing - linear, parallel, retrospective, creative, etc.						
Fundamentals of photograph and drawing processing. Creating simple animations. Digital processing of films. Photograph, animation and material filmed by a digital camera as parts of the editing process. Copying material from a camera onto a computer. Editing. Recording a ready-made film onto a medium (tape, disk, cd, dvd). Player.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Practical work in form of individual exercises would be assigned. Students would be obliged to design a project by using the acquired knowledge, which would then be a prerequisite for the oral examination. The project would be an animation or a film recorded on some digital medium.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
A. Bolante, Premiere za Windows i Macintosh, Miš, Zagreb, 2003. P. G. Christiansen, Najprikladniji priručnik za Photoshop 7.0- naučite sami, Egmont, Zagreb, 2004. I. S. Pandžić, Virtualna okruženja- računalna grafika u stvarnom vremenu i njene primjene, Element, Zagreb, 2004.						
Recommended reading						
T. Ang, Digitalna fotografija, Znanje, Zagreb, 2003. B. Erickson, F. Romaro, Professional Digital Photography, Prentice Hall PTR (ESC Professional), 1999. T. Mance, Adobe Photoshop CS- učionica u knjizi, Miš, Zagreb, 2004. D. Kovačević, Internet i računalna grafika, Fakultet prometnih znanosti, Zagreb, 2005. T. Vaughan, Multimedia: Making It Work, Osborne McGraw-Hil, 1998.						

Code	UIN5001	Course	Internet resources in education			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	dr. sc. Mario Essert, associate professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory		Elective from module		Elective	
	Winter semester			Summer semester		
ECTS student workload coefficient	2			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	-	1	-	-
Course objectives						
The objective of this course is to prepare students for the usage of information technologies in education.						
Course description						
Computer networks. Global networks - Internet. IP address. Servers and clients. Connection to the Internet. Types of connections. Network protocols. Browsers. Selecting of browser options. Address markers. Search engines (google, yahoo). Selecting key words. Electronic mail: e-mail. Sending fax messages via the Internet: e-fax. Network news. Real-time communication: Windows messenger. On-line translators. On-line encyclopedia. Distance learning. On-line tests and competitions.						
<i>Practical work:</i> Students should be able to work on the Internet individually: surfing the Net, sending e-mail and e-fax messages, on-line communication.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Individual work on the Internet.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Ikic, Z. ,Gvozdanović, T., <i>Internet, e-mail, web - Kako koristiti?</i> , Pro-Mil, 2004.						
Recommended reading						
Levine , R.J., Levine J , M. Baroudi , C. <i>The Internet for Dummies</i> , For Dummies; 9 edition, 2003.						

Code	UIN2010	Course	Introduction to computer science			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	mr. sc. Vladimir Redžep, lecturer					
Institution	HEP, Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	0	1
Course objectives						
The objective of this course is to introduce students to basic computer science terminology and fundamental facts pertaining to the importance and architecture of computers, as well as the role they play in everyday life.						
Course description						
Basis computer terminology. Computer science, information science and information technologies. Definitions and contents. Computer system. Von Neumann model of a computer system. Fundamentals of computer architecture (practically - a PC configuration). Operating systems, basic terminology. Systems and user software. Basic computer functions. Mathematical foundations of computers and number systems. Role and tasks of information systems.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Attendance and active participation in doing practical exercises in computer classroom.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
<p>Đudin, L. , <i>Informatika za I razred gimnazije</i>, Element, Zagreb 1997.</p> <p>Čerić, V, Varga, M., <i>Informacijske tehnologije u poslovanju</i>, Element, Zagreb 2004.</p> <p>Karbo, M.: <i>Najprikladniji priručnik za Windows (prijevod)</i>, Egmont, Zagreb 2002.</p>						
Recommended reading						
Tremblay, J.P., Bunt, R.B., <i>Introduction to Computer Science - An Algorithmic Approach</i> , McGraw-Hill, NY 1989.						

Code	UIN7010	Course	Logo - programming language			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV	
Lecturer	mr. sc. Branko Hrpka, lecturer					
Institution	Zajednica tehničke kulture os.-bar. žup., Osijek					
Course status	Mandatory		Elective from module	Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	-	-	-	-
Course objectives						
The objective of this course is to introduce students to the principles of programming and use of the LOGO programming language, as well as to prepare them methodologically for the work with junior graders.						
Course description						
<p>1. Introduction to Logo: LOGO programming language, running the software, basic instructions, instructions for starting the turtle, deleting the contents on the display.</p> <p>2. Working in editor, software retrieval and storage: types of displays, editor; writing, storage, retrieval, deletion of the software .</p> <p>3. Drawing of geometrical figures, colour and sound: drawing geometrical figures, determining the background colour and the pencil colour, instructions for sound, creating software with sound effects.</p> <p>4. Positioning the turtle and working with many turtles: placing the turtle on the given position, discovering the present position of the turtle, retrieval of many turtles, working with individual turtles, simultaneous work with all turtles.</p> <p>5. Unknowns and variables; Conditions and decisions: handling unknowns, defining variables, handling variables, setting up and checking conditions, decision making.</p> <p><i>Contents of exercises:</i> 1. Starting Logo and basic drawing instructions: basic instructions for starting the turtle, raising and lowering the pencil, repeating instructions. 2. Working in editor, software retrieval and storage: types of displays, editor; writing, storage, retrieval, and deletion of the software. 3. Drawing of geometrical figures: creating software for drawing of regular and irregular geometrical figures. 4. Drawing in colour and sound instructions: creating software for determining the background colour and the pencil colour, creating software for sound and sound effects. 5. Positioning the turtle and working with many turtles: creating software for positioning the turtle on the given place, discovering the present position of the turtle, retrieval of many turtles, working with individual turtles, simultaneous work with all turtles. 6. Text printout and mathematics in LOGO: text on the display and in the image, letter size, basic mathematical operations, random numbers and integers. 7. Unknowns and variables: creating software for the purpose of handling unknowns, defining variables and handling variables. 8. Conditions and decisions: creating software for setting up and checking conditions and decision making. 9. Basic types of data, functions and recursions: creating software for handling numbers, words and lists, creating software for functions and recursions.</p>						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Lectures take place in the computer classroom.						
Student obligations						
Continuous work on the given tasks by means of a computer and the final examination.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
<i>Student assessment:</i> - assessment of knowledge on the basis of solving tasks by means of a computer and the final grade.						
Students are expected to: - individually create software for the purpose of drawing geometrical figures, use instructions for colour and sound, position drawings to the given space and use unknowns and variables. Students would reach a higher level if they expand the previous level by understanding how conditions are set and decisions are made in the software. Students would be considered LOGO literate if, in addition to previous levels, they are able to describe and apply recursions.						
Mandatory reading						
Hrpka, B.: LOGO 4.0 priručnik za učenike, Pentium, Vinkovci, 1997.						
Recommended reading						
Gračanac, T. : LOGO programski jezik, Mladost, Zagreb, 1987.						
Kniewald I.: Programski jezik LOGO, Multigraf, Zagreb 1995.						

Code	UIN2001	Course	Spreadsheet calculator			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	Saša Duka, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				0	0	1
Course objectives						
The objective of this course is to help students understand principles of spreadsheet calculators and master techniques of working in Excel.						
Course description						
<i>Lectures:</i> The notion of a spreadsheet and a historical overview of spreadsheet calculators (Visicalc, Lotus, Excel). Excel. Cells and their contents. Absolute and relative addresses. Use of some simple functions. Graphs and charts.						
<i>Practical work:</i> Seven two-hour exercises on computers during which student should acquire knowledge necessary to know how they should enter data and formulas into cells, save files, input data from text files, copy cells with formulas and relative and absolute addresses and use simple functions (sum, mean value) while making graphs and printing results.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students are obliged to carry out two individual project tasks exemplifying typical applications, e.g. a table of pupils and subjects containing average grades of both respective pupils and respective subjects.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
L.A. Ulrich: Kako upotrijebiti Microsoft Office 2003; Micro knjiga Hrvatska; Zagreb 2004.						
Recommended reading						
Lipljin, Milijaš: Izobrazba za primjenu informacijskih i komunikacijskih tehnologija; Pro Mil; Varaždin 2003.						

Code	UIN5010	Course	Web programming			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	dr. sc. Mario Essert, associate professor					
Institution	Faculty of Mechanical Engineering and Naval Architecture, Zagreb					
Course status	Mandatory	<u>Elective from module</u>			Elective	
	<u>Winter semester</u>			Summer semester		
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	-	1	-	-	-
Course objectives						
The objective of this course is to prepare students for the usage of information technologies in education.						
Course description						
World Wide Web. URL - Uniform Resource Locators. Static and dynamic WEB sites. Server-client communication. Client programming. HTML (HyperText Markup Language) and XML (eXtensible Markup Language). CSS (Cascading Style Sheets). Tables, links, images, multimedia. Dreamweaver and FrontPage. Events and object models. Dynamic contents. Fundamentals of JavaScript programming.						
<i>Practical work:</i> To teach students how to create HTML sites and programme dynamic sites in JavaScript.						
Teaching methods						
<u>Lectures</u>	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Individual practical work on the Internet.						
Examination methods						
Written	<u>Oral</u>		Essay	<u>Practical</u>		
Individual project	<u>Continuous assessment</u>		Seminar			
During the semester students' knowledge is assessed through tests and homework, and the final assessment in form of an examination takes place after the semester ends. Written examination could be replaced by individual seminar papers.						
Mandatory reading						
Essert, M., Šuvak, N. <i>WEB programiranje</i> , Zavodska skripta, Odjel za matematiku, Osijek, 2005.						
Recommended reading						
Petrić, D.: <i>Naučite HTML i oblikujte sami efektne WWW stranice</i> , Znak, Zagreb, 1995.						
Flanagan, D.: <i>JavaScript - The Definitive Guide</i> , O'Reilly, USA, 1998.						

Code	UIN1001	Course	Word processors			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	Saša Duka, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
2	1	0	1			
Course objectives						
The objective of this course is to help students acquire knowledge of word processing principles and enable them to work in a certain text editor.						
Course description						
A short historical overview of word processing software from line editors to WYSIWYG editors. Basic functions of text editors: (writing, editing, saving, printing). Hardware necessary for text editing. MS-WORD editor. Using files. Word processing facilities and some writing tools (Spelling checker in Croatian!). Text and page editing. Using tables, figures and diagrams. Printing and printing options. Spreadsheet calculator. Historical overview of development. Excel. Cells and their contents. Absolute and relative addresses. Using some simple functions. Graphs and charts. <i>Practical work.</i> Six two-hour exercises on computers during which student should acquire skills and knowledge of using an MS-WORD editor for text processing. One exercise would be organised as a visit to a publishing company which uses text processing for publishing books, journals or newspapers.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Individual practical work on text processing consisting of two pages with a colour photograph, a table and a text. Oral examination.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
L.A. Ulrich: Kako upotrijebiti Microsoft Office 2003; Micro knjiga Hrvatska; Zagreb 2004.						
Recommended reading						
Lipljin, Milijaš: Izobrazba za primjenu informacijskih i komunikacijskih tehnologija; Pro Mil; Varaždin 2003.						

Croatian language

Code	UHR2100	Course	Children's literature			
Department	Teacher Studies Department					
Study program	Class Teacher			Year	I.	
Instructor	prof.dr.sc Ana Pintarić					
Institution	Faculty of Philosophy, Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	3					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	0
Course objectives						
Introducing students to the most significant representatives of Croatian and world literature for children, basic types / genres of works of literature and criteria for their assessment.						
Course description						
<p>Lectures. Children's literature as a term. Types / genres. Literary scientific readings. Picture books (types, criteria and evaluation). Story, fairytale, fable (distinction, assessment criteria, thematic and structural level, most significant representatives). Poetry (distinction, specifics, types, most significant representatives). Novel (distinction, types / genres, thematic and structural level, most significant representatives). Plays (distinction, original texts, adaptations of prose works, most significant representatives). Animalistics (distinction, thematic and structural level, most significant representatives). Science fiction (distinction, thematic and structural level, most significant representatives). Comics (distinction, thematic and structural level, most significant representatives).</p> <p>Seminar. Definition of a seminar paper. Composition: introduction, stating the purpose, topic development, conclusion, abstract, works cited, key words.</p>						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students are expected to produce a seminar paper.						
Examination methods						
Written	Oral	Essay	Practical			
Individual project	Continuous assessment	Seminar				
Mandatory reading						
<p>Pintarić, Ana: Bajke, pregled i interpretacije, Matica hrvatska Osijek, 1999. Crnković, Milan – Težak, Dubravka: Pregled hrvatske dječje književnosti od početaka do 1955., Znanje, Zagreb, 2002.</p>						
Recommended reading						
<p>Hranjec, Stjepan: Hrvatski dječji roman, Znanje, Zagreb, 1998. Pintarić, Ana: U svjetlu interpretacije – roman Striborovim stazama Snježane Grković-Janović, Matica hrvatska, osijek, 2003. Pintarić, Ana: U svjetlu interpretacije – Zlatni danci Jagode Truhelke, Filozofski fakultet, Osijek, 2004. Poezija i djetinjstvo, zbornik, ur. Javor, R., Knjižnice Grada Zagreba, 2002. Zlatni danci 1 – Život i djelo Jagode Truhelke, zbornik, ur. Martinčić, J., Hackenberger, D., HAZU, Zavod za znanstveni rad Osijek, 1998. Zlatni danci 2 – Prinos Osijeka dječjoj književnosti, zbornik, ur. Pintarić, A., Pedagoški fakultet Osijek, 2000. Zlatni danci 3 – Bajke od davnina pa do naših dana, zbornik, ur. Pintarić, A., Pedagoški fakultet Osijek, 2001. Zlatni danci 4 – Basne, zbornik, ur. Pintarić, A., Pedagoški fakultet Osijek, 2002. Zlatni danci 5 – Kršćanstvo i dječja književnost, zbornik, ur. Pintarić, A., Filozofski fakultet Osijek, 2004.</p>						

Code	UHR1001	Course	Croatian language			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	doc. dr. sc. Irena Vodopija					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	4			3		
Hours weekly	Lecture s	Seminars	Practice	Lectures	Seminars	Practice
	2	1	-	2	1	-
Course objectives						
The objective of the course is to introduce students to the phonological and morphological system of the contemporary Croatian language, along with orthography and speech of modern Croatian language. To equip them as future teachers to conduct classes in Croatian language in lower primary school classes and to train them to individually and critically use scientific literature in their future profession.						
Course description						
Basic terms of general linguistic theory: language levels: phoneme (phonology, phonetics), morpheme (morphology)						
Standard Croatian language: phonological rules (division into phonemes and phonemic groups) morphological rules (morphemic and morphological division, phonologically and morphologically conditioned alternations, word classes, types of inflection, conjugation, comparison of invariable word classes)						
Basic theory of standard language: Linguistic (internal) and non-linguistic (external) factors of standard language (linguistic, sociolinguistic, psycholinguistic and ethnolinguistic).						
Norms of standard language (orthography), orthographical rules, correct speech rules, grammatical rules						
Modern Croatian orthography (principles and rules)						
Standard language and dialects.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Students are required to regularly attend class and take part in seminars by completing individual assignments. Pass written and oral exam. One part of the exam can be passed by means of a colloquy.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Barić, E. i dr.: Hrvatska gramatika , Školska knjiga, Zagreb, 1995.						
Težak, S.-Babić, S.: Gramatika hrvatskoga jezika , Školska knjiga, Zagreb, 1996.						
Rječnik hrvatskoga jezika , uredio Šonje, J., Leksikografski zavod <i>Miroslav Krleža</i> , Školska knjiga, Zagreb, 2000.						
Barić, E. i dr.: Hrvatski jezični savjetnik , Institut za hrvatsko jezikoslovlje, Pergamena, Školske novine, Zagreb, 1999.						
Brodnjak, V.: Razlikovni rječnik srpskog i hrvatskog jezika , Školske novine, Zagreb, 1991.						
Govorimo hrvatski , priredio Dulčić, M., Hrvatski radio, Naprijed, Zagreb, 1997						
Recommended reading						
Barić, E. i dr.: Hrvatski jezični savjetnik , Institut za hrvatsko jezikoslovlje, Pergamena, Školske novine, Zagreb, 1999.						
Anić, V. – Silić, J.: Pravopis hrvatskoga jezika , Novi Liber, Školska knjiga, Zagreb, 2001.						
Težak, S.: Hrvatski naš svagda(š)nji , Školske novine, 1991.						
Težak, S.: Hrvatski naš osebuji , Školske novine, 1995.						
Težak, S.: Hrvatski naš (ne)zaboravljeni , Tipex, Zagreb, 1999.						
Škarić, I.: U potrazi za izgubljenim govorom , Školska knjiga, Zagreb, 1988.						
Mamić, M.: Jezični savjeti , Hrvatsko filološko društvo, Zadar, 1996.						
Protuđer, I.: Pravilno govorim hrvatski 3 , Split, 2002.						

Code	UHR3001	Course	Croatian language culture			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II.	
Lecturer	mr.sc. Nada Lagumdžija, college professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	-	1	1	-
Course objectives						
The objective is to acquire all forms of linguistic communication, and become aware of basic theoretical foundations of language communication. To equip students for refined communication in standard Croatian language by raising the level of written and spoken expression.						
Course description						
<p>Basic terms in general linguistic theory: stylistics (types of styles), styleme, functional styles (functional stylistics), text (linguistics of text), types of texts.</p> <p>Basic theories of standard language: standard language and dialects, stylistic norms, prosodic norms</p> <p>Croatian dialects: fundamental characteristics of Shtokavian, Kajkavian, and Chakavian dialects, Croatian dialects and standard language.</p> <p>Language communication: language and non-language communication, participants in a communication process, code, message (communication makers), basics of communication theory</p> <p>Language culture: language culture factors, language activity, types of language activity (listening and reading, interpretative reading, speaking and writing), basics of rhetorics, written and spoken genres (objective and subjective), good style criteria</p> <p>History of standard Croatian language: sources and interpretation of sources, standardization of Croatian language, pre-standard and standard period, Croatian National Revival, common standard language, Croatian language in the second half of 19. century (philological schools), Croatian language in 20. and 21. century.</p>						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Students are required to regularly attend class and take part in seminars by completing individual assignments. In order to take part in examination, student must write an essay and give a speech. Pass written and oral exam. One part of the exam can be passed by means of a test.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Barić, E. i dr.: Hrvatska gramatika , Školska knjiga, Zagreb, 1995.						
Težak, S.-Babić, S.: Gramatika hrvatskoga jezika , Školska knjiga, Zagreb, 1996.						
Rječnik hrvatskoga jezika , uredio Šonje, J., Leksikografski zavod <i>Miroslav Krleža</i> , Školska knjiga, Zagreb, 2000.						
Barić, E. i dr.: Hrvatski jezični savjetnik , Institut za hrvatsko jezikoslovlje, Pergamena, Školske novine, Zagreb, 1999.						
Brodnjak, V.: Razlikovni rječnik srpskog i hrvatskog jezika , Školske novine, Zagreb, 1991.						
Govorimo hrvatski , priredio Dulčić, M., Hrvatski radio, Naprijed, Zagreb, 1997						
Recommended reading						
Težak, S.: Hrvatski naš svagda(š)nji , Školske novine, 1991.						
Težak, S.: Hrvatski naš osebniji , Školske novine, 1995.						
Težak, S.: Hrvatski naš (ne)zaboravljeni , Tipex, Zagreb, 1999.						
Moguš, M.: Povijest hrvatskoga književnog jezika , Globus, Zagreb, 1995.						
Škarić, I.: U potrazi za izgubljenim govorom , Školska knjiga, Zagreb, 1988.						
Mamić, M.: Jezični savjeti , Hrvatsko filološko društvo, Zadar, 1996.						
Protuđer, I.: Pravilno govorim hrvatski 3 , Split, 2002.						
Izabrani članci iz časopisa Kolo i Jezik .						

Code	UHR5001	Course	Croatian language teaching I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	doc. dr. sc. Irena Vodopija					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			4		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	-	-	2	-	1
Course objectives						
The objective of the course is to equip students for theoretical contemplation and practical realization of the Croatian language teaching on the beginning reading and writing level in teaching literature and media. To encourage students to apply new and modern methods. To equip them for continuous assessment of progress of the pupils.						
Course description						
Teaching methods. Definitions. Historical overview. Methodology in science. Methodology and related sciences. Teaching Curriculum. Teaching beginners' reading and writing. Methods in teaching beginners' reading and writing. Overview of teaching methods. Methodological system of preparatory period. Beginners' books. Methodological system of the perfecting period in reading and writing. Teaching aids. Encouraging students to read. Teaching reading. The process of reading. Ways to read. Types of reading. Testing reading speed. Testing reading comprehension. Teaching literature. Teaching literary education and literary science. Methodological systems (dogmatic and reproductive, reproductive and explicative, interpretational and analytical, creative and problem-solving, correlation and integration). Scholastic interpretation. Problem-solving literature teaching. Methods of literary education. Methodological approach to poetry. Methodological approach to narrative prose. Methodological approach to drama. Methodological approach to reading assignments. Methodological approach to performing arts. Methodological approach to film. Methodological approach to other aspects of media studies.						
Teaching methods						
Lectures	Seminars and workshops		Practice	Individual project	Multimedia and Internet	
Distance learning	Office hours		Laboratory	Tutorial	Field work	
Student obligations						
During the academic year the students are required to regularly attend lectures on theory, as well as mentor's lectures and individual or group practice classes in schools. During the semester the student has to teach one individual and at least one successful class within the practicum.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Bežen, A. (2002.) <i>Metodički pristup početnom čitanju i pisanju na hrvatskom jeziku</i> . Zagreb: Školske novine. Bežen, A. (2003.) <i>Metodički pristup književnosti i medijskoj kulturi u drugom, trećem i četvrtom razredu</i> . Zagreb: Profil. Rosandić, D. (1996.) <i>Metodika književnog odgoja i obrazovanja</i> . Zagreb: Školska knjiga. Rosandić, D. (2003.) <i>Kurikulski metodički obzori</i> . Zagreb: Školske novine. Težak, S. (1990.) <i>Metodika nastave filma</i> . Zagreb: Školska knjiga. Težak, S. (1996.) <i>Teorija nastave hrvatskoga jezika I. i II.</i> Zagreb: Školska knjiga.						
Recommended reading						
Diklić, Z. (1990.) <i>Lik u književnosti, scenskoj i filmskoj umjetnosti</i> . Zagreb: Školska knjiga Lagumdžija, N. (2000.) <i>Basna u osnovnoškolskoj nastavi književnosti</i> . Zagreb: HENA COM Leniček, E. (2002.) <i>Lektira u prva četiri razreda osnovne škole</i> . Petrinja: Visoka učiteljska škola Šabić, A.G. (1983.) <i>Lirska poezija u razrednoj nastavi</i> . Zagreb: Školska knjiga Težak, S. – Težak, D. (1997.) <i>Interpretacija bajke u osnovnoj školi</i> . Zagreb,,: Divič <i>Nastavni plan i program za osnovnu školu</i> <i>Udžbenici i priručnici za nastavu hrvatskoga jezika od I. do IV. razreda osnovne škole</i> Pedagoški i metodički časopisi: <i>Život i škola</i> , <i>Napredak</i> , <i>Školske novine</i> Zbornici: <i>Dijete i jezik danas</i> , <i>Zlatni danci</i>						

Code	UHR7001	Course	Croatian language teaching II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV.	
Lecturer	doc. dr. sc. Irena Vodopija					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	3		4			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	-	2	1	-	2
Course objectives						
Course description						
Purpose and assignments. Methodological systems of language teaching. Books in language teaching. Inductive-deductive approach to language teaching. Methods in language teaching.						
Methods for teaching written and spoken communication. Developing of spoken expression. Culture of speaking. Basic types of speaking exercises. Grammar-speech exercises. Exercises in style and composition. Methodological models of speaking practice classes. Basic types of writing exercises. Student errors in written assignments. Methodological models of writing practice classes.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
During the academic year the students are required to regularly attend lectures on theory, as well as mentor's lectures and individual or group practice classes in schools. During the semester the student has to teach one individual and at least one successful class from the field of language and language expression teaching.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Rosandić, D. (2002.) <i>Od slova do teksta i metateksta</i> . Zagreb: Profil						
Težak, S. (1980.) <i>Gramatika u osnovnoj školi</i> . Zagreb: Školska knjiga						
Težak, S. (1990.) <i>Govorne vježbe u nastavi hrvatskoga jezika</i> . Zagreb: Školska knjiga						
Težak, S. (1996.) <i>Teorija nastave hrvatskoga jezika I. i II.</i> Zagreb: Školska knjiga						
Recommended reading						
Gudelj- Velaga, Z. (1990.) <i>Nastava stvaralačke pismenosti</i> , Zagreb: Školska knjiga						
Rosandić, D. (2003.) <i>Kurikulski metodički obzori</i> , Zagreb: Školske novine						
<i>Nastavni plan i program za osnovnu školu</i>						
<i>Udžbenici i priručnici za nastavu hrvatskoga jezika od I. do IV. razreda osnovne škole</i>						
Pedagoški metodički časopisi: <i>Život i škola</i> , <i>Napredak</i> , <i>Školske novine</i>						
Časopis: <i>Jezik</i>						
Zbornici: <i>Dijete i jezik danas</i>						

Code	UHR4010	Course	Drama education				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year	II.	
Instructor	mr.sc. Dubravka Crnojević-Carić						
Institution	HNK, Osijek						
Course status	Mandatory	Elective from module			Elective		
	Winter semester			Summer semester			
ECTS student workload coefficient	3						
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
				1	-	2	
Course objectives							
Equipping students with skills required to independently produce a drama or theater performance; equipping future teachers for recognizing spontaneously acquired roles within class community, help in developing a creative and positive atmosphere within a group, i.e. class; preparation for assisting children in gaining independence, relaxed attitude, as well as spontaneous and more rapid development of creative abilities; developing imagination and personality.							
Course description							
- <i>theoretical part</i> : (introducing brief history of dramatic arts, different types of theater, stage area, introducing roles and functions within the theater community and the process of creating a theater performance, acquiring basic vocabulary of theater terminology) - <i>practical part 1</i> : visiting a theater (puppet and drama) , tour of the theater with the aim of recognizing what is «behind the scene», getting to know parts of the scene, talking to actors, the stage manager, the suffleur, getting acquainted with different types of puppets, overview of scenography and the theater «fundus» <i>practical part 2</i> : perception games, concentration games; exercises in sensory recollection, exercises in emotional memory; orthoepic and orthophonetic exercises – speaking exercises; exercises in speech, movement and sound balance; games and exercises in individual mode, games and exercises in a group mode; improvisation – the meaning of improvisation in developing creativity in drama; monologue, dialogue, drama conflict; creating stories; word games; from reading rehearsal to a theater performance.							
Teaching methods							
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial		Field work		
Student obligations							
- lectures 1/1 (1 lecture in theory and 1 lecture in practical work); - oral exam; - participation in putting the assigned drama material on stage							
Examination methods							
Written	Oral		Essay	Practical			
Individual project	Continuous assessment		Seminar				
Mandatory reading							
N. Batušić – Uvod u teatrologiju, GZ, 1991 C. Berry- Glumac i glas, AGM, Zagreb 1997. S. Težak – Govorne vježbe, Školska knjiga Zagreb, 1980.							
Recommended reading							
D. Crnojević – Carić- Gluma i vječno žensko, predavanje na Ženskim studijima (11.2001), te objavljeno u časopisu Zarez D. Crnojević – Carić- Od bjeline do izgovorenog teksta ,časopis Glumište, 1998. D. Crnojević – Carić -Glumac kao privilegirani čitač, časopis Glumište, 1998. D. Crnojević – Carić- Glumac koji proizvodi zadovoljstvo i onaj koji nudi užitek, Zarez 2002. I. Kunić –Kultura govornog i scenskog stvaralaštva, Školska knjiga Zagreb, 1986. Z. Ladika – Dijete i scenska umjetnost; školska knjiga, Zagreb 1970. Z. Ladika – Kazališni vrtuljak; ABC Naklada, Zagreb 1997. Ladika, Čečuk, Dević – Dramske igre, Školska knjiga, Zagreb 1983.J. Skok – Zbornik igrokaza, Školska knjiga Zagreb, 1980. M. Pfister – Drama, Hrvatsko centar ITI, Zagreb 1988. D. Rosandić – Metode književnog jezika i obrazovanja, Školska knjiga, Zagreb, 1986 K. Stanislavski – Sistem – Teorija glume, 1945 Vodič kroz svjetsku i domaću dramsku književnost – 500 drama – Mozaik knjiga, Zagreb 2002.							

Code	UHR0001	Course	Integration and correlation in Croatian language teaching			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V.	
Lecturer	mr. sc. Nada Lagumdžija, college professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	-			4		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	1	1	-
Course objectives						
The objective of the course is to introduce students to correlation and integration system in Croatian language teaching. The students will be equipped for individual realization of classes in which correlation and integration system and approach in teaching Croatian language will be applied.						
Course description						
Systems in Croatian language teaching. Creative problem-solving system. Correlation-integration system. Connecting different areas of Croatian language teaching. Connecting Croatian language teaching to other subjects. Integration and correlation as a methodological approach is based on connecting contents within one course, as well as between different courses. In Croatian language teaching the system is based on finding and interpreting scientific and artistic correlations. Correlations are found on the field of study level, course level and curriculum level. Correlations provide conditions for establishing connections and relations between similar and different occurrences, and aid students in structuring correlation and integration within their own classes.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Within seminars and workshops the students will exchange experiences and knowledge acquired individually by creating teaching models which include correlation and integration of all areas of Croatian language teaching.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Diklić, Z. (1990.) <i>Lik u književnoj, scenskoj i filmskoj umjetnosti</i> . Zagreb, Školska knjiga Kajić, R. (1991.) <i>Povezivanje umjetnosti u nastavi</i> . Zagreb: Školske novine Rosandić, D. (1996.) <i>Metodika književnog odgoja i obrazovanja</i> . Zagreb: Školska knjiga. Rosandić, D. (2003.) <i>Kurikuluski metodički obzori</i> . Zagreb: Školske novine						
Recommended reading						
Težak, S. (1996.) <i>Teorija nastave hrvatskoga jezika I. i II.</i> Zagreb: Školska knjiga						

Code	UHR2010	Course	Lexicology and word formation in Croatian language				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year	I.	
Lecturer	doc. dr. sc. Irena Vodopija						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	<u>Elective from module</u>			Elective		
	Winter semester			<u>Summer semester</u>			
ECTS student workload coefficient	-			2			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
	-	-	-	1	-	1	
Course objectives							
The objective of the course is to introduce students to the lexical norm of the contemporary standard Croatian language and the rules of word formation in Croatian language. To equip students as future teachers for teaching Croatian language in early elementary education and to give them the ability to critically assess scientific works in their future career by expanding knowledge on the grammatical system of Croatian language on the afore-mentioned level.							
Course description							
Basic terms of general linguistic theory: word (lexeme, lexicology), term (terminology), phraseme (phraseology), dictionary (lexicography), types of meaning (polysemy, synonymy, paronymy, homonymy), metaphor and metonymy; word formation (word formation family, division within formation), formation in philology.							
Standard Croatian language: lexical system, types of dictionaries, Croatian dictionaries; basics of word formation, word roots and endings, types of formation.							
Language practice: exercises in lexicology and lexicography, denotation / connotation, origin and use of words; exercises in word formation (forming of nouns, adjectives, verbs, adverbs).							
Teaching methods							
<u>Lectures</u>	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	Multimedia and Internet			
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work			
Student obligations							
Students are required to regularly attend class and take part in seminars by completing individual assignments, as well as pass oral examination.							
Examination methods							
Written	<u>Oral</u>		Essay	Practical			
Individual project	Continuous assessment		Seminar				
Mandatory reading							
Barić, E. i dr.: Hrvatska gramatika , Školska knjiga, Zagreb, 1995. Težak, S.-Babić, S.: Gramatika hrvatskoga jezika , Školska knjiga, Zagreb, 1996. Škiljan, D.: Pogled u lingvistiku , Školska knjiga, Zagreb, 1980. Samardžija, M.: Leksikologija s poviješću hrvatskoga jezika, udžbenik za 4. razred gimnazije , Školska knjiga, Zagreb, 1995. Rječnik hrvatskoga jezika , uredio Šonje, J., Leksikografski zavod <i>Miroslav Krleža</i> , Školska knjiga, Zagreb, 2000. Brodnjak, V.: Razlikovni rječnik srpskog i hrvatskog jezika , Školske novine, Zagreb, 1991.							
Recommended reading							
Ham, S.: Školska gramatika hrvatskoga jezika , Školska knjiga, Zagreb, 2002. Dictionaries – jednojezični, dvojezični, višejezični, čestotni, posuđenica, posebni rječnici: od Vrančića do danas.							

Code	UHR2011	Course	Media studies			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Instructor	mr.sc. Nada Lagumdžija, college professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient				3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	-
Course objectives						
Introducing students to the fundamental types of mass media (press, radio and television), and to the complexity of the motion picture phenomenon and theatrical happening as means of spreading culture and mass communication. Equipping students for critically monitoring and using them.						
Course description						
Basic features of journalism, particularities of journalistic expression and types of newspaper. Structure and function of radio expression, collective monitoring and analysis of selected radio shows. Complexity of the motion picture phenomenon (definition of film: film recording, film and reality, film and other arts, effect of film on spectators). Material and structural elements of motion picture (lazy eye phenomenon and its consequences; means of movie expression). Motion picture, creating a motion picture. Brief history of cinematic art (forerunners of motion pictures, motion picture pioneers, classical silent movie era, the era of talkies, animated pictures). Movies and school (purpose and tasks of movie education), applying film and video in schools. Television as the most prominent mass medium. Particularities of TV expression (television language). Types of TV. Comparison: movie - television. School television. Educational potential of television. Basic characteristics of video (types of picture and sound recording). Video systems. Application of video. Basic characteristics of dramatic arts. Means of theatrical expression. Creating a performance. Types of theatrical performances. Monitoring and analysis of selected theater plays. Computers and contemporary teaching technology.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project		Multimedia and Internet
Distance learning	Office hours	Laboratory		Tutorial		Field work
Student obligations						
Students are expected to produce a seminar paper and attend two theater plays. Oral exam.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Inglis, F. (1997.) Teorija medija. Zagreb, Barbat Mikić, K. (2001.) Film u nastavi medijske kulture. Zagreb: EDUCA Mučalo, M. (2002.) Radio u Hrvatskoj. Zagreb: Fakultet političkih znanosti. Peterlić, A. (2000.) Osnove teorije filma. Zagreb. Hrvatska sveučilišna naklada. Peterlić, A. (1976.) Pojam i struktura filmskog vremena. Zagreb. Školska knjiga. Plenković, M. (1972.) Komunikologija masovnih medija. Zagreb. Školska knjiga. Šadoul, G. (1962.) Povijest filmske umjetnosti. Zagreb: Naprijed Švacov, V. (1976.) Temelj dramaturgije. Zagreb: Školska knjiga. Časopisi: Zapis: Zagreb: Hrvatski filmski savez Hrvatski filmski ljetopis. Zagreb: Hrvatski filmski savez						
Recommended reading						
Dovniković, B. (1983.). Škola crtanoga filma. Zagreb: Filmoteka 16 Ilišin, Bobinac, Marinković. (2001.). Djeca i mediji. Zagreb: IDIZ Košir, M., Zgrabljic, N., Ranfel, N. (1999.). Život s medijima. Zagreb: DORON Kragić, B., Gilić, A. (urednici) (2003.). Filmski leksikon, Zagreb: Leksikografski zavod, Miroslav Krleža. Mikić, K(1989.). Uvod u videotehniku. Zagreb: Narodna tehnika Hrvatske Radek, S. (1990.). Oblici primjene kompjutera u nastavi. Osijek: Sveučilište u Osijeku. Tanhofer, N. (2000.). O boji. Zagreb: Novi liber. Težak, S. (1999.) Metodika nastave filma. Zagreb: Školska knjiga. Peterlić, A. (urednik).(1989.). Filmska enciklopedija, Tom I i II, Zagreb: Hrvatski leksikografski zavod "Miroslav Krleža						

Code	UHR9001	Course	Oral and written communication				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year	V.	
Lecturer	doc.dr.sc. Irena Vodopija						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	<u>Elective from module</u>			Elective		
	<u>Winter semester</u>			Summer semester			
ECTS student workload coefficient	5						
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
	2	2	-				
Course objectives							
The objective of the course is to introduce the students to the communication process and interpersonal communication. Introduction to non-verbal and verbal communication, and language activities. Equipping students with skills required for written and oral communication in different situations.							
Course description							
Communication as a term. Elements of communication systems. Non-verbal and verbal communication. Interpersonal communication. Language activities. Types of listening and improving listening skills. Types of reading and improving reading speed and reading comprehension. Written communication – language assumptions and written communication forms. Types of spoken form: monologue and dialogue. Written and oral communication and the media. Communication in and outside of school surroundings.							
Teaching methods							
<u>Lectures</u>	<u>Seminars and workshops</u>	Practice	<u>Individual project</u>	Multimedia and Internet			
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work			
Student obligations							
During the lectures, and especially the seminars, the students actively participate in speaking activities, prepare and perform various texts in monologue and dialogue form. Students prepare different types of written communication texts.							
Examination methods							
Written	<u>Oral</u>	Essay	<u>Practical</u>				
Individual project	Continuous assessment	<u>Seminar</u>					
Mandatory reading							
Bekić- Vejzović, M. i Derviš, J. (2001.) <i>Pisati bez straha</i> . Zagreb: Mozaik knjiga Brajša, P. (2000.) <i>Umijeće razgovora</i> . Pula: C.A.S.H. Boban, V. (2003.) <i>Počela govorne komunikacije</i> . Zagreb: Pales Pease, A. (2002.) <i>Govor tijela</i> . Zagreb: AGM Škarić, I. (2000.) <i>Temeljci suvremenoga govorništv</i> . Zagreb: Školska knjiga Vrhovac, Y. (2001.) <i>Govorna komunikacija i interakcija na satu stranoga jezika</i> . Zagreb: Naklada Ljevak (odabrana poglavlja)							
Recommended reading							
Brajša, P. (1996.) <i>Umijeće svađanja</i> . Pula: C.A.S.H. Miljković, D., Rijavec, M. (2002.) <i>Menadžerske vještine 3</i> . Zagreb: IEP-D2 VERN Pavić, D. i Sirovica, B. (1995.) <i>Čitajte brže, pamтите bolje</i> . Karlovac: NIZMH Reardon, K.K. (1998.) <i>Interpersonalna komunikacija</i> . Zagreb: Alinea Vizek-Vidović, V., Vlahović- Štetić, V., Rijavec, M., Miljković, D. (2002.) <i>Psihologija obrazovanja</i> . Zagreb: IEP-VERN (odabrana poglavlja) Časopis: <i>Govor</i> Lingvistička ekologija: <i>Jezični razvoj i višejezičnost</i> .(2001.) Društvena istraživanja, časopis za opća društvena pitanja, broj 6							

English language

Code	UEJ4001	Course	Children's literature in English language			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	Mirna Radišić, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	-			3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	2	2	-
Course objectives						
To extend lexical and common knowledge on the history and development of children's literature and children's reading habit formation. Students are trained to understand and interpret traditional (oral) literature for children, legends, fables and stories, as well as modern literature for children in English. Further, students receive training in the art of storytelling using authentic literary texts.						
Course description						
Reading and discussions about literary texts that belong to children's literature (counting rhymes, nursery rhymes, fairy tales, fables, legends, stories, picture books, novels). First books for children (such as hornbooks, chapbooks, etc.). First publications for children (John Newbery). Overview of the history of children's literature in Europe and the USA. Contemporary books for children in English. The list of works to be discussed is not strictly defined but it is the result of students' and lecturer's choice and availability. It includes the following authors: Charles Perrault, Hans Christian Andersen, Grimm Brothers, Aesop, Ann & Jane Taylor, Charles Dickens, Mark Twain, Mary Norton, C. S. Lewis, A. A. Milne, Lewis Carroll, Rudyard Kipling, Beatrix Potter, Oscar Wild, Hugh Lofting, Pamela L. Travers, James Barrie, J. J. Tolkien, Eric Carle, Dr. Seuss, J. K. Rowling, and others.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
A seminar paper and a written exam at the end of semester IV.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
<i>Classic Fairy Tales</i> (1999). Leicester, England: Bookmart Limited. <i>Mother Goose Nursery Rhymes</i> (1994). Ware, Hertfordshire: Wordsworth Editions Ltd. Works according to the students' and lecturer's choice and availability (Charles Perrault, Hans Christian Andersen, Grimm Brothers, Aesop, Ann & Jane Taylor, Charles Dickens, Mark Twain, Mary Norton, C. S. Lewis, A. A. Milne, Lewis Carroll, Rudyard Kipling, Beatrix Potter, Oscar Wild, Hugh Lofting, Pamela L. Travers, James Barrie, J. J. Tolkien, Eric Carle, Dr. Seuss, J. K. Rowling i dr.)						
Recommended reading						
Carter, R. (1995). <i>Keywords in Language and Literacy</i> , Routledge, London and New York. Collie, J. – Slater, S. (1987). <i>Literature in Language Classroom</i> , CUP. Hunt, P. (1995). <i>Children's Literature</i> . New York: OUP.						

Code	UEJ6001	Course	Children's media culture in English language			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	Draženka Šimošić, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>			Elective	
	Winter semester			<u>Summer semester</u>		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	2	1	-
Course objectives						
The objective of the course is to enable students to develop analytical skills and the ability to think critically within the frame of contemporary children's media culture. In addition to expanding knowledge in the field of media, children's culture, and the culture and civilization of the English-speaking world, students will progress towards an understanding of written information and free expression in the English language. Moreover, the course includes the mastery of research techniques, several written assignments, and the development of presentation techniques.						
Course description						
Students are offered texts and examples from visual media and information technology for the purpose of initiating discussions and for written expression. In addition to examples of motion picture and animated material, students are exposed to exercises and creative activities. Also, students are encouraged to express their personal opinion and acquire knowledge on contemporary media theories. Furthermore, the course provides skills' training necessary for students to conduct individual research work in the form of a seminar paper. The course is taught in English. Therefore, the activities within the course (understanding the material, discussions and presentations, seminar paper, reading research articles, etc.) additionally help the development and improvement of the four language skills.						
Teaching methods						
<u>Lectures</u>	<u>Seminars and workshops</u>	Practice	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Within this one-semester course the students are required to produce a seminar paper, and to pass an oral exam at the end of the semester.						
Examination methods						
Written	<u>Oral</u>		Essay	Practical		
Individual project	Continuous assessment		<u>Seminar</u>			
Mandatory reading						
Singer, D. G. – Singer J. L. (2002). <i>Handbook of Children and the Media</i> . SAGE Publications. Strasburger, V. C. – Wilson, B. J. (2002). <i>Children, Adolescents and the Media</i> . SAGE Publications.						
Recommended reading						
Bazalgette, C. – Buckingham, D. (1995). <i>In front of the children – Screen entertainment and young audiences</i> . British Film Institute. Gentile, D. A. (2003). <i>Media Violence and Children – A Complete Guide for Parents and Professionals (Advances in Applied Developmental Psychology)</i> . Praeger Publishers. Kids First, et al. (2001). <i>A Parents' Guide to the Best Children's Videos, DVD's and CD-ROM's</i> . Mars Publishing, Inc						

Code	UEJ9001	Course	ELT practical work			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V	
Lecturer	Mirna Radišić, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			Summer semester		
ECTS student workload coefficient	3			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	1
Course objectives						
The ELT practical work course aims at preparing students for teaching English in a real classroom in the lower grades of primary school (grades 1-4) by pointing at appropriate ways of practical application of the knowledge.						
Course description						
Identifying and studying textbooks for early English language teaching to equip students with knowledge and skills needed to choose, evaluate and plan activities for the development of language skills of young learners. Teaching students to plan a lesson and make a written lesson plan with a detailed lesson procedure (setting objectives and aims, choosing methods and techniques, procedures and types of work). Students also observe English lessons in primary schools delivered by the school-based tutor and by other students, keep a record of the observations, and give lessons themselves for which they receive a grade (at least two lessons with their school-based tutor, and two lessons for all students, the tutor and college teacher trainer). Also, students do practical work in a school (school-based experience, 3 weeks): they have to attend lessons regularly and keep a record of all their observations and actions according to guidelines given in advance. During this period students are required to give at least three English lessons with their mentor observing and evaluating the lessons and their work and effort in general.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	<u>Tutorial</u>	Field work		
Student obligations						
A student has to deliver at least two English lessons in a school and they have to be graded positively. Also, a student's grade received for school-based experience has to be positive.						
Examination methods						
Written	<u>Oral</u>		Essay	<u>Practical</u>		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Textbooks, activity books and teachers' books for teaching English to young learners, such as: <i>Join in, Chatterbox, Get ready, Big red bus, Way to go, Super 1, Fanfare, Dip in.</i>						
Recommended reading						
Ellis, G., Brewster, J. (2002). <i>Tell it Again! The New Storytelling Handbook for Primary Teachers.</i> Madrid: Pearson Education Limited.						

Code	UEJ5001	Course	English for computer users I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	Ivanka Ferčec, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			<u>Summer semester</u>		
ECTS student workload coefficient	2			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	1	1	-	1
Course objectives						
Readings and discussions about short texts related to common everyday situations of native speakers of English with a special emphasis on the use of information technology. Learning and acquisition of basic information technology vocabulary and grammar structures characteristic for computer users' communication. Development of four communicational skills, especially reading and written comprehension and production, then listening comprehension and speaking. Training students to read reference books and magazines and to converse about core topics related to computer science.						
Course description						
Introduction to computer science terminology. Computers today: Computer applications. Configuration. Hardware vs. software. Memory. Buying a computer. Input devices: The mouse. The keyboard. A scanner. Output devices: The monitor. A printer. Storage devices: A hard disk. A floppy disk. CD/DVD. A USB memory stick.						
Teaching methods						
<u>Lectures</u>	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Written and oral exam at the end of semester VI.						
Examination methods						
<u>Written</u>	<u>Oral</u>	Essay		Practical		
Individual project	<u>Continuous assessment</u>	Seminar				
Mandatory reading						
Ferčec, I. (2001). <i>A Course in Scientific English: Mathematics, Physics, Computer Scienc.</i> Osijek: Odjel za matematiku/Elektrotehnički fakultet. Murphy, R. (1995). <i>English Grammar in Use.</i> Cambridge: CUP.						
Recommended reading						
Kiš et al. (1993). <i>Englesko-hrvatski informatički rječnik s računalnim nazivljem.</i> Zagreb: Školska knjiga. Illingworth, V. (ur.) (1996). <i>Oxford Dictionary of Computing.</i> Oxford: OUP.						

Code	UEJ7001	Course	English for computer users II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV	
Lecturer	Ivanka Ferčec, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	2			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	1	1	-	1
Course objectives						
Students will learn to systematically use English in everyday communication with special emphasis on computer science topics. Revision and consolidation of certain grammar points which are typical of computer users' language, extension of grammatical competence of students with respect to the special characteristics of ESP. Development of students' reading skill and understanding of computer books, of the ability to have conversations on information technology related topics, and of the ability to translate simpler texts from Croatian into English. Further, students will be encouraged to independently use ICT in their teaching, and to present a specific topic of their own choice in the English language.						
Course description						
Basic software: Operating systems (especially Microsoft Windows OS). The graphical user interface. Word processing facilities (interactive writing tools such as online dictionaries and encyclopaedia, spell and grammar checkers). Creative software: Computer graphics. Design. Desktop publishing. Multimedia systems. Electronic communications (especially electronic mail and the Internet). Jobs in computing.						
Teaching methods						
<u>Lectures</u>	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Written and oral exam at the end of semester VIII.						
Examination methods						
<u>Written</u>	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Ferčec, I. (2001). <i>A Course in Scientific English: Mathematics, Physics, Computer Science</i> . Osijek: Odjel za matematiku/Elektrotehnički fakultet.						
Murphy, R. (1995). <i>English Grammar in Use</i> . Cambridge: CUP.						
Recommended reading						
Remacha, E. (1996). <i>Infotech - English for Computer Users</i> . Cambridge: CUP.						
Kiš et al. (1993). <i>Englesko-hrvatski informatički rječnik s računalnim nazivljem</i> . Zagreb: Školska knjiga.						
Scientific and professional magazines from the field of ICT.						

Code	UEJ2011	Course	English language practice I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	Ksenija Gal, lecturer					
Institution	Primary school in Osijek					
Course status	Mandatory	Elective from module		Mandatory		
	Winter semester		Summer semester			
ECTS student workload coefficient	-		2			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	-	-	2
Course objectives						
<p>The objective of this course is to work further on the acquired and to gain new knowledge and skills related to oral and written communication in the English language. Within the course students are exposed to situations in which the stress is placed on spontaneous written and oral expression, development of four language skills and practise of grammatical forms and vocabulary through comprehension of predominantly written information. Additionally, the course contains various topics connected to culture and civilization of the English-speaking world so as to improve students' understanding of it.</p>						
Course description						
<p>Within the course students read and listen to texts from everyday life, culture and civilization of native speakers of English, do speaking and writing exercises and produce their own work in English. They are introduced to different forms of individual expression. Additionally, students are exposed to various techniques commonly used to develop spontaneous and free expression in the English language. Within the activities, the emphasis is placed on developing comprehension of written material, as well as expanding vocabulary and enhancing grammatical accuracy. The course thus contains activities which foster the development of language competence and expand students' knowledge on culture and civilization of the English-speaking countries.</p>						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
The students are required to pass oral examination at the end of the second semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
<p>Haines, S. - Stewart, B. <i>New First Certificate Masterclass</i>, OUP, 1996. McCarthy - O'Dell (1996). <i>English Vocabulary in Use</i>. CUP. Oxford Guide to British and American Culture (1999). OUP.</p>						
Recommended reading						
<p>Doff, A. - Jones, C. (1997). <i>Language in Use, Upper/intermediate</i>. CUP. Naunton, J. (1994). <i>Think First Certificate</i>. Longman. Prodromou, L. (1999). <i>Grammar and Vocabulary for First Certificate</i>. Harlow: Pearson English Language Teaching.</p>						

Code	UEJ3100	Course	English language practice II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	Ksenija Gal, lecturer					
Institution	Primary school in Osijek					
Course status	Mandatory	Elective from module		Mandatory		
	Winter semester			Summer semester		
ECTS student workload coefficient	1			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
The objective of this course is to equip future teachers with knowledge and skills necessary to express themselves fluently and accurately in the English language in everyday speaking situations, as well as to comprehend written information on everyday topics. This is achieved through a systematic expansion of students' vocabulary by dealing with various topics (developing the four language skills). Students study culture and civilization of the English-speaking people into greater extend.						
Course description						
Reading, listening to and analysis of short texts from different areas of everyday life of native speakers of English, expansion of students' lexical knowledge by means of various forms of speaking and writing exercises (dictations, dictogloss, guided compositions, free compositions). Analysis of texts with regard to history and geography of the English-speaking countries. The course is composed of practical vocabulary and speaking exercises, as well as revision activities and practice of certain grammatical language units. Listening skill is developed through listening activities and analysis of texts containing authentic native speaker conversations.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
The students are required to pass oral examination at the end of the fourth semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Haines, S. – Stewart, B.(1996). <i>New First Certificate Masterclass</i> . Oxford: OUP. McCarthy – O'Dell. (1996). <i>English Vocabulary in Use</i> . Cambridge: CUP. Oxford Guide to British and American Culture. Oxford: OUP, 1999.						
Recommended reading						
Doff, A. – Jones, C. (1997). <i>Language in Use, Upper/intermediate</i> . Cambridge: CUP. Naunton, J. (1994). <i>Think First Certificate</i> . Harlow: Longman. Prodromou, L. (1999). <i>Grammar and Vocabulary for First Certificate</i> . Harlow: Pearson English Language Teaching.						

Code	UEJ5011	Course	English language practice III			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	Ksenija Gal, lecturer					
Institution	Primary school in Osijek					
Course status	Mandatory	Elective from module		Mandatory		
	Winter semester			Summer semester		
ECTS student workload coefficient	2			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
The objective of the course is to equip students with the knowledge and skills necessary to express themselves fluently in the English language in everyday situations, and to understand written information, as well as gain knowledge on culture and civilization of the English-speaking people. The knowledge of English is further improved by working on students' listening, speaking, reading and writing skills. Certain language structures are given special attention.						
Course description						
Reading, listening to and analysis of various texts from different areas of everyday life of native speakers of English, expansion of students' lexical knowledge by means of various forms of speaking and writing exercises. Analysis of texts connected to significant events in the history of Great Britain, the USA, Canada and Australia. The course is composed of practical vocabulary and speaking tasks, as well as of revision and practise of certain grammatical language units. Moreover, the course includes systematic work on the improvement of language skills by means of oral and written analysis of assigned topics.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
The students are required to pass oral examination at the end of the sixth semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
McCarthy – O'Dell (1996). <i>English Vocabulary in Use</i> . Cambridge: CUP. Naunton, J. (1994). <i>Think First Certificate</i> . Harlow: Longman. Soars, J. – L. (1989). <i>Headway Advanced</i> . Oxford: OUP.						
Recommended reading						
Haines, S. – Stewart, B.(1996). <i>New First Certificate Masterclass</i> . Oxford: OUP. Haines, S. – Stewart, S. (1996). <i>New First Certificate Masterclass</i> . Oxford: OUP. <i>Oxford Guide to British and American Culture</i> . Oxford: OUP, 1999. Prodromou, L. (1999). <i>Grammar and Vocabulary for First Certificate: With Key</i> . Pearson English Language Teaching. Harlow.						

Code	UEJ7011	Course	English language practice IV			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV	
Lecturer	Ksenija Gal, lecturer					
Institution	Primary school in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	3		2			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
The objective of the course is to enable students to express themselves clearly and correctly in the English language in everyday speaking situations. The students are introduced to the culture and civilization of the English-speaking peoples. The course includes work on systematic expansion of vocabulary and further development of language skills, as well as practise of complex grammatical structures. The students develop awareness of different speaking and writing styles in the English language.						
Course description						
Reading, listening to and analysis of authentic texts covering different areas of everyday life of native speakers of English (radio drama, business report, TV comedy, humoresque, newspaper editorial, songs, etc.), which serves the purpose of expanding students' lexical knowledge by means of various forms of speaking and writing exercises. Analysis of texts connected to the most famous people in history and art, important cities, institutions, industrial and cultural centres, etc. The course is composed of practical vocabulary and speaking exercises, as well as revision activities and practise of certain grammatical language units. The emphasis is placed on collocations, word formation and idioms.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
The students are required to pass oral examination at the end of the eighth semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
McCarthy – O'Dell. (1996). <i>English Vocabulary in Use</i> . Cambridge: CUP. O'Dell, F. (1997). <i>English Panorama 1</i> . Cambridge: CUP. <i>Oxford Guide to British and American Culture</i> . Oxford: OUP, 1999.						
Recommended reading						
Gude, K. – Duckworth, M. (1995). <i>Proficiency Masterclass</i> . Oxford: OUP. Side, R. – Wellman, G. (1999). <i>Grammar and Vocabulary for Cambridge Advanced and Proficiency: With Key</i> . Harlow: Pearson English Language Teaching.						

Code	UEJ9100	Course	English language practice V			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V	
Lecturer	Ksenija Gal, lecturer					
Institution	Primary school in Osijek					
Course status	Mandatory	Elective from module		Mandatory		
	Winter semester			Summer semester		
ECTS student workload coefficient	2			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	1	-	-	2
Course objectives						
The objective of the course is to enable students to express themselves clearly and correctly in the English language in everyday speaking situations. The students are introduced to the culture and civilization of the English-speaking peoples. The course includes work on systematic expansion of vocabulary and further development of language skills, as well as practise of complex grammatical structures. The students develop awareness of different speaking and writing styles in the English language.						
Course description						
Reading, listening to and analysis of authentic texts covering different areas of everyday life of native speakers of English (radio drama, business report, TV comedy, humoresque, newspaper editorial, songs, etc.), which serves the purpose of expanding students' lexical knowledge by means of various forms of speaking and writing exercises. Analysis of texts connected to the most famous people in history and art, important cities, institutions, industrial and cultural centres, etc. The course is composed of practical vocabulary and speaking exercises, as well as revision activities and practise of certain grammatical language units. The emphasis is placed on collocations, word formation and idioms.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
The students are required to pass oral examination at the end of the tenth semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
McCarthy – O'Dell. (1996). <i>English Vocabulary in Use</i> . Cambridge: CUP. O'Dell, F. (1997). <i>English Panorama 1</i> . Cambridge: CUP. <i>Oxford Guide to British and American Culture</i> . Oxford: OUP, 1999.						
Recommended reading						
Gude, K. – Duckworth, M. (1995). <i>Proficiency Masterclass</i> . Oxford: OUP. Side, R. – Wellman, G. (1999). <i>Grammar and Vocabulary for Cambridge Advanced and Proficiency: With Key</i> . Harlow: Pearson English Language Teaching.						

Code	UEJ1001	Course	English language (foreign language) I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	dr. sc. Željka Nemet					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory		Elective from module		Elective	
	Winter semester			Summer semester		
ECTS student workload coefficient	2			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	-
Course objectives						
The goal of this course is to revise and acquire new knowledge and skills related to spoken and written communication in English language. Within the course students are brought into situations in which the stress is placed on spontaneous written and spoken expression, so as to further develop four language skills and to practise grammatical forms and vocabulary through comprehension of predominantly written information. Students are encouraged to engage in discussions and develop understanding of topics connected to the culture and civilisation of the English-speaking world.						
Course description						
Within the course the students read and listen to texts from everyday life, i.e. culture and civilization of native speakers of the English language, which includes speaking and writing exercises. In the course, students deal with the following topics: personality, humor and laughter, style and image, beauty. Additionally, students are exposed to various techniques used to develop spontaneous and free expression in the English language. Within the activities the emphasis is placed on comprehension of written material, and on expansion of vocabulary, as well as better grammatical accuracy. The course contains activities which foster development of language competence and expand students' knowledge about the culture and civilization of the English speaking countries.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students are required to pass the written and oral examination after the first semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Eastwood, J. (1999). <i>Oxford Practice Grammar</i> . OUP.						
Harris, M. – Mower, D. – Sikorynska, A. (2003). <i>Opportunities – Upper Intermediate</i> . Longman.						
Recommended reading						
Bujas, Ž. (2001). <i>Veliki englesko-hrvatski rječnik</i> . Zagreb: Nakladni zavod Globus.						
Bujas, Ž. (2001). <i>Veliki hrvatsko-engleski rječnik</i> . Zagreb: Nakladni zavod Globus.						
Hewings, M. (2003). <i>Advanced Grammar in Use</i> . CUP.						

Code	UEJ2002	Course	English language (foreign language) II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	dr. sc. Željka Nemet					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory		Elective from module		Elective	
	Winter semester			Summer semester		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	-	-	2
Course objectives						
The goal of this course is to revise and acquire new knowledge and skills related to spoken and written communication in the English language. Within the course students are brought into situations in which the stress is placed on spontaneous written and oral expression, which fosters the development of all language skills, and improves the accuracy in the use of grammatical forms and vocabulary. Students work predominantly on comprehension of written information, followed by various speaking-oriented activities. The course includes various topics connected to the culture and civilization of the English-speaking world.						
Course description						
Within the course students read and listen to texts from everyday life, i.e. culture and civilization of native speakers of English language, do speaking and writing exercises, and produce their own work in the English language. The course includes the following topics: the new frontiers, human body, journeys, and global issues. Additionally, students are exposed to various techniques used to develop spontaneous and free expression in the English language. Within the activities the emphasis is placed on comprehension and expansion of vocabulary, as well as on improvement of grammatical accuracy so as to bring students as close as possible to the native-speaker level. Furthermore, the students are engaged in activities oriented to improvement of knowledge and understanding of the English culture and civilization (customs, holidays, famous historical figures, celebrities, organization of everyday life and activities, etc.).						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students are required to pass the written and oral examination after the second semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Eastwood, J. (1999). <i>Oxford Practice Grammar</i> . OUP. Harris, M. – Mower, D. – Sikorynska, A. (2003). <i>Opportunities – Upper Intermediate</i> . Longman.						
Recommended reading						
Bujas, Ž. (2001). <i>Veliki englesko-hrvatski rječnik</i> . Zagreb: Nakladni zavod Globus. Bujas, Ž. (2001). <i>Veliki hrvatsko-engleski rječnik</i> . Zagreb: Nakladni zavod Globus. Hewings, M. (2003). <i>Advanced Grammar in Use</i> . CUP.						

Code	UEJ3010	Course	English language (foreign language) III			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	dr. sc. Željka Nemet					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory		Elective from module		Elective	
	Winter semester			Summer semester		
ECTS student workload coefficient	1			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
The goal of this course is to improve knowledge and acquire new skills related to spoken and written communication in the English language. Within the course students are exposed to situations in which the stress is placed on spontaneous written and oral expression, development of all language skills, and practice of grammatical forms and vocabulary through comprehension of predominantly written information. The course includes various topics connected to the culture and civilization of the English-speaking world.						
Course description						
Within the course the students read and listen to the texts from everyday life, i.e. culture and civilization of native speakers of the English language, do speaking and writing exercises, and produce their own work in the English language. The course includes the following topics: society and world today, conflict, cultural differences, tolerance, literature and media. Students are offered different forms of individual expression. Additionally, they are exposed to various techniques used to develop spontaneous and free expression in the English language. Within the activities the emphasis is placed on developing comprehension, as well as on expanding vocabulary and enhancing grammatical accuracy so as to bring students as close as possible to the native-speaker level. The course consists of activities which foster development of language competence, and expand students' knowledge about and understanding of the culture and civilization of the English-speaking countries.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students are required to pass the written and oral examination after the fourth semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Eastwood, J. (1999). <i>Oxford Practice Grammar</i> . OUP. Harris, M. – Mower, D. – Sikorynska, A. (2003). <i>Opportunities – Upper Intermediate</i> . Longman.						
Recommended reading						
Bujas, Ž. (2001). <i>Veliki englesko-hrvatski rječnik</i> . Zagreb: Nakladni zavod Globus. Bujas, Ž. (2001). <i>Veliki hrvatsko-engleski rječnik</i> . Zagreb: Nakladni zavod Globus. Hewings, M. (2003). <i>Advanced Grammar in Use</i> . CUP.						

Code	UEJ2001	Course	English language grammar I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	Mirna Radišić, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>			Elective	
	Winter semester			<u>Summer semester</u>		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	1	-	1
Course objectives						
To study and practice the English language morphology and syntax. Students will develop understanding and ability to explain basic grammar forms and structures and to compare them to their native language.						
Course description						
Linguistics, grammar, morphology, parts of speech. Verb as a word form. Irregular and regular verbs. Phrasal and prepositional verbs. Auxiliaries. Tense: present, past and future. Verb tense. Aspect as a verbal category (simple and progressive). The expression of future. Modality: modal verbs and modal concepts. Gerund, imperative, subjunctive. Conditional clauses. Direct and indirect speech. Passive voice.						
Teaching methods						
<u>Lectures</u>	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Written and oral exam after semester II.						
Examination methods						
<u>Written</u>	<u>Oral</u>	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Murphy, R. (1997). <i>English Grammar in Use</i> . Cambridge: CUP. Thomson – Martinet, A. V. (1986). <i>A Practical English Grammar</i> . Oxford: OUP.						
Recommended reading						
Eastwood, J. (1999). <i>Oxford Practice Grammar</i> . Oxford: OUP. Swan, M. (1982). <i>Practical English Usage</i> . Oxford: OUP.						

Code	UEJ3001	Course	English language grammar II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	Mirna Radišić, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>			Elective	
	<u>Winter semester</u>			Summer semester		
ECTS student workload coefficient	2			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	1	-	-	-
Course objectives						
Study and practice of the English language morphology and syntax. Students will understand and be able to explain basic grammar forms and structures of the English language and to compare them with those in their mother tongue.						
Course description						
Nouns: definition, classification, nominal categories. Number: countable and uncountable nouns. Classification of non-count nouns. Countable nouns – regular plural. Countable nouns – irregular plural. Plural of foreign words. Grammatical gender. Cases. Genitive case. Definite and indefinite article. Articles with proper names. Pronouns: personal, possessive, demonstrative, interrogative, relative. Indefinite pronouns. Adjectives: definition and syntactical types. Semantical categorization of adjectives. Comparison of adjectives. Adverbs. Comparison of adverbs. Word order. Conjunctions and prepositions. Linking ideas between and within sentences. Types of complex sentences.						
Teaching methods						
<u>Lectures</u>	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Written and oral exam after semester III.						
Examination methods						
<u>Written</u>	<u>Oral</u>	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Murphy, R. (1997). <i>English Grammar in Use</i> . Cambridge: CUP. Thomson – Martinet, A. V. (1986). <i>A Practical English Grammar</i> . Oxford: OUP.						
Recommended reading						
Eastwood, J. (1999). <i>Oxford Practice Grammar</i> . Oxford: OUP. Swan, M. (1982). <i>Practical English Usage</i> . Oxford: OUP.						

Code	UEJ2010	Course	English speaking practice I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	Ivana Živić, lecturer					
Institution	Primary school in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	-		2			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	-	-	2
Course objectives						
The objective of this course is to practice pronunciation and equip students with the skills required to communicate naturally and spontaneously in the English language.						
Course description						
Various materials encourage students to discuss their own everyday routine and interests. Through simulations, dramatization and games which include different speaking situations, students practice language functions required to express feelings and reactions in the foreign language. Free communication fostered by such exercises is also placed within the context of culture and civilization of the English-speaking world. The emphasis is on differences in behaviour and conventions of native speakers of the English language as opposed to the speakers of the Croatian language. In doing this, special attention is given to correct pronunciation (rhythm and intonation). The contents of the course include the study of accents and dialects, transcription and spelling, variations of the English language, as well as differences between British and American English.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
The students are required to pass oral examination at the end of the second semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Martinez, R. (2002). <i>Conversation Lessons</i> . Massachusetts: Global ELT: Christopher Wenger. Ponsonby, M. (1987). <i>How now, brown cow?</i> . Prentice Hall. Seymour, D. - Popova, M. (2003). <i>700 Classroom Activities</i> . Oxford: Macmillan.						
Recommended reading						
Alexander – Kingsbury – Chapman (1978). <i>Take a Stand</i> . New York: Longman. Dubin, F. - Margol, M. (1977). <i>It's Time to Talk</i> . New Jersey: Prentice Hall. Graham, C. (1978). <i>Jazz Chants</i> . OUP. Hancock, M. (1995). <i>Pronunciation Games</i> . CUP. Papa, M. – Iantorno, G. (1990). <i>Famous British and American Songs and Their Cultural Background</i> . London: Longman. Rackham, A. (1985). <i>Mother Goose Nursery Rhymes</i> . London: Chancellor Press. Rooks, G. (1981). <i>The Non-Stop Discussion Workbook</i> , Massachusetts: Newbury House Publishers, Inc.						

Code	UEJ3011	Course	English speaking practice II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	Ivana Živić, lecturer					
Institution	Primary school in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	1			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
The objective of this course is to systematically train students for natural and spontaneous oral communication in the English language, as well as to practice pronunciation with emphasis on rhythm and intonation.						
Course description						
Students are encouraged to discuss various topics from their everyday routine (e.g. personality, free time activities, sport and leisure, friendship and relationships, environment, travel, food, health) or the life of native speakers of the English language, by means of visual and audio-visual aids. Special focus is placed on differences in behaviour and conventions of native speakers of the English language as opposed to the speakers of the Croatian language. Moreover, stress is placed on practicing language functions required to express feelings and reactions in the foreign language. The language functions are practiced by means of simulations, dramatization and games. Within the course the students learn children's songs, nursery rhymes and popular songs in order to intensely practise pronunciation (with special emphasis on rhythm and intonation). Additionally, students are trained to read and produce the signs of international phonetic transcription.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
The students are required to pass oral examination at the end of the fourth semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Martinez, R. (2002). <i>Conversation Lessons</i> . Massachusetts: Global ELT: Christopher Wenger. Ponsonby, M. (1987). <i>How now, brown cow?</i> . Prentice Hall. Seymour, D. - Popova, M. (2003). <i>700 Classroom Activities</i> . Oxford: Macmillan.						
Recommended reading						
Alexander – Kingsbury – Chapman (1978). <i>Take a Stand</i> . New York: Longman. Dubin, F. - Margol, M. (1977). <i>It's Time to Talk</i> . New Jersey: Prentice Hall. Graham, C. (1978). <i>Jazz Chants</i> . OUP. Hancock, M. (1995). <i>Pronunciation Games</i> . CUP. Papa, M. – Iantorno, G. (1990). <i>Famous British and American Songs and Their Cultural Background</i> . London: Longman. Rackham, A. (1985). <i>Mother Goose Nursery Rhymes</i> . London: Chancellor Press. Rooks, G. (1981). <i>The Non-Stop Discussion Workbook</i> , Massachusetts: Newbury House Publishers, Inc.						

Code	UEJ5010	Course	English speaking practice III			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	Ivana Živić, lecturer					
Institution	Primary school in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	2			1		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
The objective of this course is to train students for natural and correct oral communication in the English language, as well as to carefully practice pronunciation and oral expression.						
Course description						
Students are encouraged to express their opinion on different issues or topics, i.e. to talk, exchange opinions and discuss various topics (e.g. customs, money and shopping, dates, humor, future, work and profession, current affairs). The language functions are practiced by means of simulations, dramatization and games. Students are placed within speaking situations so as to practise correct expressions required to communicate successfully.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project		Multimedia and Internet
Distance learning	Office hours	Laboratory		Tutorial		Field work
Student obligations						
The students are required to pass oral examination at the end of the sixth semester.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Ponsonby, M. (1987). <i>How now, brown cow?</i> . New York: Prentice Hall. Rish West, B.(1997). <i>Talk Your Head Off (... and Write, Too!)</i> . New Jersey: Prentice Hall Regents. Rooks, G. (1981). <i>The Non-Stop Discussion Workbook</i> . Massachusetts: Newbury House Publishers, Inc., Rowley						
Recommended reading						
Alexander – Kingsbury - Chapman (1978). <i>Take a Stand</i> . New York: Longman. Graham, C. (1978). <i>Jazz Chants</i> . OUP. Hancock, M. (1995). <i>Pronunciation games</i> . Cambridge: CUP. Papa, M.. – Iantorno, G. (1990). <i>Famous British and American Songs and Their Cultural Background</i> . London: Longman. Rackham, A. (1985). <i>Mother Goose Nursery Rhymes</i> . London: Chancellor Press.						

Code	UEJ7010	Course	English speaking practice IV			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV	
Lecturer	Ivana Živić, lecturer					
Institution	Primary school in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
The objective of this course is to train students for natural, spontaneous and correct spoken communication in the English language in everyday situations.						
Course description						
Students are encouraged to talk about various topics from their own everyday routine or the life of native speakers of the English language by means of appropriate aids. The language functions are still practiced by means of simulations, dramatization and games, yet often the activities are done in pairs or groups as the students are engaged in discussions and debates on different topics and issues (communication, celebrities, body care, technology, modern world, current world issues, mysteries, etc.). Students are encouraged to prepare material for organizing and participating in discussions and debates. Through speaking activities they practise describing objects, telling stories, events and anecdotes, describing people and personalities, as well as procedures.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project		Multimedia and Internet
Distance learning	Office hours	Laboratory	Tutorial		Field work	
Student obligations						
The students are required to pass oral examination at the end of the eighth semester.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Dubin, F. – Margol, M.(1977). <i>It's Time to Talk</i> . New Jersey: Prentice-Hall. MacAndres, R. – Martinez, R. (2001). <i>Taboos and Issues</i> . Boston: LTP Language. Wallwork, A. (1997). <i>Discussions A-Z</i> . Cambridge: CUP.						
Recommended reading						
Alexander – Kingsbury – Chapman (1978). <i>Take a Stand</i> . New York: Longman. Hancock, M. (1995). <i>Pronunciation games</i> . Cambridge: CUP. Rackham, A. (1985). <i>Mother Goose Nursery Rhymes</i> . London: Chancellor Press. Rish West, B. (1997). <i>Talk Your Head Off (... and Write, Too!)</i> . New Jersey: Prentice Hall Regents. Rooks, G. (1981). <i>The Non-Stop Discussion Workbook</i> . Massachusetts: Newbury House Publishers, Inc., Rowley. Warren, M. – Hill, J. – Lewis, M. (1981). <i>IDEAS For English Conversation Groups</i> . Language Teaching Publications.						

Code	UEJ9011	Course	English speaking practice V			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V	
Lecturer	Ivana Živić, lecturer					
Institution	Primary school in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	1
Course objectives						
The objective of this course is to improve students' skills necessary for natural, spontaneous and accurate oral communication in the English language, as well as to develop understanding of different cultures and customs.						
Course description						
Students are encouraged to express their thoughts, feelings and opinions on different issues and topics from their everyday life or current world affairs. Students practise appropriate ways to express agreement, disagreement, disproving, questioning, acceptance of different points of view, to politely decline an offer/proposal, deliver good and bad news, etc. The course includes discussions, preparation and conduct of debates on different topics, as well as writing and presentation of research papers and discussions on assigned topics.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project		Multimedia and Internet
Distance learning	Office hours	Laboratory		Tutorial		Field work
Student obligations						
The students are required to pass oral examination at the end of the tenth semester.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
MacAndres, R. – Martinez, R. (2001). <i>Taboos and Issues</i> . Boston: LTP Language. Wallwork, A. (1997). <i>Discussions A-Z</i> . Cambridge: CUP. Warren, M. – Hill, J. – Lewis, M. (1981). <i>IDEAS For English Conversation Groups</i> . Boston: Language Teaching Publications.						
Recommended reading						
Rish West, B. (1997). <i>Talk Your Hear Off (... and Write, Too!)</i> . New Jersey: Prentice Hall Regents. Ur, P. (1981). <i>Discussions That Work</i> . Cambridge: CUP.						

Code	UEJ9010	Course	Teaching english to young learners			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V	
Lecturer	Mirna Radišić, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory		<u>Elective from module</u>		Elective	
	<u>Winter semester</u>			Summer semester		
ECTS student workload coefficient	3			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	-	-	-	-
Course objectives						
Studying the most important issues related to teaching foreign languages to young learners (6/7-10/11). Informing students about the Early Foreign Language Learning Project in Croatia 1991-2000 and its outcomes, about the research so far, and about the national curricula with regard to foreign language teaching and learning and its objectives.						
Course description						
Biological and psychological advantages to starting young with foreign languages. Optimal age for foreign language introduction into curriculum. Factors affecting foreign language teaching: aptitude, intelligence, learning strategies, classroom conditions, motivation, learner attitudes. The role of teacher in teaching foreign languages to young learners. Development of language skills with young learners: listening comprehension, pronunciation, starting to read and write, developing vocabulary. Learner errors and correction techniques. Assessment, evaluation and testing with young learners. The issue of first language use in a foreign language classroom. Croatian projects of early English language learning. Cross-curricular teaching.						
Teaching methods						
<u>Lectures</u>	<u>Seminars and workshops</u>	Practice	Individual project	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Seminar paper and a written exam after semester IX.						
Examination methods						
<u>Written</u>	Oral		Essay		Practical	
Individual project	Continuous assessment		<u>Seminar</u>			
Mandatory reading						
Petrović, E. (1997). <i>Teorija nastave stranih jezika</i> . Osijek: Pedagoški fakultet. Vilke, M. ... et al. (1993). <i>Children and Foreign Languages</i> . Zagreb: Faculty of Philosophy. Vilke, M. ... et al. (1995). <i>Children and Foreign Languages II</i> . Zagreb: Faculty of Philosophy. Vrhovac, Y. (ur.) (2001). <i>Children and Foreign Languages III</i> . Zagreb: Faculty of Philosophy.						
Recommended reading						
Brewster, J. – Ellis, G. – Girard, D. (2002) 2nd ed The Primary English Teacher's Guide, China, Paerson Education Limited. Moon, J. (2000). <i>Children Learning English</i> . Oxford: Macmillan Heinemann. Vrhovac, Y. i sur. (1999). <i>Strani jezik u osnovnoj školi</i> . Zagreb: Naprijed.						

Code	UEJ8001	Course	Theories of language acquisition and learning			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV	
Lecturer	Mirna Radišić, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>			Elective	
	Winter semester			Summer semester		
ECTS student workload coefficient	-			3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	2	-	-
Course objectives						
Students will learn about contemporary theories of language acquisition and learning of first, second and foreign language. To understand and accept the importance of the knowledge about children's speech development. To understand and apply language acquisition ideas and concepts on teaching foreign languages to young learners.						
Course description						
Acquisition and learning of the first language. Theories of first language acquisition and learning (behaviorism, innatism, interactionism). Theoretical approaches to explaining second language acquisition - SLA (behaviorism, innatism, universal grammar, Krashen's input hypothesis, recent psychological theories, information processing, connectionism, interactionism). Early childhood bilingualism. Developmental sequences. Teaching foreign languages in 20 th century. Alternative approaches and methods (TPR, the Silent Way, Suggestopedia, CLL, Multiple Intelligences, Neurolinguistic Programming, the Lexical Approach, Competency-Based Language Teaching). Current communicative approaches (Communicative Language Teaching, The Natural Approach, Cooperative Language Learning, Content-Based Instruction, Task-Based Language Teaching). The post-method era. Current issues in ELT.						
Teaching methods						
<u>Lectures</u>	Seminars and workshops	Practice	Individual project	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Written exam after semester VIII.						
Examination methods						
<u>Written</u>	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Richards, J. C. – Rodgers, T. S. (2001). <i>Approaches and Methods in Language Teaching</i> . Cambridge: CUP. Williams, M. – Burden, R. L. (1997), <i>Psychology for Language Teachers</i> . Cambridge: CUP.						
Recommended reading						
Brown, H. D. (2000) <i>Principles of Language Learning and Teaching</i> , 4th ed. San Francisco, Longman. Cameron, L. (2001). <i>Teaching Languages to Young Learners</i> . Cambridge: CUP. Lightbown, P. M. – Spada, N. (1999). <i>How Languages are Learned</i> . Oxford: OUP. Vilke, M. (1991). <i>Vaše dijete i jezik</i> . Zagreb: Školska knjiga.						

German language

Code	UNJ4001	Course	Children's literature in German language			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	dr. sc. Gertraud Zaneletti, college professor					
Institution	Paedagogische Akademie, Graz					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	Winter semester			<u>Summer semester</u>		
ECTS student workload coefficient	-			3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-		2	2	-
Course objectives						
After an overview of contemporary and classical children's literature in German, students will identify and interpret the most important authors and works from German children's literature with the aim of learning how to implement them into teaching German in primary school.						
Course description						
Students are given a short overview of the beginnings and development of children's literature in German-speaking world. Afterwards, students analyze the most representative works and try to identify ways in which they can be implemented into teaching German in primary school. The following authors and their works are discussed: W. Busch, Brüder Grimm, A. Kopitsch, Th. Storm, E. Kleidorf, I. Bohatta, F. Vahle, E. Jandl, U. Timm, Ch. Nöstlinger, E. Kästner, P. Härtling, M. Ende, O. Preußler, Janosch, and others.						
Teaching methods						
<u>Lectures</u>	<u>Seminars and workshops</u>	Practice		<u>Individual project</u>	<u>Multimedia and Internet</u>	
Distance learning	<u>Office hours</u>	Laboratory		Tutorial	Field work	
Student obligations						
Seminar paper and a written and oral exam at the end of semester IV.						
Examination methods						
<u>Written</u>	<u>Oral</u>		Essay		Practical	
Individual project	Continuous assessment		<u>Seminar</u>			
Mandatory reading						
Kaminski, D.: Märchen – Aufgaben und Übungen , 1986. Kast, B.: Jugendliteratur im kommunikativen Deutschunterricht , München, 1985. Mummert, I.: Schüler mögen Dichtung , Frankfurt a. M., 1984. Literatur im Anfängerunterricht , u: Fremdsprache Deutsch 2/1994. Weber, H.: Märchen der Brüder Grimm, Vorschläge 3 , Bonn (InterNationes), 1989. Wild, R. (ur.): Geschichte der deutschen Kinder- und Jugendliteratur , Stuttgart, 1990.						
Recommended reading						
Ehlers, S.: Lesen als Verstehen , München, 1992. Filippo, K./Goll, R./Onderdelinden, S.: Literatur im fremdsprachlichen Unterricht , München, 1986. Helmling, B./Wackwitz, G : Literatur im Deutschunterricht am Beispiel von narrativen Texten , München, 1986. Kaminski, D.: Literarische Texte in der Unterrichtspraxis , München, 1984. Rank v., B.: Erfahrungen mit Phantasie. Analysen zur Kinderliteratur und didaktische Entwürfe , Hohengehren, 1994. Richter, K./Hurrelmann, B.: Kinderliteratur im Unterricht , 1998. Vom Wege/Wessel: Praxisbuch Kinderliteratur , 1999.						

Code	UNJ1001	Course	German language I (foreign language)			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	Gordana Todorović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	<u>Mandatory</u>		Elective from module	Elective		
	<u>Winter semester</u>			Summer semester		
ECTS student workload coefficient	2			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	-
Course objectives						
The aim of this course is to draw upon existing knowledge and to acquire new knowledge and skills in the field of spoken and written communication in the German language. In the course students are exposed to situations that stimulate spontaneous expression, spoken or written, the development of the language skills, and provide opportunities for the practice of grammar and vocabulary through comprehension of written information. The course also deals with various topics from the culture and civilization of the German-speaking people.						
Course description						
In the course students read and listen to texts from everyday life and culture of native speakers, they perform oral and written tasks and produce their own texts in German. The students are offered various forms to express themselves independently. They are also exposed to different techniques that help develop spontaneous and free expression in the German language. The emphasis is placed on the development of students' vocabulary and enhancement of their grammatical accuracy, so that their expression moves closer to that of a native speaker. The course focuses on the development of language competence, as well as on expansion of knowledge about and understanding of culture and civilization of the German-speaking countries.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking a written and oral exam at the end of semester I.						
Examination methods						
<u>Written</u>	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Dallapiazza, R.-M. i suradnici: Tangram 1B, Deutsch als Fremdsprache , Ismaning, 2002.						
Recommended reading						
Gaigg, L.: Diese verflixten Artikel , Ismaning, 1997.						
Häublein i suradnici: Memo , Berlin, 1995.						
Reimann, M.: Grundstufen-Grammatik , Ismaning, 1996.						

Code	UNJ2002	Course	German language II (foreign language)			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	Gordana Todorović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	<u>Mandatory</u>		Elective from module		Elective	
	Winter semester			<u>Summer semester</u>		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	-	-	2
Course objectives						
The aim of this course is for students to revise and improve their knowledge and skills in the German language, as well as to acquire new knowledge and skills in spoken and written communication in German. During the course students find themselves in situations that stimulate spontaneous expression, spoken or written, the development of four language skills, as well as practice of grammar and vocabulary through comprehension of written information. The course also contains various topics related to culture and civilization of the German-speaking peoples.						
Course description						
In the course students read and listen to texts covering topics and language from everyday life and culture of native speakers. They also perform oral and written exercises and produce their own work in German. Students can choose various forms to express themselves independently. They are also exposed to different techniques that help develop spontaneous and free expression in the German language. A continuous emphasis is put on the improvement of students' vocabulary and grammatical accuracy, so that their language performance is brought closer to that of a native speaker. The course focuses on the development of language competence, and on expansion of knowledge referring to the culture and civilization of the German-speaking countries.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking a written and oral exam at the end of semester II.						
Examination methods						
<u>Written</u>	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Dallapiazza, R.-M. i suradnici: Tangram 2A, Deutsch als Fremdsprache , Ismaning, 2002.						
Recommended reading						
<ol style="list-style-type: none"> Appelt, M. i suradnici: Grammatik a la carte! – 2, Mittelstufe, Frankfurt a. M., 1994. Glovacki-Bernardi, Z. : Osnove njemačke gramatike, Zagreb, 1995. Schumann, J.: Mittelstufe Deutsch, Ismaning, 1992 Wagner, R. : Grammatiktraining – 2, Mittelstufe, Ismaning, 1997. 						

Code	UNJ3100	Course	German language III (foreign language)			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	Gordana Todorović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	1			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
The aim of this course is for students to improve their skills and to acquire new knowledge in spoken and written communication in the German language. In specific situations students are stimulated to express themselves spontaneously in spoken or written form and to work on the development of their language skills, as well as to practice grammar and vocabulary through comprehension of written information. Further, the course includes various cultural topics.						
Course description						
In the course students practise their reading and listening skills on texts covering topics and language from everyday life and culture of native speakers. They also do oral and written exercises and produce their own work in German. Students use various forms to express themselves independently. Different techniques help them develop spontaneous and fluent expression in German language. The emphasis is put on expansion of students' vocabulary and their grammatical accuracy, so as to bring their language competence closer to that of native speakers. The course deals with topics referring to culture and civilization of the German-speaking countries with the aim to improve students' knowledge and understanding of the German culture.						
Teaching methods						
Lectures	Seminars and workshops		Practice	Individual project	Multimedia and Internet	
Distance learning	Office hours		Laboratory	Tutorial	Field work	
Student obligations						
Taking a written and oral exam at the end of semester IV.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Dallapiazza, R.-M. i suradnici: Tangram 2B, Deutsch als Fremdsprache , Ismaning, 2002.						
Recommended reading						
Appelt, M. i suradnici: Grammatik a la carte! – 2, Mittelstufe , Frankfurt a. M., 1994. Glovacki-Bernardi, Z. : Osnove njemačke gramatike , Zagreb, 1995. Schumann, J.: Mittelstufe Deutsch , Ismaning, 1992 Wagner, R. : Grammatiktraining – 2, Mittelstufe , Ismaning, 1997.						

Code	UNJ6001	Course	German culture and civilisation			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	Gordana Todorović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	Winter semester			<u>Summer semester</u>		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	2	1	-
Course objectives						
To introduce students to the German-speaking countries and to their different cultural and traditional elements. To arouse students' interest and stimulate a positive attitude towards the German culture and events taking place in the countries of German-speaking peoples.						
Course description						
Students are given insights into historical, political, geographical, social and cultural characteristics of the countries in which German is the/an official language. Also, students do research work covering different topics and report on current events in the German-speaking countries. A part of this course will also deal with the appropriate classroom use of materials related to the culture of the German-speaking countries.						
Teaching methods						
<u>Lectures</u>	<u>Seminars and workshops</u>	Practice		<u>Individual project</u>	Multimedia and Internet	
Distance learning	<u>Office hours</u>	Laboratory		Tutorial	Field work	
Student obligations						
Taking a written and oral exam at the end of semester VI.						
Examination methods						
<u>Written</u>	<u>Oral</u>		Essay		Practical	
Individual project	Continuous assessment		<u>Seminar</u>			
Mandatory reading						
Die Deutschen in ihrer Welt. Tübinger Modell einer integrativen Landeskunde , Berlin etc., 1992. Behal-Thomsen, H./Lundquist-Mog, A./Mog, P.: Typisch deutsch? Arbeitsbuch zu Aspekten deutscher Mentalität , Berlin und München, 1993.						
Recommended reading						
Hansen, M./Zuber, B.: Zwischen den Kulturen . Strategien und Aktivitaeten für landeskundliches Lehren und Lernen, Berlin und München, 1996. Glaser, H.: Deutsche Kultur 1945 – 2000 , Berlin, 1999. Erdmenger, M.: Landeskunde im Fremdsprachenunterricht , Ismaning, 1996. Freund, M.: Deutsche Geschichte , München, 1985. Koreik, U. : Deutschlandstudien und deutsche Geschichte , Baltmannsweiler, 1995. Landeskunde deutschsprachiger Länder , Regensburg. Landeskunde im DaF-Unterricht für Jugendliche und Erwachsene , Straßburg, 1996. Olzog, G. / Liese, H. : Die politischen Parteien in Deutschland , München, 1996. Sontheimer, K. / Bleek, W. : Grundzüge des politischen Systems der Bundesrepublik Deutschland , München, 1997.						

Code	UNJ2010	Course	German Language Grammar I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	Gordana Todorović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	1	-	1
Course objectives						
The aim of this course is to train students to understand and use correctly basic morphological and syntactical forms and structures in the German language, which is achieved through systematic and detailed analysis and practice. In the process an additional aim is to train students to explain and compare those forms and structures with equivalent phenomena in their mother tongue.						
Course description						
The course contents include dealing with verbs as a part of speech, and their morphological, syntactical and semantical characteristics. Students get practice in verb formation. Through appropriate practice students will systematically expand their vocabulary and improve their grammatical accuracy.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Taking a written and oral exam at the end of semester II.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Dreyer, H./Schmitt, R. : Lehr- und Übungsbuch der deutschen Grammatik , Ismaning, 1996. Marčetić, T. : Deutsche Grammatik im Überblick , Zagreb, 1995.						
Recommended reading						
Appelt, M. i suradnici: Grammatik a la carte! – 1, Grundstufe , Frankfurt a. M., 1992 Appelt, M. i suradnici: Grammatik a la carte! – 2, Mittelstufe , Frankfurt a. M., 1994. Glovacki-Bernardi, Z. : Osnove njemačke gramatike , Zagreb, 1995. Hall, K./Scheiner B.: Übungsgrammatik für Fortgeschrittene , Ismaning, 1997. Helbig, G. / Buscha, J. : Deutsche Grammatik , Berlin etc., 1996. Helbig, G. / Buscha, J. : Übungsgrammatik Deutsch , Leipzig, 1991. Heidermann, W. : Grammatiktraining – 1, Grundstufe , Ismaning, 1997. Wagner, R. : Grammatiktraining – 2, Mittelstufe , Ismaning, 1997. Reimann, M.: Grundstufen-Grammatik , Ismaning, 1996.						

Code	UNJ3010	Course	German Language Grammar II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	Gordana Todorović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			Summer semester		
ECTS student workload coefficient	2			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	2	-	-	-
Course objectives						
The aim of this course is to train students to understand and correctly use basic morphological and syntactical forms and structures in the German language, which is achieved through systematic and detailed analysis and practice. An additional aim of the course is to train students to explain and compare those forms and structures with equivalent phenomena in their mother tongue.						
Course description						
The course contents include parts of speech (nouns, pronouns, articles, adjectives, prepositions, and numbers), their changes (declension, comparison) and syntactical functions, word formation, as well as syntax (clauses and their relations in a text).						
Teaching methods						
<u>Lectures</u>	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking a written and oral exam at the end of semester III.						
Examination methods						
<u>Written</u>	<u>Oral</u>		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Dreyer, H./Schmitt, R. : Lehr- und Übungsbuch der deutschen Grammatik , Ismaning, 1996. Petrović, V.: Einführung in die Syntax des Deutschen , Pecz, 1995. Marčetić, T. : Deutsche Grammatik im Überblick , Zagreb, 1995.						
Recommended reading						
Appelt, M. i suradnici: Grammatik a la carte! – 1, Grundstufe , Frankfurt a. M., 1992 Appelt, M. i suradnici: Grammatik a la carte! – 2, Mittelstufe , Frankfurt a. M., 1994. Glovacki-Bernardi, Z. : Osnove njemačke gramatike , Zagreb, 1995. Hall, K./Scheiner B.: Übungsgrammatik für Fortgeschrittene , Ismaning, 1997. Helbig, G. / Buscha, J. : Deutsche Grammatik , Berlin etc., 1996. Helbig, G. / Buscha, J. : Übungsgrammatik Deutsch , Leipzig, 1991. Heidermann, W. : Grammatiktraining – 1, Grundstufe , Ismaning, 1997. Wagner, R. : Grammatiktraining – 2, Mittelstufe , Ismaning, 1997. Reimann, M.: Grundstufen-Grammatik , Ismaning, 1996.						

Code	UNJ2011	Course	German Language Practice I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	Lana Mayer, assistant					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	Winter semester			<u>Summer semester</u>		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	-	-	2
Course objectives						
The course objective is to improve existing and acquire new knowledge and skills in written and oral communication in the German language. Students practice to use German language fluently in everyday oral communication and to express themselves accurately and clearly. By learning German students also learn about the culture of German-speaking peoples.						
Course description						
Apart from expanding students' vocabulary and practicing grammatical structures of the German language, the emphasis of this course is on developing the four language skills – receptive: reading and listening, as well as productive: speaking and writing. Students listen to and read various texts covering topics from different aspects of everyday life of native speakers, and they analyse the contents and the language of these. Through different types of oral and written exercises students acquire lexical and grammatical knowledge and develop their communicative competence. In the first year of study the emphasis is on acquiring grammatical structures of the German language by working on various authentic texts and language exercises that, in a certain sense, build a link to the course "German language grammar".						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking a written and oral exam at the end of semester II.						
Examination methods						
<u>Written</u>	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Buscha, A./Friedrich, K.: Deutsches Übungsbuch , Leipzig etc., 1996. Helbig, G./Buscha, J.: Übungsgrammatik Deutsch , Berlin, 1992.						
Recommended reading						
Bachmann i suradnici: Sichtwechsel Neu , München, 1995. Dreyer, H./Schmitt, R. : Lehr- und Übungsbuch der deutschen Grammatik , Ismaning, 1996. Gaigg, L.: Diese verflixten Artikel , Ismaning, 1997. Häublein i suradnici: Memo , Berlin, 1995. Schumann, J.: Mittelstufe Deutsch , Ismaning, 1992.						

Code	UNJ3011	Course	German language practice II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	Lana Mayer, assistant					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			<u>Summer semester</u>		
ECTS student workload coefficient	1			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
To train future teachers for a fluent use of the German language in written and oral everyday communication and in various situations, which is achieved through systematic gradual enrichment of vocabulary and by studying various topics from everyday life (developing the four language skills). To expand students' knowledge of culture and civilization of the German-speaking peoples.						
Course description						
Reading, listening to and processing shorter text from different fields of everyday life of native speakers of German, enrichment of students' lexical knowledge through various forms of written and oral exercises (dictations, guided essays, free essays). The course also includes a series of practical exercises for practicing vocabulary and conversation and revising certain grammatical units of the German language. Special attention is paid to train students to study the language independently by raising their awareness of learning strategies they already use and by developing new and effective learning strategies.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking a written and oral exam at the end of semester IV.						
Examination methods						
<u>Written</u>	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Buscha, A./Friedrich, K.: Deutsches Übungsbuch , Leipzig etc., 1996. Helbig, G./Buscha, J.: Übungsgrammatik Deutsch , Berlin, 1992.						
Recommended reading						
Bachmann i suradnici: Sichtwechsel Neu , München, 1995. Dreyer, H./Schmitt, R. : Lehr- und Übungsbuch der deutschen Grammatik , Ismaning, 1996. Gaigg, L.: Diese verflixten Artikel , Ismaning, 1997. Häublein i suradnici: Memo , Berlin, 1995. Schumann, J.: Mittelstufe Deutsch , Ismaning, 1992.						

Code	UNJ5010	Course	German Language Practice III			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	Lana Mayer, assistant					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			<u>Summer semester</u>		
ECTS student workload coefficient	2			1		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
To improve students' knowledge of the German language by working on their listening, reading, speaking and writing skills. To enable students to understand and produce texts on their own in German, as well as to use the German language fluently and spontaneously in everyday situations. To expand students' knowledge of certain linguistic structures.						
Course description						
The course consists of a series of practical vocabulary and conversation exercises. It also includes revision and practice of certain grammatical units of the German language. The four language skills are worked on systematically through written and oral study of various topics. The topics relate to current events in the German-speaking countries, so that students improve their knowledge of culture and civilization of these countries (Germany, Austria and Switzerland). Assuming that students have mastered morphology and syntax of German at the advanced level, this course concentrates on the stylistic expression in German.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking a written and oral exam at the end of semester VI.						
Examination methods						
<u>Written</u>	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Buscha, A./Friedrich, K.: Deutsches Übungsbuch , Leipzig etc., 1996. Helbig, G./Buscha, J.: Übungsgrammatik Deutsch , Berlin, 1992. Rug, W./Tomaszewski, A.: Grammatik mit Sinn und Verstand , München, 1997.						
Recommended reading						
Bachmann i suradnici: Sichtwechsel Neu , München, 1995. Bechtel, C./Simson, E.: Lesen und Verstehen (Studienreihe Deutsch als Fremdsprache, Band 3), Ismaning, 1990. Brenner, G./Hussing-Weitz, R.: Besser in Deutsch , Frankfurt a. M., 1994. Dreyer, H./Schmitt, R.: Lehr- und Übungsbuch der deutschen Grammatik , Ismaning, 1996. Röhr, G.: Erschließen aus dem Kontext , Berlin, 1993. Schumann, J.: Mittelstufe Deutsch , Ismaning, 1992.						

Code	UNJ7010	Course	German language practice IV			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV	
Lecturer	Lana Mayer, assistant					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			<u>Summer semester</u>		
ECTS student workload coefficient	3			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
To improve students' knowledge of German by intensifying work on listening (taking notes, identifying arguments, forming hypotheses, etc.), speaking (dialogues from everyday life, discussions), reading (text analysis, reading of short literary forms), and writing skills (compositions, reports, reviews, etc.) To improve knowledge of certain linguistic structures, and the use of the German language on stylistic level.						
Course description						
Reading, listening to and analysing authentic texts from different fields of everyday life of native speakers of German (radio shows, TV movies and serials, news-magazine editorials, songs, etc.). Various forms of written and oral tasks are used to expand students' lexical knowledge. An emphasis is placed on the style of students' expression and on the study of the language with regard to collocations, idiomatic expressions and colloquial language.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking a written and oral exam at the end of semester VIII.						
Examination methods						
<u>Written</u>	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Helbig, G./Buscha, J.: Übungsgrammatik Deutsch , Berlin, 1992. Rug, W./Tomaszewski, A.: Grammatik mit Sinn und Verstand , München, 1997.						
Recommended reading						
Bachmann i suradnici: Sichtwechsel Neu , München, 1995. Bechtel, C./Simson, E.: Lesen und Verstehen (Studienreihe Deutsch als Fremdsprache, Band 3), Ismaning, 1990. Brenner, G./Hussing-Weitz, R.: Besser in Deutsch , Frankfurt a. M., 1994. Dreyer, H./Schmitt, R. : Lehr- und Übungsbuch der deutschen Grammatik , Ismaning, 1996. Ettinger, S./Hessky, R.: Deutsche Redewendungen , Ein Wörter- und Übungsbuch für Fortgeschrittene, Tübingen, 1997. Hasenkamp, G.: Leselandschaft 1 und 2 , Hueber Verlag, 1996. Heringer, H. J.: Grammatik und Stil. Praktische Grammatik des Deutschen , Berlin, 1995. Müller-Küppers, E./ Wiemer, C./ Willkop, E.-M.: Auf neuen Wegen, Lehrbuch , Hueber Verlag, 2002. Röhr, G.: Erschließen aus dem Kontext , Berlin, 1993. Schumann, J.: Mittelstufe Deutsch , Ismaning, 1992.						

Code	UNJ9010	Course	German Language Practice V			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V	
Lecturer	Lana Mayer, assistant					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
To intensify work on the development of the language skills so as to improve students' competence in the German language, thus enabling them to use the German language fluently, accurately and stylistically adequately in different situations. To raise students' awareness of the numerous variants of the spoken German language and to expand their vocabulary according to this variety.						
Course description						
Reading, listening to and analysing material on diverse topics, new vocabulary and new linguistic structures. Listening to and reading authentic texts in German with the aim to inform students about the numerous variants of the German language, to improve their vocabulary and advance their use of linguistic structures. By working on authentic material students simultaneously develop a better understanding of the German culture and civilization.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking a written and oral exam at the end of semester X.						
Examination methods						
<u>Written</u>	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Helbig, G./Buscha, J.: Übungsgrammatik Deutsch , Berlin, 1992. Rug, W./Tomaszewski, A.: Grammatik mit Sinn und Verstand , München, 1997.						
Recommended reading						
Bachmann i suradnici: Sichtwechsel Neu , München, 1995. Bechtel, C./Simson, E.: Lesen und Verstehen (Studienreihe Deutsch als Fremdsprache, Band 3), Ismaning, 1990. Brenner, G./Hussing-Weitz, R.: Besser in Deutsch , Frankfurt a. M., 1994. Dreyer, H./Schmitt, R. : Lehr- und Übungsbuch der deutschen Grammatik , Ismaning, 1996. Ettinger, S./Hessky, R.: Deutsche Redewendungen , Ein Wörter- und Übungsbuch für Fortgeschrittene, Tübingen, 1997. Hasenkamp, G.: Leselandschaft 1 und 2 , Hueber Verlag, 1996. Heringer, H. J.: Grammatik und Stil. Praktische Grammatik des Deutschen , Berlin, 1995. Müller-Küppers, E./Wiemer, C./Willkop, E.-M.: Auf neuen Wegen, Lehrbuch , Hueber Verlag, 2002. Röhr, G.: Erschließen aus dem Kontext , Berlin, 1993. Schumann, J.: Mittelstufe Deutsch , Ismaning, 1992.						

Code	UNJ9011	Course	German language teaching practical work			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V	
Lecturer	Gordana Todorović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			<u>Summer semester</u>		
ECTS student workload coefficient	2			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	1	-	-	2
Course objectives						
The GLT practical work course aims at preparing students for teaching German language in a real classroom in the lower grades of primary school (grades 1-4), by pointing at appropriate ways of practical application of the knowledge received through the course "Theories of language acquisition and learning".						
Course description						
Identifying and studying textbooks for early German language teaching to equip students with knowledge and skills needed to choose, evaluate and plan activities for the development of language skills of young learners. Teaching students to plan a lesson and make a written lesson plan with a detailed lesson procedure (setting objectives and aims, choosing methods and techniques, procedures and types of work). Students also observe German lessons in primary schools delivered by the school-based tutor and other students, keep a record of the observations, and give lessons themselves for which they receive a grade (at least two lessons with their school-based tutor, and two lessons for all students, the tutor and college teacher trainer). Also, students do practical work in a school (school-based experience, 3 weeks): they have to attend lessons regularly and keep a record of all their observations and actions according to guidelines given in advance. During this period students are required to give at least three German lessons with their mentor observing and evaluating the lessons and their work and effort in general.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	<u>Tutorial</u>	Field work		
Student obligations						
A student has to deliver at least two English lessons in a school and they have to be graded positively. Also, a student's grade received for school-based experience has to be positive.						
Examination methods						
Written	<u>Oral</u>		Essay	<u>Practical</u>		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Textbooks, activity books, teacher's books for teaching and learning German in primary school: <i>Spass mit Deutsch, Tamburin, TamTam, Huckepack, Ja klar!</i> and so on.						
Recommended reading						
Anić, V.: Igra je igra , Zagreb 1985. Borries, M. i suradnici: Spielstraße Deutsch. Materialien und Spiele für den Unterricht Deutsch als Fremdsprache im Primarbereich , Hannover, 1991. Dieling, H.: Phonetik im Fremdsprachenunterricht , Berlin, 1992. Jank, W./Meyer, H. : Didaktische Modelle , Frankfurt a. M., 1991. Lohfert, W.: Kommunikative Spiele für Deutsch als Fremdsprache. Spielpläne und Materialien für die Grundstufe , Ismaning, 1982.						

Code	UNJ2001	Course	German Speaking Practice I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	Lana Mayer, assistant					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	Winter semester			<u>Summer semester</u>		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	-	-	2
Course objectives						
The course objective is to train students for a natural and spontaneous oral communication in the German language, special emphasis being put on pronunciation.						
Course description						
Textual, visual and audio-visual materials prompt students to talk about various topics, especially those related to everyday life. A special attention is paid to acquisition of certain basic linguistic functions (greeting, getting to know people, asking for help, expressing gratitude, etc.), and pointing at conventional differences and similarities in the linguistic behaviour of native speakers of German and Croatian. Pronunciation practice (accent, rhythm, intonation) is also an important part of the course: students are expected to master the basics of sound production and of the German vowel and consonant system.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking an oral exam at the end of semester II.						
Examination methods						
Written	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Perlmann-Balme, M./Schwalb, S.: em Hauptkurs , Deutsch als Fremdsprache für die Mittelstufe, Ismaning, 1997.						
Recommended reading						
Gehrmann, S.: Deutsche Phonetik in Theorie und Praxis , Zagreb, 1995. Siebs: Deutsche Aussprache. Reine und gemäßigte Hochlautung mit Aussprachewörterbuch , Berlin, 1969.						

Code	UNJ3001	Course	German Speaking Practice II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	Lana Mayer, assistant					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			<u>Summer semester</u>		
ECTS student workload coefficient	1			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
Systematic training of students for a natural, spontaneous oral communication in the German language with pronunciation practice and special emphasis put on rhythm and intonation.						
Course description						
The students are encouraged to talk about different topics from their own life (e.g. personality, spare time activities, sports and entertainment, friendships and relationships, environment, travel, food, health) and from the life of the German-speaking people, which is achieved with the help of visual and audio-visual aids. Special attention is paid to the behavioural differences of conventional nature between native speakers of German and native speakers of Croatian. Language functions are practised in different ways: dramatisation, simulation, role-plays, etc. Nursery-rhymes, popular songs, fairy tales and short stories are also learned, i.e. the work is based on linguistic material that abounds in vocabulary related to children's interests. Students also get practice in the use of the International phonetic alphabet.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking an oral exam at the end of semester IV.						
Examination methods						
Written	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Perlmann-Balme, M./Schwalb, S.: em Hauptkurs , Deutsch als Fremdsprache für die Mittelstufe, Ismaning, 1997.						
Recommended reading						
Gehrmann, S.: Deutsche Phonetik in Theorie und Praxis , Zagreb, 1995. Siebs: Deutsche Aussprache. Reine und gemäßigte Hochlautung mit Aussprachewörterbuch , Berlin, 1969.						

Code	UNJ5001	Course	German Speaking Practice III			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	Lana Mayer, assistant					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			<u>Summer semester</u>		
ECTS student workload coefficient	2			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
Training students for a natural and accurate communication in German at higher levels of language competence with an emphasis on the quality of pronunciation and expression.						
Course description						
The students are encouraged to express their opinions on certain problems or topics. They are prompted to talk, exchange opinions and discuss different topics (customs, money and shopping, going out, humour, future, work and professions, contemporary topics). The language functions are practised through simulation, dramatization and games. Students are trained and encouraged to gradually stop talking following conversation models but to try to express themselves independently and spontaneously by finding right expressions needed for a successful communication. Their pronunciation is systematically practised.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking an oral exam at the end of semester VI.						
Examination methods						
Written	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Perlmann-Balme, M./Schwalb, S.: em Hauptkurs , Deutsch als Fremdsprache für die Mittelstufe, Ismaning, 1997.						
Recommended reading						
Gehrmann, S.: Deutsche Phonetik in Theorie und Praxis , Zagreb, 1995. Siebs: Deutsche Aussprache. Reine und gemäßigte Hochlautung mit Aussprachewörterbuch , Berlin, 1969.						

Code	UNJ7001	Course	German Speaking Practice IV			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV	
Lecturer	Lana Mayer, assistant					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			<u>Summer semester</u>		
ECTS student workload coefficient	3			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
To train students to communicate spontaneously and accurately in German in everyday situations.						
Course description						
Students practise spontaneous but correct conversation on various topics from their life or from the life of the German-speaking people with the help of different audio-visual aids. The linguistic functions are practised through simulation, dramatization and games, during which they often work in pairs or groups so they can discuss different topics and problems (communication, celebrities, body care, technologies, modern world, current world problems, mysteries, etc.). As a part of practice, students have to prepare materials in order to be able to participate in debates and discussions. They also practice describing items, telling stories, talking about events and everyday situations, describing persons and their characters as well as their actions.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking an oral exam at the end of semester VIII.						
Examination methods						
Written	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Klippert, H.: Kommunikations-Training, Übungsbausteine für den Unterricht , Weinheim, 1995.						
Recommended reading						
Dauvillier, Ch./Köchling, M.: Bild als Sprech Anlass. Karikaturen , München, 1988. Laveau, I./Nicolas, G./Sprenger, M.: Bild als Sprachanlass, Werbeanzeigen , München, 1988.						

Code	UNJ9001	Course	German Speaking Practice V			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V	
Lecturer	Lana Mayer, assistant					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	1
Course objectives						
To further develop students' ability to speak fluently, spontaneously and correctly in German, and to develop their sensitivity towards the culture and customs of the German-speaking countries.						
Course description						
The students develop their speaking skills and their ability to express their opinions, feelings and attitudes towards different topics and problems concerning everyday life as well as current global events. They practise adequate ways of expressing agreement, disagreement, and contradiction. Also, students practise how to question, accept attitudes of others, politely refuse, tell good and bad news, etc. The activities are mostly in the form of discussions and debates covering different topics. Students also write and make reports on various topics related to the German-speaking countries.						
Teaching methods						
Lectures	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Taking an oral exam at the end of semester X.						
Examination methods						
Written	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		Seminar			
Mandatory reading						
Klippert, H.: Kommunikations-Training, Übungsbausteine für den Unterricht , Weinheim, 1995.						
Recommended reading						
Dauvillier, Ch./Köchling, M.: Bild als Sprech Anlass. Karikaturen , München, 1988. Laveau, I./Nicolas, G./Sprenger, M.: Bild als Sprachanlass, Werbeanzeigen , München, 1988.						

Code	UNJ9010	Course	Teaching German to young learners			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V	
Lecturer	Mirna Radišić, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			Summer semester		
ECTS student workload coefficient	3			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	-	-	-	-
Course objectives						
Studying the most important issues related to teaching foreign languages to young learners (6/7-10/11). Informing students about the Early Foreign Language Learning Project in Croatia 1991-2000 and its outcomes, about the research so far, and about the national curricula with regard to foreign language teaching and learning and its objectives.						
Course description						
Biological and psychological advantages to starting young with foreign languages. Optimal age for foreign language introduction into curriculum. Factors affecting foreign language teaching: aptitude, intelligence, learning strategies, classroom conditions, motivation, learner attitudes. The role of teacher in teaching foreign languages to young learners. Development of language skills with young learners: listening comprehension, pronunciation, starting to read and write, developing vocabulary. Learner errors and correction techniques. Assessment, evaluation and testing with young learners. First language in a foreign language classroom. Croatian projects of early English language learning. Cross-curricular teaching.						
Teaching methods						
<u>Lectures</u>	<u>Seminars and workshops</u>	Practice	Individual project	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Seminar paper and a written exam after semester IX.						
Examination methods						
<u>Written</u>	Oral	Essay	Practical			
Individual project	Continuous assessment	<u>Seminar</u>				
Mandatory reading						
Petrović, E. (1997). <i>Teorija nastave stranih jezika</i> . Osijek: Pedagoški fakultet. Vilke, M. ... et al. (1993). <i>Children and Foreign Languages</i> . Zagreb: Faculty of Philosophy. Vilke, M. ... et al. (1995). <i>Children and Foreign Languages II</i> . Zagreb: Faculty of Philosophy. Vrhovac, Y. (ur.) (2001). <i>Children and Foreign Languages III</i> . Zagreb: Faculty of Philosophy.						
Recommended reading						
Albers, H. G. / Bolton, S. (1995). <i>Testen und Prüfen in der Grundstufe</i> (Fernstudieneinheit 7). München. Behme, H. (1985). <i>Miteinander reden. Sprechspiele im Unterricht</i> . München. Dahlhaus, B. (1994). <i>Fertigkeit Hören</i> (Fernstudieneinheit 5). München. Kast, B. (1999) <i>Fertigkeit Schreiben</i> (Fernstudieneinheit 12). München. Vrhovac, Y. i sur. (1999). <i>Strani jezik u osnovnoj školi</i> . Zagreb: Naprijed.						

Code	UNJ8001	Course	Theories of language acquisition and learning			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV	
Lecturer	Mirna Radišić, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>			Elective	
	Winter semester			<u>Summer semester</u>		
ECTS student workload coefficient	-			3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	2	-	-
Course objectives						
Students will learn about contemporary theories of language acquisition and learning of first, second and foreign language. To understand and accept the importance of the knowledge about children's speech development. To understand and apply language acquisition ideas and concepts on teaching foreign languages to young learners.						
Course description						
Acquisition and learning of the first language. Theories of first language acquisition and learning (behaviorism, innatism, interactionism). Theoretical approaches to explaining second language acquisition - SLA (behaviorism, innatism, universal grammar, Krashen's input hypothesis, recent psychological theories, information processing, connectionism, interactionism). Early childhood bilingualism. Developmental sequences. Teaching foreign languages in 20 th century. Alternative approaches and methods (TPR, the Silent Way, Suggestopedia, CLL, Multiple Intelligences, Neurolinguistic Programming, the Lexical Approach, Competency-Based Language Teaching). Current communicative approaches (Communicative Language Teaching, The Natural Approach, Cooperative Language Learning, Content-Based Instruction, Task-Based Language Teaching). The post-method era. Current issues in ELT.						
Teaching methods						
<u>Lectures</u>	Seminars and workshops	Practice	Individual project	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Written exam after semester VIII.						
Examination methods						
<u>Written</u>	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Richards, J. C. – Rodgers, T. S. (2001). <i>Approaches and Methods in Language Teaching</i> . Cambridge: CUP. Williams, M. – Burden, R. L. (1997), <i>Psychology for Language Teachers</i> . Cambridge: CUP.						
Recommended reading						
Brown, H. D. (2000) <i>Principles of Language Learning and Teaching</i> , 4th ed. San Francisco, Longman. Cameron, L. (2001). <i>Teaching Languages to Young Learners</i> . Cambridge: CUP. Lightbown, P. M. – Spada, N. (1999). <i>How Languages are Learned</i> . Oxford: OUP. Vilke, M. (1991). <i>Vaše dijete i jezik</i> . Zagreb: Školska knjiga.						

Kinesiology

Code	UKI6001	Course	Extracurricular sports activities			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year		
Lecturer	mr. sc. Mara Šumanović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient				2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	-	1
Course objectives						
To introduce and qualify students for programming and realization of differentiated working forms in the physical education curriculum of an elementary school.						
Course description						
Processing of organisational working forms; micro break, sporting events, competitions, trips, facultative and elective programmes; The basics of sport training; sports equipment, principles, and the rules of sport training; Selection in sport, methodical basics of training of the antropological characteristics (motorical, morphological and functional); The relationship between a student and a teacher; The cooperation of a school and the social environment; Material working conditions; Pedagogical documentation; Special curricular tasks: swimming, skating, roller-skating, cycling etc. "Material conditions and students' preferences for certain contents can condition the selection of the programme"						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students have to attend classes regularly and do all the tasks specified in the curriculum.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Findak, V.: Stela, I.:(1985), .: Izvannastavne i izvanškolske aktivnosti u tjelesnoj i zdravstvenoj kulturi, Školska knjiga, Zagreb. Kalish, S.(2000.): Fitness za djecu, Gopal, Zagreb. Milanović, D. i sur.(1997.): Priručnik za sportske trenere, FFK, Zagreb. Zvonarek, A., Tomac, Ž.(1999.): Mini rukomet, Hrvatski rukometni savez, Zagreb						
Recommended reading						
Mraković,M.(1994.): Fitko – Programiranje i kontrola procesa vježbanja, FFK, Zagreb.						

Code	UKI5001	Course	Kinesiology			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	mr. sc. Mara Šumanović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from modul		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	4					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	2	-			
Course objectives						
To teach students to understand the kinesiological patterns which are the basis of planning, programming, realization, monitoring and evaluation of different practice forms in the field of the kinesiological education A particular objective is to qualify students for the application of measuring instruments and kinesiological operators, especially those that are used in the physical education of the children of a younger school age.						
Course description						
The concept, definition, and development of kinesiology; The relationship between kinesiology and other sciences; The structure of kinesiology; The application of kinesiological patterns in the field of education; The influence of kinesiological stimuli on: antropological characteristics of the children of younger school age (motorical, morphological, functional, cognitive, konative and social) the process of evolution and involution, The influence of kinesiological stimuli on health: health and physical activity, health and environment, hygiene and physical exercise; The concept of directed exercise processes; The basic principles of directed physical exercises; the factors of planning, programming, realization and monitoring; Kinesiological operators; concept, structure and practical realization						
Teaching methods						
Lectures		Seminars and workshops		Practice	Individual project	
Distance learning		Office hours		Laboratory	Tutorial	
					Multimedia and Internet	
					Field work	
Student obligations						
Students have to participate in lectures and seminars actively. Preliminary exam: kinesiological operators, determining the antropological characteristics of children of younger school age.						
Examination methods						
Written		Oral		Essay		Practical
Individual project		Continuous assessment		Seminar		
Mandatory reading						
Findak, V., Prskalo, I. (2004) Kineziološki leksikon, Visoka učiteljska škola Petrinja, Petrinja. Milanović, D. i sur. (1997.): Priručnik za sportske trenere, FFK, Zagreb Mišigoj-Duraković, M. (1999.): Tjelesno vježbanje i zdravlje, Zagreb. Prskalo, I. (2001): Osnove kineziologije, Visoka učiteljska škola Petrinja, Petrinja.						
Recommended reading						
Kališ, S. (2000.): Fitness za djecu – praktični savjeti za roditelje. Zagreb, Gopal, Mraković, M. (1994.): Fitko – Programiranje i kontrola procesa vježbanja, FFK, Zagreb.						

Code	UKI3001	Course	Kinesiology practice			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II.	
Lecturer	Vera Filipović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	2			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminar	Practice
	-	1	1	-	1	1
Course objectives						
The aim of the course is to qualify students in basic knowledge, skills and habits in physical education according to the curriculum for children of younger school age.						
Course description						
The course contents: walking; throwing, catching, aiming; crawling, climbing, lifting, carrying,; pulling, pressing, rolling; games; dancing						
Teaching methods						
Lectures	Seminars and workshops	Exercises	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Regular attendance and implementation of all the knowledge from the curriculum.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Findak, V. (1994) Tjelesna i zdravstvena kultura u osnovnoj školi. Zagreb. Školska knjiga. Pejčić, A., Berlot, S. (1996) Sadržaji tjelesne i zdravstvene kulture za prva četiri razreda osnovne škole (priručnik za učitelje) Findak, V., D. Metikoš, B. Neljak (1996). Primijenjena kineziologijau školstvu (Norme). Zagreb FKK. Tkalčić, S. (2000) Kompleksi opće pripremnih kretnji. Zagreb. Studio Moderna.						
Optional reading:						
Fučkar, K. Aerobika za mlađu školsku dob: Suvremena aerobika_zbornik radova: 6. zagrebački sajam sporta. Zagreb FKK. Kalisch, S. (2000) Fitness za djecu – Praktični savjeti za roditelje. Zagreb: Gopal, 2000.						

Code	UKI1001	Course	Physical education			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	Vera Filipović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	2			1		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	2	-	-	2
Course objectives						
<ul style="list-style-type: none"> -for students to establish and expand their knowledge of old and new up-to-date kinesiological terms; -to educate students in recreational exercise programming; -to get students into habitual exercising with a unique goal of preserving their health and the quality of life 						
Course description						
<p>The contents of the programme are conditioned by available facilities, finances, weather conditions and students interests.</p> <p>Sports: basketball, volleyball, indoor football, indoor hockey, badminton, dancing, yoga, pilates, elements of rhythmic gymnastics and martial arts, bowling, ice-skating, roller-skating, jogging, fitness.</p>						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Regular attendance and active course participation. Students need to give a medical permit in case of inability to attend classes.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
<p>Pećina, M. (1992):Vježbe istezanja –sretching.Globus, Zagreb Tićak, K.(1997):Oblikovanje tijela – za žene. Astroida,Zagreb. Milanović,D., i suradnici (1996): Fitness, FFK Zagreb.</p>						
Recommended reading						
All available literature that refers to the curriculum.						

Code	UKI3010	Course	Swimming			
Department	Department of Primary Teacher Education					
Study program	Class teacher			Year	II	
Lecturer	Dražen Rastovski, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	2			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	2	-	-	-
Course objectives						
<p>The aim of the course is to teach non-swimmers how to swim; to perfect the quality of students' swimming techniques; to qualify students in recreational swimming and to teach students the basics of swimming as an influence on the anthropological status of a human being and it's basic biomechanical and hydrodynamic laws.</p> <p>To introduce theoretical, practical, scientific and professional information that will help students with their teaching and qualify them for teaching their future students how to swim and save drowning people.</p>						
Course description						
<p>Swimming techniques: kinesiological analysis; crawl, breaststroke and backstroke training, methodics of swimming and swimming techniques; methodics of jumping techniques.</p> <p>Methodics of swimming lessons : methodical procedure, methodical work organization, kinesiological operations (games and water adjustment exercises, breathing, floating and sliding on water, water jumps).</p> <p>Anthropological approach to swimming as a specific kinesiological activity. The swimming programme in the curriculum and in the Physical Education programme; free time and kinesitherapy. The history of swimming and the development of swimming techniques, specificity of movement in water (the laws of gravity, the position of the body, the lift force, resistance, the balance of resistance and propulsive force). The effect of water on the anthropological status: the respiratory and cardiovascular system, the biological and functional development, the negative effects of water. The evaluation of knowledge and achievements in swimming-application of standard procedure for registration of initial and final states. The organization of swimming schools: local and in other places: summer vacations, classes outdoors...</p> <p>The procedure of saving a drowning person (the right and the safest ways of saving a drowning person)</p>						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Regular attendance.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
<p>Volčanšek, B. (1996). Sportsko plivanje. (Udžbenik) Fakultet za fizičku kulturu , Zagreb</p> <p>Findak, V.; Delija, K.(2001). Tjelesna i zdravstvena kultura u predškolskom odgoju (priručnik za odgojitelje), EDIP, 2001.</p> <p>Rastovski D. (2000). Popratni sadržaji kao sredstva i pomagala kod obuke neplivača.: Zbornik radova savjetovanja o obuci neplivača, hrvatski savez sportske rekreacije, Čakovec 2000.</p> <p>Volčanšek, B. (2002). Bit plivanja .(Udžbenik) Kineziološki fakultet, Zagreb</p> <p>Rastovski , D. (2002). Praćenje psihološkog opterećenja kod djece prilikom obuke neplivača. Zbornik radova 10. ljetne škole kineziologa RH Rovinj 2002.</p>						
Recommended reading						
<p>Szabo, I. (2000). Metodičke vježbe usavršavanja tehnika plivanja (diplomski rad) FFK Zagreb 2000.</p> <p>Maglischo, E.W.(1993). Swimming Even Fast. Mayfield Publishing Company, Mountain View, California.</p>						

Code	UKI6010	Course	Teaching kinesiology I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	mr. sc. Mara Šumanović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	4					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				2	-	-
Course objectives						
To qualify students for practical application of all organizational working forms in the physical education of the preschool children. To improve students' knowledge and skills, especially those needed in planning, programming, realization, and monitoring of all organizational working forms in the physical training of the children of the younger school age.						
Course description						
Physical activities in the open, in a gym, on water, snow and ice, and in adapted spaces; Morning physical exercises, trips, walking, summering, wintering, sporting events, public appearances; Methodical procedures; The course of an exercise process; Methodical-organizational working forms: frontal, group, individual; Working methods (oral presentation, demonstration, setting up of motorical tasks); Teaching materials and aids; medical checks, keeping up and improving health; Class teacher preparations, daily preparation; Planning and programming of physical activities (global and operative); Monitoring, testing and evaluating of physical activities in children of younger school age; Practical realization of all organizational working forms of physical training.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students have to attend lectures and practices actively.						
Examination methods						
Written	Oral		Essay NO	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Findak, V. (1992) Metodički organizacijski oblici rada u edukaciji, sportu i sportskoj rekreaciji, Hrvatski savez za športsku rekreaciju i Montorex. Zagreb. Findak, V. (1995) Metodika tjelesne i zdravstvene kulture u predškolskom odgoju. Zagreb. Findak, V., Prskalo, I. (2004) Kineziološki leksikon, Visoka učiteljska škola Petrinja, Petrinja. Ivanković, A. (1982) Tjelesni odgoj djece predškolske dobi, Školska knjiga Zagreb. Pejčić, A. (2001) Opće pripremne vježbe za najmlađe. Pedagoški fakultet Rijeka, Rijeka. Pejčić, A. (1996) Sadržaji tjelesne i zdravstvene kulture za prva četiri razreda osnovne škole. Sveučilište u Rijeci, Rijeka.						
Recommended reading						
Kalisch, S. (2000) Fitness za djecu – Praktični savjeti za roditelje. Zagreb: Gopal, 2000. Karković, R. (1998) Roditelj i dijete u športu. Zagreb, Oktar. Šumanović, M.; Šumanović, V. (1995): Tjelesna i zdravstvena kultura i zdravlje mladih. Zbornik radova 4. ljetne škole PFKH, str. 36-38.						

Code	UKI7001	Course	Teaching kinesiology II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV	
Lecturer	mr. sc. Mara Šumanović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	4		4			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	2	2	-	2
Course objectives						
To train students for:						
<ul style="list-style-type: none"> - individual planning , programming and implementation of fundamental and differentiated forms of working with children of younger school age; - programming instruction – globally and operatively - monitoring, testing and assessment in teaching physical education 						
Course description						
<p>Programming: term and definition, general features of programming, stages of programming, global and operative physical education curriculum model;</p> <p>Teaching preparation and daily preparations: theoretical, methodological, organisational and personal; Monitoring, testing and assessment: types, methods and contents; Student – teacher relationship; Space, equipment and working aids; Paperwork and school documentation.</p>						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students have to attend lectures and practices actively and conduct two successful school classes with children of younger school age.						
Examination methods						
Written	Oral		Essay NO	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
<p>Findak,V.(1992) Metodički organizacijski oblici rada u edukaciji, sportu i sportskoj rekreaciji, Hrvatski savez za športsku rekreaciju i Montorex. Zagreb.</p> <p>Findak, V. (1995) Metodika tjelesne i zdravstvene kulture u predškolskom odgoju. Zagreb.</p> <p>Findak, V., Prskalo, I.(2004) Kineziološki leksikon, Visoka učiteljska škola Petrinja, Petrinja.</p> <p>Ivanković, A.(1982) Tjelesni odgoj djece predškolske dobi, Školska knjiga Zagreb.</p> <p>Pejčić, A. (2001) Opće pripreme vježbe za najmlađe. Pedagoški fakultet Rijeka, Rijeka.</p> <p>Pejčić, A. (1996) Sadržaji tjelesne i zdravstvene kulture za prva četiri razreda osnovne škole. Sveučilište u Rijeci, Rijeka.</p> <p>Šumanović, M.; Gošnik, J., Mršo, M. (2000): Integrirano učenje i tjelesna i zdravstvena kultura. Zbornik radova 1. međunarodni znanstveni posvet "Otrok v gibanju", Ljubljana, Slovenija.</p> <p>Pejčić, A. (2001) Opće pripreme vježbe za najmlađe. Pedagoški fakultet Rijeka, Rijeka.</p> <p>Juić, M.; Šumanović, M.; Viskiće-Štalec, N. (1997.): Učinak posebno programirane nastave tjelesne i zdravstvene kulture na neka antropološka obilježja učenika drugog razreda osnovne škole. Zbornik radova 6. ljetne škole PFKH, str. 156-158.</p>						
Recommended reading						
<p>Kališ, S. Fitness za djecu – praktični savjeti za roditelje. Zagreb, Gopal, 2000.</p> <p>Karković, R. Roditelj i dijete u športu. Zagreb, Oktar, 1998.</p> <p>Viskiće-Štalec, N. (1997.): Osnove statistike I kineziometrije, u: Priručnik za sportske trenere, Milanović D. I sur. pp 347-421. FKK, Zagreb.</p>						

Mathematics

Code	UMA4001	Course	Discrete mathematics			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	doc. dr. sc. Antoaneta Klobučar, assistant professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	-	1
Course objectives						
The objective of this course is to make students familiar with fundamental structures and methods of discrete mathematics.						
Course description						
1.Binary relations 2.Basic concepts of graph theory (graph, vertex, edge, etc.) 3.Subgraphs 4.Incidence and neighbourhood matrices 5.Degree of a vertex 6.Walks, paths and graph connectivity 7.Cycles 8.Graph applications (electric circuits, chemistry, sociograms, streets in a town, etc.) 9.Trees 10.Eulerian tours 11.Hamiltonian cycles 12.Graph connectivity (vertex and edge) 13.Graph colourings 14.Transport problem 15.Graph mappings						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Attending lectures and exercises, passing written and oral examination.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
1.D. Veljan, Kombinatorna i diskretna matematika, Algoritam, Zagreb 2001 2.J. Matoušek, J.Nešetřil, Invitation to Discrete Mathematics, Oxford University Press, Oxford 1998						
Recommended reading						
1.Jonathan Gross, Jan Yellen, Graph Theory and its Applications, CRC Press, New York 1998						

Code	UMA1001	Course	Elementary mathematics			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	doc. dr. sc. Zdenka Kolar-Begović, assistant professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	1	1	-	1
Course objectives						
The objective of this course is to revise, broaden, and systematise students' knowledge of elementary mathematics necessary for adequate teaching of mathematics in primary school junior grades.						
Course description						
<p>Elements of mathematical logic. The concept of a proposition. Operations with propositions. Basic mathematical propositions. Types of proofs of theorems.</p> <p>Set. The concept of a set (subset, equality of sets, partitive set). Operations on sets (union, intersection, difference, complement). Cartesian product of sets.</p> <p>Relations. The concept of a relation. Equivalence relation. Equivalence classes. Order relation.</p> <p>Function. The concept of a function. Function composition. Bijection. Inverse function.</p> <p>The set of natural numbers. Peano's axioms. Principle of mathematical induction. Laws of mathematical operations in \mathbb{N}. Prime and composite numbers. Divisibility. Euclidean algorithm.</p> <p>The set of whole numbers. Introduction of the set of whole numbers or integers (as a set of equivalence classes). Mathematical operations within the set of integers.</p> <p>Axiomatic postulates of planimetry. Axioms of Euclidean geometry.</p> <p>Isometries. Axial symmetry. Rotation. Central symmetry. Translation. Composition of isometries.</p> <p>Similarity geometry. Theorem of Thales. Homothety.</p> <p>Classical triangle geometry. Congruence. Four basic constructions of triangles. Four special points of a triangle (centroid, orthocentre, circumcentre, incentre). Similarity. Pythagorean theorem (various proofs).</p> <p>Circumference and circle. Basic concepts and definitions. Theorem of the circumferential and central angle. Circumscribed quadrilateral. Inscribed quadrilateral. Regular polygons.</p> <p>Area of a polygon.</p>						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Attendance is mandatory in terms of both lectures and exercises. The final assessment consists of both the written and the oral examination, which can be taken after the completion of all classes and exercises students are planned to carry out. During the semester students can take two tests, which replace the written examination.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment	Seminar		Test		
Mandatory reading						
<p>[1] B. Pavković, D. Veljan: <i>Elementarna matematika I</i>, Tehnička knjiga, Zagreb, 1992.</p> <p>[2] S. Kurepa: <i>Uvod u matematiku</i>, Tehnička knjiga, Zagreb, 1975.</p> <p>[3] D. Palman: <i>Trokut i kružnica</i>, Element, Zagreb, 1996.</p> <p>[4] M. Pavleković: <i>Metodika nastave matematike s informatikom I</i>, Element, Zagreb, 2001.</p>						
Recommended reading						
<p>[1] S. Mintaković, F. Čurić: <i>Matematika sa zbirkom zadataka</i>, Školska knjiga, Zagreb, 2003.</p> <p>[2] D. Palman: <i>Planimetrija</i>, Element, Zagreb, 1999.</p> <p>[3] A. Marić: <i>Planimetrija-zbirka riješenih zadataka</i>, Element, Zagreb, 1994.</p> <p>[4] M. Radić: <i>Algebra</i>, Školska knjiga, Zagreb, 1978.</p> <p>[5] Udžbenici i zbirke zadataka iz srednje škole</p> <p>[6] B. Dakić, <i>Matematički panoptikum</i>, Školska knjiga, Zagreb, 1995.</p> <p>[7] Matka, časopis za mlade matematičare</p>						

Code	UMA3010	Course	Introduction to linear algebra			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	doc. dr. sc. Zdenka Kolar-Begović, assistant professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	1			
Course objectives						
The objective of this course is to introduce students to fundamental concepts and problems of linear algebra that lead towards better understanding of the theory of simultaneous linear equations, including algorithms for their solution.						
Course description						
Classical vector algebra. Vector. Operations on vectors. Linear combination of vectors. Basis in V^3 . Scalar product of vectors. Vector product of vectors.						
Vector spaces. Linear independence. Base of a vector space.						
Matrices. Matrix and operations with matrices. Some special types of matrices. Regular matrices. Rank of a matrix.						
Systems of algebraic linear equations. The Gaussian method. Conditions for the solvability of systems of linear equations.						
Determinants. Laplace's expansion. Cramer's rule.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Attendance is mandatory in terms of both lectures and exercises. The final assessment consists of both the written and the oral examination, which can be taken after the completion of all classes and exercises students are planned to carry out. During the semester students can take two tests, which replace the written examination.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar	Test		
Mandatory reading						
[1] D. Jukić, R. Scitovski, <i>Matematika I</i> , Odjel za matematiku, Osijek, 2000.						
[2] K. Horvatić, <i>Linearna algebra I, II, III</i> , PMF-Matematički odjel, Zagreb 1995.						
Recommended reading						
Proskurjakov: <i>Zbornik zadač po linejnoj algebri</i> , Nauka, Moskva, 1967.						
(Elements in linear algebra, MIR, Moskva, 1978.)						
[2] J. Dieudonn, <i>Linearna algebra i elementarna matematika</i> , Školska knjiga, Zagreb, 1977.						
[3] S Kurepa: <i>Uvod u linearnu algebru</i> , Školska knjiga, Zagreb, 1975.						
[4] L. Čaklović: <i>Zadaci iz linearne algebre</i> , Školska knjiga, Zagreb, 1979.						

Code	UMA3001	Course	Mathematics			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	doc. dr. sc. Zdenka Kolar-Begović, assistant professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	1	1	-	1
Course objectives						
The objective of this course is to revise, broaden, and systematise students' knowledge of elementary mathematics at a higher level, which is necessary for adequate teaching of mathematics in primary school junior grades.						
Course description						
Rational numbers. Introduction of the set of rational numbers (a set of equivalence classes). Algebraic operations on rational numbers. Representation of rational numbers (common fraction, decimal fraction). Properties of the set of rational numbers.						
Irrational numbers.						
Real numbers. Axioms of real numbers. Number line. Linear equations and inequalities in one variable. Absolute value (modulus) of a real number.						
Complex numbers. Introduction of the set of complex numbers. Algebraic operations on complex numbers. Geometrical representation of a complex number.						
Linear function. The concept of a linear function. Graph of a linear function. Systems of linear equations.						
Quadratic function. Graph of a quadratic function. Quadratic equation.						
Elements of combinatorics. Permutations. Variations. Combinations.						
Axioms of stereometry. Axioms of Euclidean geometry of space. Parallelism of straight lines and planes. Perpendicular lines and planes. Mutually perpendicular planes.						
Angles in terms of lines and planes. Angle between two lines. Angle between a line and a plane. Angle between two planes.						
Distance in terms of points, lines and planes. Distance from a point to a plane. Distance from a point to a line. Shortest distance between skew lines.						
Polyhedra. Polyhedron. Types of polyhedra. Euler's formula for polyhedra. Regular polyhedra. Volume and surface area of a polyhedron. Cavalieri's principle.						
Round solids. Cylinder. Cone. Cube. Volume and surface area of round solids.						
Teaching methods						
Lectures	Seminars and workshops		Practice	Individual project	Multimedia and Internet	
Distance learning	Office hours		Laboratory	Tutorial	Field work	
Student obligations						
Attendance is mandatory in terms of both lectures and exercises. The final assessment consists of both the written and the oral examination, which can be taken after the completion of all classes and exercises students are planned to carry out. During the semester students can take two tests, which replace the written examination.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar		Test	
Mandatory reading						
[1] B. Pavković, D. Veljan: <i>Elementarna matematika I</i> , Tehnička knjiga, Zagreb, 1992.						
[2] D. Jukić, R. Scitovski, <i>Matematika I</i> , Odjel za matematiku, Osijek, 2000.						
[3] M. Pavleković: <i>Metodika nastave matematike s informatikom I</i> , Element, Zagreb, 2001.						
Recommended reading						
[1] S. Kurepa: <i>Uvod u matematiku</i> , Tehnička knjiga, Zagreb, 1975.						
[2] S. Mintaković, F. Ćurić: <i>Matematika sa zbirkom zadataka</i> , Školska knjiga, Zagreb, 2003.						
[3] M. Radić: <i>Algebra</i> , Školska knjiga, Zagreb, 1978.						
[4] Udžbenici i zbirke zadataka iz srednje škole.						
[5] Matka, časopis za mlade matematičare						

Code	UMA9001	Course	Mathematics and gifted children				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year	V	
Lecturer	doc. dr. sc. Margita Pavleković, assistant professor						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	Elective from module			Elective		
	Winter semester			Summer semester			
ECTS student workload coefficient	4						
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
	1	1	-				
Course objectives							
The objective of this course is to train students to achieve skills necessary for a dynamic organisation of teaching mathematics to children showing additional interest in mathematics, especially to those that are mathematically gifted.							
Course description							
On mathematical abilities of children. Development of teacher's mathematical creativity with respect to their work with children in junior grades who show special interest in mathematics. Efficient methods for solving related tasks with gifted children. Preparation of children in junior grades for competitions in mathematics. Cooperation between children in junior grades and editorial boards of mathematical journals for children.							
Teaching methods							
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory		Tutorial	Field work		
Student obligations							
Students are asked to prepare and conduct a mathematical workshop with a group of interested fourth-graders attending primary schools in Osijek, as well as to present a self-evaluation of the workshop and propose possible improvements to their colleagues attending this elective course.							
Examination methods							
Written	Oral		Essay		Practical		
Individual project	Continuous assessment		Seminar				
Attendance of classes is obligatory. Oral examination can be replaced by two successful tests.							
Mandatory reading							
Mirko Polonijo, Matematičke zavrslame – priručnik za kreativne matematičare Jasenska Đurović, Dodatna nastava iz matematike u prvom i drugom razredu osnovne škole, Školska knjiga, Zagreb, 1994. Jasenska Đurović, Dodatna nastava iz matematike u trećem razredu osnovne škole, Školska knjiga, Zagreb, 2002. Jasenska Đurović, Dodatna nastava iz matematike u četvrtom razredu osnovne škole, Element, Zagreb, 1998. Matka, časopis za mlade matematičare.							
Recommended reading							
Š. Arslanagić, Matematika za nadarene, Riječ, Sarajevo, 2004. M. Bombardeli, A. Čizmešija, Ž. Hanjš, Elementarna matematika 10-Matematička natjecanja, Element, Zagreb, 1999. Irvin Adler, Magic House of Numbers, THE NEW AMERICAN LIBRARY, New York, 1957. I.M. Rad s nadarenim učenicima za matematiku, Sarajevo.							

Code	UMA9010	Course	Statistics			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V	
Lecturer	doc. dr. sc. Mirta Benčić, assistant professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	3					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	-			
Course objectives						
The objective of this course is to teach students how to draw conclusions and make decisions by using statistical methods. The emphasis is thereby placed on understanding the possibilities of applying statistical methods in certain situations as well as on developing the abilities of application by using available computer resources.						
Course description						
Data representation (Types of data; Data acquisition; Methods for data set description)						
Probability (Classical definition of probability; Probability features; Statistical definition of probability)						
Random variables (Discrete random variables; Binomial random variable and normal approximation; Continuous random variables)						
Sampling distribution						
Inference based on one sample (Estimation of proportion; Interval estimation of proportion; Estimation of expectation; Interval estimation of expectation; Tests of hypotheses for proportion and expectation on large samples)						
Inference based on two samples (Comparing expectations; Comparing proportions; Comparing distributions)						
Two-dimensional random vector (Distribution table; Conditional probability. Conditional distributions. Independence.; Analysis of contingency tables.; Correlation coefficient.; Simple linear regression.)						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students are obliged to attend classes as well as to hand in their assignments on time in order to be given a project task. Prior to students' oral examination that consists of project presentation and answering lecturer's questions, they should successfully complete their project task.						
Examination methods						
Written	Oral	Essay	Practical			
Individual project	Continuous assessment	Seminar				
Mandatory reading						
G.R. Iversen, <i>Statistics, The Conceptual Approach</i> , Springer, Berlin, 1997						
Recommended reading						
G. McPherson, <i>Applying and Interpreting Statistics</i> , Springer, Berlin, 2001						
S. Lipschutz, J. Schiller, <i>Introduction to Probability and Statistics</i> , Schaum's Outline Series, McGraw-Hill, New York – Toronto, 1998						
J.T. McClave, P.G. Benson, T. Sincich, <i>Statistics for Business and Economics</i> , Prentice Hall, London, 2001						

Code	UMA5001	Course	Teaching mathematics I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	doc. dr. sc. Margita Pavleković, assistant professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			4		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	-	-	2	-	1
Course objectives						
The objective of this course is to teach students how to plan, organise and carry out tasks pertaining to teaching mathematics in the first four grades of primary school education, by using classical and modern didactic procedures, operating modes as well as learning and teaching methods and strategies.						
Course description						
Basis concepts in teaching mathematics (understanding, reasoning, inference, presentiment, direct and indirect proof, notion, definition, theorem – brief explanations, without too much theorising, by using primary school examples).						
Some basic principles of teaching mathematics (scientific principle, principle of problem analysis, historicism principle, principle of technology, principle of permanence of skills, knowledge and routines – briefly explained on examples from the practice of teaching mathematics).						
Reasoning and inference methods in teaching mathematics (induction and deduction, analysis and synthesis, abstraction and concretisation, generalisation and specialisation, analogy – briefly explained on examples from the practice of teaching mathematics).						
Organisation of mathematics classes for junior graders (the mathematics syllabus in the first four grades of primary school education, teaching materials and aids – models, overhead projector with examples of ready-made transparencies, TV programmes, software examples in the fields of calculus and dynamic geometry, lesson and unit plans, elaboration of a lesson plan, workshops, conducting lessons).						
Teaching systems – teaching methods (direct, demonstrational, heuristic, programmed, exemplary, mentor, problem, project teaching, etc. – explained on the basis of short analyses of classes recorded during practical training of students).						
Modes of instruction in teaching mathematics (frontal, individual, group, team, pair, mentor, distance learning – explained on examples from practice).						
Mathematical tasks – types and selection of mathematical tasks (additional, remedial, problem-oriented, diversion tasks). Tasks assigned for homework.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Students are obliged to conduct Power Point presentations of at least two lessons in mathematics. They should also independently conduct two successful mathematics classes in primary school junior grades.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
M. Pavleković, Metodika nastave matematike s informatikom I, Element, Zagreb, 2001. (drugo izdanje) School books and other mathematics teaching material intended for pupils from I. to IV. grade of primary school. Magazines: Matka, Matematika i škola, Osječka matematička škola, Poučak						
Recommended reading						
J. A. Van De Walle, Elementary and Middle School Mathematics: Teaching Developmentally, Addison – Wesley Publ., 2000. S. G. Krantz, How to teach mathematics, Amer. Math. Soc. 1990. M. A. Sobel, E. M. Maletsky, Teaching Mathematics: A Sourcebook of Aids, Activities and Strategies, Allyn et Bacon, 1998. Dougherty (Ed.), Research in Mathematics Education, Information Age Publ. Inc., 2002.						

Code	UMA7001	Course	Teaching mathematics II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV	
Lecturer	doc. dr. sc. Margita Pavleković, assistant professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	3		4			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	-	2	1	-	1
Course objectives						
The objective of this course is to train students in dynamic organisation of mathematics classes in primary school junior grades and a systematic analysis of their efficiency.						
Course description						
Possible ways of working with junior graders showing special interest in mathematics (on mathematical skills, development of mathematical skills, competitions in mathematics).						
Efficient methods for solving related tasks with gifted children in junior grades (Dirichlet's method, method of mathematical induction, combinations, counting, analysis and synthesis method – inventive calculus, measurement and drawing, solving problems without any knowledge of equations, diverting mathematics - logic).						
Working with pupils having difficulties in mathematics (recognising difficulties, observing children with difficulties, causes of difficulties pertaining to mathematics classes, types of difficulties, creating programmes adapted to such children, on special programmes, playing games and mathematics).						
Developing teaching strategies of mathematics teachers (stressing the need of a deeper knowledge of facts being discussed during classes on examples of parallel classes, placing new concepts into a broader mathematical context, pointing out the importance of deeper logical comprehension of concepts being explained, development of the ability of separating more important contents in contrast to the less important ones).						
Developing mathematical creativity of teachers working with junior graders (preparing boards, presentations and other materials for the purpose of better visualisation and popularisation of mathematics, stimulation of pupils for experimenting and discovering in mathematics classes, writing a professional paper, preparing a presentation for a conference).						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Every student would be obliged to make a board, find an interesting article from the field of mathematics in international journals and/or on the Internet and present it to his/her colleagues. Students should also write a professional paper for a mathematical journal and conduct at least one successful mathematics lesson in a classroom.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment	Seminar				
Mandatory reading						
M. Pavleković, Metodika nastave matematike s informatikom I, Element, Zagreb, 2001 M. Pavleković, Metodika nastave matematike s informatikom II, Element, Zagreb, 1999 School books and other mathematics teaching material intended for pupils from I. to IV. grade of primary school. Magazines: Matka, Matematika i škola, Osječka matematička škola, Poučak						
Recommended reading						
Mashes C. Sharma, Matematika bez suza – kako pomoći djetetu s teškoćama u učenju matematike, Ostvarenje, Zagreb, 2001. V. Mutić, M. Vicić, Rad s učenicima s teškoćama u razvoju u osnovnoj školi, priručnik za prosvjetne djelatnike, Školska knjiga, Zagreb, 1996. S. G. Krantz, How to teach mathematics, Amer. Math. Soc. 1990. Dougherty (Ed.), Research in Mathematics Education, Information Age Publ. Inc., 2002.						

Music

Code	UGL3001	Course	Instrument practice I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II	
Lecturer	Gordana Ercegovac-Jagnjić, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	2			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	1	-	-	1
Course objectives						
The aim of this course is mastering elementary skills required for playing a keyboard instrument (piano, synthesizer or accordion), thus reaching an amateur playing level in order to be able to play the instrument functionally in working with children.						
Course description						
KEYBOARD – SYNTHESIZER Introduction to the instrument, positioning and posture, positioning of hands and fingers, finger articulation, musical literacy in treble clef, dynamic marks, phrase and phrasing, simple and complex time signatures, 'thumb under' and finger shifting, technical exercises for attainment of finger independence, differentiating melody from harmonic accompaniment, rhythmic figures, performing children songs within the frames of the first grade music class with harmonic accompaniment and singing.						
ACCORDION Introduction to the instrument, body posture, positioning of hands and fingers, musical literacy treble clef, tone articulation, dynamic marks, phrase and phrasing, simple and complex time signatures, positioning of left hand onto major, minor chord and the seventh chord, right hand 'thumb under' and finger shifting, technical exercises for attainment of finger independence, rhythmic figures, performing children songs within the frames of the first grade music class with harmonic accompaniment and singing.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Lectures		
Distance learning	Office hours	Laboratory	Tutorial	Distance learning		
Practice is organised in groups of 5 - 10 students.						
Student obligations						
Students' responsibilities pertain to regular class attendance, timely preparation and realisation of assignments. Students take an oral and practical exam at the end of semester.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment	Seminar				
Students take an oral and practical exam.						
Mandatory reading						
PIANO – SYNTHESIZER Golčić, I.: Pjesmarica za osnovne škole, HKD sv. Jeronima, Zagreb, 1998. Matz, R. – Šaban, L.: Osnovna škola za klavir, Muzička akademija, Zagreb, 1975. Nikolajev, A.: Početnica za klavir, SSSR, 1973. (selected exercises) Njirić, N.: Pjevanka – priručnik za učitelje, Školska knjiga, Zagreb, 1994. Songs used in music classes for the first grade of primary school.						
ACCORDION Golčić, I.: Pjesmarica za osnovne škole, HKD sv. Jeronima, Zagreb, 1998. Fakin, A.: Škola za klavirsku harmoniku, I. svezak						
Recommended reading						
Njirić, N.: Pjevanka – priručnik za učitelje, Školska knjiga, Zagreb, 1994. Songs used in music classes for the first grade of primary school.						

Code	UGL5001	Course	Instrument practice II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III.	
Lecturer	Gordana Ercegovac-Jagnjić, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	1			
Course objectives						
The aim of this course is further developing skills required for playing a keyboard instrument (piano, synthesizer or accordion), thus reaching an amateur playing level. Mastering singing techniques.						
Course description						
Technical exercises for attainment of finger independence, phrasing, simple and complex time signatures, rhythmic figures, functionality of major and minor grading and its application in harmonization of children's songs, introduction to singing techniques, interpretation of children's songs within the frames of the first to third grade music class with harmonic accompaniment and singing.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Practice is organised in groups of 5 - 10 students.						
Student obligations						
Students' responsibilities pertain to regular class attendance, timely preparation and realisation of assignments. Students take an oral and practical exam at the end of semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Oral and practical examination.						
Mandatory reading						
Golčić, I.: Pjesmarica za osnovne škole, HKD sv. Jeronima, Zagreb, 1998. Lhotka-Kalinski, I.: Umjetnost pjevanja, Školska knjiga, Zagreb, 1975. Njirić, N.: Pjevanka – priručnik za učitelje, Školska knjiga, Zagreb, 1994. Songs used in music classes for the first to third grade of primary school.						
Recommended reading						
Duvernoy: Étide op. 176, Prosveta, Beograd, 1962. Fakin, A.: Škola za klavirsku harmoniku, II. svezak Goran, Lj., Marić, Lj.: Spavaj, spavaj zlato moje, Školska knjiga, Zagreb, 1991. Lemoine, op. 37, Prosveta, Beograd, 1961. Schumann, R.: Album za mlade, Muzička naklada, Zagreb, 1963. Songs used in music classes for the first to fourth grade of primary school.						

Code	UGL2001	Course	Music			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	Gordana Ercegovac-Jagnjić, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	1	1	-
Course objectives						
Acquisition of knowledge about types and characteristics of music as fundamental knowledge required to understand musical expression in general and children's musical expression in particular.						
Course description						
Expression marks: metre, rhythm, melody, harmony, tempo, dynamic, agogic, colour, form. Structural elements: motif, phrase, musical sentences, periods, particularities in constructing structural elements. Simple musical forms. Complex musical forms: musical forms in one or more movements, solo folk songs, opera, oratorio, cantata, musical, etc. Features of programme music. Historical survey of periods and styles in music. Familiarity with musical instruments. Training for vocal interpretation of teaching material. Melodic, rhythmic and formal analysis of selected musical examples. Singing by employing solmization syllables, musical alphabet and text.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Students' responsibilities pertain to regular class attendance and production of a seminar paper. Students take an oral and written exam.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Students take an oral and written exam.						
Mandatory reading						
Županović, I., Tvorba glazbenog djela, Školske novine, Zagreb, 1995. Rakijaš, B., Osnove muzičke kulture, Školska knjiga, Zagreb, 1981. Njirić, N., Pjevanka – priručnik za učitelje, Školska knjiga, Zagreb, 1994. Partiture pjesama iz programa Glazbene kulture od I. do IV. razreda osnovne škole Reich, T., Glazbena čitanka, Školska knjiga, Zagreb, 1994.						
Recommended reading						
Golčić, I., Pjesmarica za osnovne škole, HKD sv. Jeronima, Zagreb, 1998. Lhotka-Kalinski, I., Umjetnost pjevanja, Školska knjiga, Zagreb, 1975. Udžbenici glazbene kulture u osnovnoj školi i gimnaziji Tomašić, Đ., Osnove glazbene teorije, Erudit, Zagreb, 2003.						

Code	UGL7001	Course	Music listening I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV.	
Lecturer	Gordana Ercegovac-Jagnjić, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient				3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	-
Course objectives						
Introduction to important pieces from world and Croatian music literature. Development of abilities of expression, experience, communication, cognition and assessment of musical pieces. Development of aesthetic criteria and broadening of knowledge about music. Development of awareness and need for a permanent interest in music and practising music.						
Course description						
Expression marks: metre, rhythm, melody, harmony, tempo, dynamic, agogic, colour, form. Form marks: motif, phrase, musical sentences, periods. Simple musical forms: one-piece, two-piece, three-piece musical pieces. Instructions for composition analysis. Forms of solo folk songs: strophic, through-composed, forms of Croatian folk songs Complex musical forms: musical forms in one or more movements Features of programme music. Historical survey of periods and styles in music, their features and most prominent representatives. Synchronic and diachronic model. Advantages and disadvantages. Music and other artistic forms. Contemporary music, entertainment music, popular music. Music reviews. Active and passive listening to music. Musical experience.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Students' responsibilities pertain to regular class attendance and production of a seminar paper. Students take an oral exam.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Students take an oral exam.						
Mandatory reading						
Rakijaš, B., Osnove muzičke kulture, Školska knjiga, Zagreb, 1981. Reich, T., Glazbena čitanka, Školska knjiga, Zagreb, 1994. Županović, L., Tvorba glazbenog djela, Školska knjiga, Zagreb, 1995. Textbooks on music for primary and secondary schools. Selected music material						
Recommended reading						
Golčić, I., Pjesmarica za osnovne škole, HKD sv. Jeronima, Zagreb, 1998. de la Motte-Haber, H., Psihologija glazbe, Naklada Slap, Jastrebarsko, 1999.						

Code	UGL0001	Course	Music listening II				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year	V.	
Lecturer	Gordana Ercegovac-Jagnjić, lecturer						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	Elective from module			Elective		
	Winter semester			Summer semester			
ECTS student workload coefficient	-			2			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
	-	-	-	-	1	-	
Course objectives							
Introduction to important pieces from world and Croatian music literature. Development of abilities of expression, experience, communication, cognition and assessment of musical pieces. Development of aesthetic criteria and broadening of knowledge about music. Development of awareness and need for a permanent interest in music and practising music.							
Course description							
Special features of creating simple forms: shortening and expanding of bars. Special features of creating complex musical forms. Instructions for selected composition analysis. Analytical listening. Correlation principle in music. Musical experience. Music reviews. Contemporary music. Entertainment music. Popular music.							
Teaching methods							
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet			
Distance learning	Office hours	Laboratory	Tutorial	Field work			
Student obligations							
Students' responsibilities pertain to regular class attendance and production of a seminar paper. Students take an oral exam.							
Examination methods							
Written	Oral		Essay	Practical			
Individual project	Continuous assessment		Seminar				
Students take an oral exam.							
Mandatory reading							
Rakijaš, B., Osnove muzičke kulture, Školska knjiga, Zagreb, 1981. Reich, T., Glazbena čitanka, Školska knjiga, Zagreb, 1994. Županović, L., Tvorba glazbenog djela, Školska knjiga, Zagreb, 1995. Textbooks on music for primary and secondary schools Selected music material							
Recommended reading							
Golčić, I., Pjesmarica za osnovne škole, HKD sv, Jeronima, Zagreb, 1998. de la Motte-Haber, H., Psihologija glazbe, Naklada Slap, Jastrebarsko, 1999.							

Code	UGL7011	Course	Music teaching I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV.	
Lecturer	Gordana Ercegovac-Jagnjić, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	5			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	-	2	-	-	-
Course objectives						
Training of students for teaching music in the frames of class teaching as well as in the frames of various extracurricular activities in the field of music on the basis of theoretical premises of methodological organization of education of lower level primary school children.						
Course description						
<p>Subject, objective and tasks of music teaching methodology. Historical survey.</p> <p>Theoretical preliminaries of teaching methodology and results of contemporary scientific research in the field of teaching methodology. Importance and specific features of music teaching methodology, its position in the education of future teachers and practical application in class.</p> <p>Position and role of music in the first years of primary education. Position and role of music in development of children's abilities and psychological functions.</p> <p>Characteristics and special qualities of the course.</p> <p>Musicality, musical ability and age of children.</p> <p>Development of musical abilities and musical development factors.</p> <p>Possibility of musical ability diagnosis: testing in music, musical ability tests, statistical data processing, and interpretation of results.</p> <p>Methodological and organizational forms of work.</p> <p>Work methods, methodological techniques and principles in teaching music.</p> <p>Special characteristic of training of teachers for music teaching.</p> <p>Planning and programming.</p> <p>Analysis of teaching modules, subjects and units and their integration.</p> <p>Music programme tasks and contents.</p> <p>Using songs in working with children at lower primary school level: selection of songs, tonality, scope of children's voice, forms of song expression, methodological techniques for learning songs by ear, methodological techniques for learning songs by notes.</p> <p>Listening of music at lower primary school level: methodological techniques for listening, preparation for listening, experience of a musical piece – observation of expression forms, verbalizing impressions and experience assessment, explanations given by teachers.</p> <p>Structuring and production of contents taught in the frames of music based on methodological principles, classified according to primary school grades.</p> <p>Training for vocal and instrumental reproduction of teaching materials:</p> <ul style="list-style-type: none"> analysis of musical examples for singing and playing analysis of musical examples by using metric structure playing a chord instrument marking examples with regard to their form, fingering, transposition into other tonalities singing by using musical alphabet, solmization syllables and text techniques for musical ear, rhythm and memory development <p>Knowledge and understanding of teaching material and planning music teaching at lower levels of primary school with regard to individual differences in children.</p>						
Teaching methods						
Lectures	Seminars and workshops	Methodology practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students' responsibilities pertain to regular class attendance, exemplary behaviour at demonstration classes held by tutors, successful realization of one individual and one demonstration class, conducted examination of musical abilities of one class of students in the frames of the practicum. Students take an oral exam.						

Examination methods			
Written	Oral	Essay	Practical
Individual project	Continuous assessment	Seminar	
Students take an oral exam.			
Mandatory reading			
<p>Požgaj, J., Metodika nastave glazbene kulture u osnovnoj školi, Školska knjiga, Zagreb, 1988.</p> <p>Njirić, N., Put do glazbe, <i>Priručnik za učitelje s metodičkim uputama za nastavu glazbene kulture u prvome, drugom i trećem razredu osnovne škole</i>, Školska knjiga, Zagreb, 2001.</p> <p>Brdarić, R., Pripremanje nastavnika za nastavu glazbene kulture, <i>Priručnik za nastavnike razredne nastave i glazbene kulture</i>, Školska knjiga, Zagreb, 1986.</p> <p>Njirić, N., Pjevanka, <i>Priručnik za učitelje s metodičkim uputama za nastavu glazbene kulture u prvom, drugom i trećem razredu osnovne škole</i>, Školska knjiga, Zagreb, 1992.</p> <p>Novačić, S., Kutnjak, P., Njirić, N., Makjanić, V., Glazbena kultura u prvom, drugom i trećem razredu osnovne škole, <i>Priručnik za nastavnika</i>, Školska knjiga, Zagreb, 1985.</p> <p>Manasteriotti, V., Muzički odgoj na početnom stupnju, <i>Metodske upute za odgajatelje i nastavnike razredne nastave</i>, Školska knjiga, Zagreb, 1971.</p> <p>Sam, R., Glazbeni doživljaj u odgoju djeteta, Glosa d.o.o., Rijeka, 1998.</p> <p>Rojko, P., Metodika nastave glazbe, <i>Teorijsko-tematski aspekti</i>, Sveučilište J.J. Strossmayera, Pedagoški fakultet, Osijek, 1996.</p> <p>Lhotka-Kalinski, I, Umjetnost pjevanja, Školska knjiga, Zagreb, 1975.</p> <p>Syllabus</p> <p>Textbooks and manuals for teaching music.</p>			
Recommended reading			
<p>de la Motte-Haber, H., Psihologija glazbe, Naklada Slap, Jastrebarsko, 1999.</p> <p>Rakijaš, B., Osnove muzičke kulture, Školska knjiga, Zagreb, 1981.</p> <p>Završki, J., Teorija glazbe, Školske novine, Zagreb, 1997.</p> <p>Rojko, P., Testiranje u muzici, Muzikološki zavod muzičke akademija u Zagrebu, 1981.</p> <p>Rojko, P., Psihološke osnove intonacije i ritma, Muzička akademija, Zagreb 1982.</p> <p>Mirković-Radoš, K., Psihologija muzičkih sposobnosti, Zavod za udžbenike i nastavna sredstva, Beograd, 1983.</p> <p>Tomerlin, V., Dječje muzičko stvaralaštvo, Školska knjiga, Zagreb, 1969.</p> <p>Knežević, G., Naše kolo veliko-hrvatski dječji glazbeni folklor, Etno, Zagreb, 1993.</p> <p>Gavazzi, M., Godina dana hrvatskih narodnih običaja, Hrvatski sabor kulture, Zagreb, 1991.</p> <p>Journals on pedagogy and teaching methodology: Život i škola, Školske novine, Tonovi.</p>			

Code	UGL8010	Course	Music teaching II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV.	
Lecturer	Gordana Ercegovac-Jagnjić, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	-			4		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	2	-	2
Course objectives						
Training of students for teaching music in the frames of class teaching as well as in the frames of various extracurricular activities in the field of music on the basis of theoretical premises of methodological organization of education of lower level primary school children.						
Course description						
<p>Knowledge and understanding of teaching material and planning music teaching at lower levels of primary school with regard to individual differences in children.</p> <p>Music programme tasks and contents taught at lower primary school levels.</p> <p>Children's musical creativity and methodological techniques in creative work: rhythm and melody improvisation, experiencing music through movement, text improvisation, conveying impressions through visual art, literary and other forms.</p> <p>Instrument playing: introduction to application of children's instruments in working with students, development of sense of metre and rhythm, combination of rhythmic and melodic percussion instruments, methodological techniques in instrument playing.</p> <p>Inclusion of children with special needs into music classes.</p> <p>Following children's work and progress.</p> <p>Establishment of functional relation between musical, linguistic, visual arts and other artistic forms on the basis of principles of coordination, correlation, integration, continuity and vertical-spiral sequence</p> <p>Training for vocal and instrumental reproduction of teaching material.</p> <ul style="list-style-type: none"> analysis of musical examples for singing and playing analysis of musical examples by using metric structure metric movement through space using percussion instruments realization of rhythm on percussion instruments and movement through space rhythmic articulation of texts, rhythmical movements and playing on percussion instruments playing a chord instrument marking examples with regard to their form, fingering, transposition into other tonalities singing by using musical alphabet, solmization syllables and text combination of a chord instrument with other children's instruments techniques for musical ear, rhythm and memory development <p>Contemporary trends in music teaching methodology in Croatia and abroad.</p> <p>Following and assessment of children's success in music classes.</p> <p>Participation in following and analyzing particular forms of music development of children at lower levels of primary education.</p> <p>Participation in theoretical and empirical research.</p> <p>Extracurricular activities in primary school (children's choir, listening workshop, instrumental groups, folkore groups, etc.)</p> <p>Production of musical contents on methodological principles.</p> <p>Creation of syllabus for immediate educational work.</p> <p>Using textbooks in music class.</p>						
Teaching methods						
Lectures	Seminars and workshops	Methodology Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		

Student obligations			
Students' responsibilities pertain to regular class attendance, exemplary behaviour at demonstration classes held by tutors, successful realization of one individual and one demonstration class, production of annual syllabus for music classes on methodological principles on the basis of conducted examination of musical abilities of one class of students in the frames of the practicum. Students take an oral exam.			
Examination methods			
Written	Oral	Essay	Practical
Individual project	Continuous assessment	Seminar	
Students take an oral exam.			
Mandatory reading			
<p>Požgaj, J., Metodika nastave glazbene kulture u osnovnoj školi, Školska knjiga, Zagreb, 1988.</p> <p>Njirić, N., Put do glazbe, Priručnik za učitelje s metodičkim uputama za nastavu glazbene kulture u prvome, drugom i trećem razredu osnovne škole, Školska knjiga, Zagreb, 2001.</p> <p>Brdarić, R., Pripremanje nastavnika za nastavu glazbene kulture, Priručnik za nastavnike razredne nastave i glazbene kulture, Školska knjiga, Zagreb, 1986.</p> <p>Njirić, N., Pjevanka, Priručnik za učitelje s metodičkim uputama za nastavu glazbene kulture u prvom, drugom i trećem razredu osnovne škole, Školska knjiga, Zagreb, 1992.</p> <p>Novačić, S., Kutnjak, P., Njirić, N., Makjanić, V., Glazbena kultura u prvom, drugom i trećem razredu osnovne škole, Priručnik za nastavnika, Školska knjiga, Zagreb, 1985.</p> <p>Manasteriotti, V., Muzički odgoj na početnom stupnju, Metodske upute za odgajatelje i nastavnike razredne nastave, Školska knjiga, Zagreb, 1971.</p> <p>Sam, R., Glazbeni doživljaj u odgoju djeteta, Glosa d.o.o., Rijeka, 1998.</p> <p>Rojko, P., Metodika nastave glazbe, Teorijsko-tematski aspekti, Sveučilište J.J. Strossmayera, Pedagoški fakultet, Osijek, 1996.</p> <p>Lhotka-Kalinski, I., Umjetnost pjevanja, Školska knjiga, Zagreb, 1975.</p> <p>Syllabus Textbooks and manuals for teaching music.</p>			
Recommended reading			
<p>de la Motte-Haber, H., Psihologija glazbe, Naklada Slap, Jastrebarsko, 1999.</p> <p>Rakijaš, B., Osnove muzičke kulture, Školska knjiga, Zagreb, 1981.</p> <p>Završki, J., Teorija glazbe, Školske novine, Zagreb, 1997.</p> <p>Rojko, P., Testiranje u muzici, Muzikološki zavod muzičke akademija u Zagrebu, 1981.</p> <p>Rojko, P., Psihološke osnove intonacije i ritma, Muzička akademija, Zagreb 1982.</p> <p>Mirković-Radoš, K., Psihologija muzičkih sposobnosti, Zavod za udžbenike i nastavna sredstva, Beograd, 1983.</p> <p>Tomerlin, V., Dječje muzičko stvaralaštvo, Školska knjiga, Zagreb, 1969.</p> <p>Knežević, G., Naše kolo veliko-hrvatski dječji glazbeni folklor, Etno, Zagreb, 1993.</p> <p>Gavazzi, M., Godina dana hrvatskih narodnih običaja, Hrvatski sabor kulture, Zagreb, 1991.</p> <p>Journals on pedagogy and teaching methodology: Život i škola, Školske novine, Tonovi.</p>			

Code	UGL1001	Course	Music theory			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	Gordana Ercegovac-Jagnjić, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	-	-	-	-
Course objectives						
Permanent acquisition of music theory as a necessary prerequisite to knowledge, understanding and familiarity with musical expression.						
Course description						
Basic terminology of music theory: sound, tone, musical alphabet, solmization, staves, clefs, tonality, division into octaves, whole tone, semi-tone, note names and forms, writing notation, symbols denoting duration of sounds, rests. Rhythm and meter: beats, accent types and accentuation, time measure, types of time measure, metric and rhythmic particularities, triplet, syncopation, beating the time. Tonality: key signatures, enharmonic, alternation, scale types, scale degrees, major scales, minor scales, relationship between tonalities. Intervals: types, division, transposition and modulation. Chords: chord types, triads, triad types, dominant seventh chord. Interpretation: articulation marks, abbreviations, tempo and agogic marks, dynamic marks, character marks.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Students' responsibilities pertain to regular class attendance and individual work. Students take a written and oral exam.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Students take a written and oral exam.						
Mandatory reading						
Tomašić, Đ., Osnove glazbene teorije, Erudit, Zagreb, 2003. Njirić, N., Pjevanka – priručnik za učitelje, Školska knjiga, Zagreb, 1994. Završki, J., Teorija glazbe, Školska knjiga, Zagreb, 1995. Scores taken from music programmes for the first to fourth grade of primary school.						
Recommended reading						
Golčić, I., Pjesmarica za osnovne škole, HKD sv. Jeronima, Zagreb, 1998. Rakijaš, B., Osnove muzičke kulture, Školska knjiga, Zagreb, 1981. Testbooks in music for primary and secondary schools.						

Natural and social sciences

Code	UPD1010	Course	Croatian history			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	prof. dr. sc. Ivan Balta, associate professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	2			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	-	-	-	-
Course objectives						
Acquisition of essential historical facts and insight into the cause-and-effect relationship with Croatian history from prehistory, the Ancient World, the Middle Ages and the Modern Age.						
Course description						
<p>The programme contents include a survey of Croatian history through all time periods. Additional historical sciences as essential disciplines in studying history. Croatian history from prehistory, the Ancient World (Old East, Greeks, Romans), the Middle Ages (from migrations, history of peoples and nations through the early and developed Middle Ages), the Modern Age (world history from XVI. do XX. century). Economic, political and cultural history within a historical survey. The programme of Croatian history includes periods of history from the settlement of Croats in middle and southeast Europe to the present.</p> <p>Croatian history: political, economic, religious, military and cultural history with emphasis on cultural literacy, the Croatian language and its literature. Latin epigraphic letters of Croatian cultural monuments, Latin and old Slavic palaeographic letters of Croatian clerks of the court, transcripts, Croatian historical documents from diplomatic anthologies.</p> <p>Croatian History according to content and time span has several units:</p> <ul style="list-style-type: none"> -Croatia in the early Middle Ages, VI.-XII. Century, Croatia from XII. to the beginning of the XVI. century, -Croatia from XVI. to beginning XVIII. century, -Croatia at the end of the XVIII. And first half of the XIX. century, -Croatia during developed capitalism to the beginning of XX. century, -Croatia in the XX. century <p>I. Settlement of Croats</p> <ul style="list-style-type: none"> - first invasion of the Slavs, Avars and Southern Slavs, Croats and Byzantium. -Byzantine emperors: Leo Foka and Herculius and fall of Dalmatia, White and Red Croatia -Hypothesis about the immigration of Croats (according to historical sources and historiography): <p>Avaro-Slav hypothesis about the immigration of Croats, Gots' hypothesis about the immigration of Croats, Iranian hypothesis about the immigration of Croats, autochthonous hypothesis about the immigration of Croats, hypothesis about the immigration of Croats according to Primorska Croatia and Panonian Croatia, Croatia Albina et Croatia Rubena</p> <p>Legends about Croats (secondary historical sources), historical sources (Chapter 29.,30. i 31.) about Croats from "De administrando imperio", historical sources about Croats from "Ljetopisa popa Dukljanina", -Croats and the etymology of names Croat and Croatia, Croatian coat of arms, flag and anthem.</p> <p>II. Croatian national rulers</p> <ul style="list-style-type: none"> -Dux Croatorum – Rex Croatorum (duke – king of Croats) -Ethnographic circumstances after the immigration of Croats – geographic nomenclature -Dalmatian-Croatian dukes (Višeslav, Vladislav, Mislav, Domagoj, Zdeslav, Branimir...) -Panonian- Croatian dukes (Ljudevit, Ratimir, Braslav...) - Croatian kings (Tomislav, Trpimir II., Krešimir I., Miroslav, Mihajlo Krešimir II., Stjepan Držislav, Gojislav, Svetislav Suronja, Krešimir III., Stjepan I., Petar Krešimir IV., Slavac, Dmitar Zvonimir, Stjepan II., Petar Svačić) - Dalmatia and Istria in the Middle Ages, Dubrovnik in the Middle Ages <p>III. Croatia in association with Hungary</p> <ul style="list-style-type: none"> -Hungarian king Ladislav and Herceg Slavonian Almoš, Hungarian-Croatian king Koloman -Family Arpadovic from pacte convente until year 1301 as kingdom of Croatia and Hungary - Anžulinac dynasty from 1301 to 1387 in Croatia and Hungary -Luxemburg dynasty from 1387 to 1437 in Croatia and Hungary -Family Habsburg and Jagelovići from 1437 to 1457 in Croatia and Hungary -Family Hunjadijevac in Croatia and Hungary as rulers to 1490 - Jagelović dynasty from 1490 to 1526 in Croatia and Hungary -Great Croatian dynasties from XII. to XV.stoljeća (Šubići, Gorjanski...) <p>IV. Croatian cultural history in the Middle Ages</p> <ul style="list-style-type: none"> -beginnings of literacy, Višeslav's baptistery, Trpimir's deed of gift, Inscribed Slab of Baška and Valun, Romanism and Gothic, Renaissance, poetry, novels, dramas and poetic creativity, educational system - universities, education, monastery teaching, -historical sources, Hungarian and Croatian about Croatia in the Middle Ages <p>V. Turkish invasion in Croatia (Turkish Croatia)</p> <ul style="list-style-type: none"> -Fall of Bosnia, fall of Herzegovina, defeat of Croats on the Krbovic and Mohač field, -Turks conquer parts of Dalmatia, Slavonia and Central Croatia, -Defence against Turks (Ante muralae christianitatis), -Territorial 						

constitution under Turks and Habsburgs, -Peasant revolt (Matija Gubac, Matija Ivanić...), -Vlach migration to Croatia and Slavonia, deserters of Senj, -Great Austrian-Turkish war and liberation of Croatia from the Turks

VI. Croats and Habsburgs

- election of Ferdinand Habsburg and Ivan Zapolje as Croatian leaders,
- siege of Vienna and expansion of Ottoman empire in part of Croatia and Hungary,
- Austrian rulers (Habsburg dynasty) as Croatian rulers
- Austrian rulers (dynasty: Habsburg-Lothringen) as Croatian rulers:
- Croatian territorial expansion, peace agreements: 1699, 1718, 1739, 1791
- Centuries-old Croatian provinces and the Habsburgs from 1527 to 1918 - Croatia, Slavonia, Dalmatia, Istria, Dubrovnik...
- Croatia in association with other countries and peoples:

VII. Croats, Christianity and relations with the Vatican

-Religions of «old» Croats, -conversion of Croats to Christianity: Akvileja, Salzburg, Constantinople, Rome...
-restoration of independent dioceses, Christianization of Panonian Croats, -split in the church, Christianization of Nerets,

Church disputes, -Church orders in Croatia and religious centres in Croatia

VIII. Croatia in Austria-Hungary, SHS State, SHS Kingdom, Kingdom of Yugoslavia

-Austrian-Hungarian and Croatian-Hungarian settlement, -Croatian regions, parliament, governor and administrators within Austria-Hungary, -parties and democratic life in Croatia in the XIX i XX century, -World War I and World War II, -Formation of SHS State and Kingdom of SHS, and Kingdom of Yugoslavia, -status of Croats in the Kingdom of Yugoslavia, Formation of autonomous Banovina of Croatia

IX. Croatia in the so called NDH, Croatia in SFR (FNR) Yugoslavia, Independent Republic of Croatia

-formation of NDH, political and military conditions and relations in NDH, -forming of antifascist frontline in Croatia during World War II,
-formation of DF Yugoslavia, FNR Yugoslavia and SFR Yugoslavia, -Constitutions: 1946, 1963, 1974 and constitutional amendments,
-internal and foreign affairs politics in Croatia within Yugoslavia, -national tensions in Croatia in 1971, reforms of Yugoslav federation, -Formation of the Republic of Croatia, struggle for independence and acknowledgment

X. Contemporary Croatian Cultural History

-Art in Croatia (Baroque, rococo...), -struggle for the Croatian language and orthography, -National Croatian movement -the Illyrian movement through art and culture, -Croatian universities, technology and culture, -literary and art approaches in Croatia in the XVIII., XIX. and XX. century,
-education and sports in Croatia, -Croatian music, drama and art culture.

Teaching methods

Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet
Distance learning	Office hours	Laboratory	Tutorial	Field work

Student obligations

Assigned seminar papers.

Examination methods

Written	Oral	Essay	Practical
Individual project	Continuous assessment	Seminar	

Mandatory reading

(group of authors), Kronologija: Hrvatska-Europa-Svijet, Zagreb, 1988. or
Ivan Balta, *Povijest – Hrvatska povijest, Osijek, 1997.*

Recommended reading

Ferdo Šišić, Pregled povijesti hrvatskog naroda, Zagreb, 1962.
Vjekoslav Klaić, Povijest Hrvata, I.-V., Zagreb, 1988., Božidar Vidov, Povijest Hrvata, I.-IV., Toronto, 1977....
Petar Lisičar, Grci i Rimljani, i Stari Istok, Zagreb 1971.,1972.
Štjepan Antoljak, Historiografija Hrvata do 1918., Zagreb, 1992.
Šidak-Gross-Karaman-Šepić, Povijest hrvatskog naroda, Zagreb, 1968.
Hrvoje Matković, Povijest Jugoslavije, Zagreb, 1999.
Trpimir Macan, Povijest hrvatskog naroda, Zagreb, 1991., Dragutin Pavličević, Povijest Hrvatske, Zagreb, 1994.
The Times: Povijesni atlas, Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva, Zagreb, 1990.
Ivan Balta, Pregled pomoćnih povijesnih znanosti, Osijek, 2000.

Code	UPD9001	Course	Ecology			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V.	
Lecturer	mr. sc. Željko Popović, college professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	4			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	-	-	-	-
Course objectives						
The course supplements competences acquired in courses Nature science and Field work. The course deepens and extends competences in the interdisciplinary science - ecology. Competences acquired in human ecology and protection of the human environment. Enable future teachers to give a contemporary interpretation of actual problems in school (local environment) and beyond.						
Course description						
Essential concepts in ecology: ecological factors, organizational units. Relationship between the organism and environment. Food nets. Matter circulation and biospheric energy flow. Natural and artificial biocoenosis. Historical development of ecological thought. Contemporary ecological views. Relationship of ecology and other sciences: biology, physics, chemistry, mathematics, philosophy, religion, sociology (essentials of social ecology), ethics, law, economy, computer science, etc. Problems in the disruption of ecological balance: clearing forests, land-improvement, pollution of nature, acid rains, ozone hole etc. Measures to mitigate the existing conditions. Biodiversity, water, forest, soil, air. Landscape diversity. Improvement and protection of nature and the human environment. Categories of protection, protected regions in Croatia and protected plant and animal species. Sustainable development. Ecological upbringing. Development of ecological consciousness. Understanding man and nature as modern pedagogical goal. Selected educational films and contents from resources on the Internet.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory practice	Tutorial	Field work		
Lectures and seminar. Part of the instruction is organized in specialized institutions (Institute for spatial planning, Nature Park «Kopački rit» etc.).						
Student obligations						
Attendance and active class participation is required, as well as an individual project (seminar) or a group project on a chosen topic.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Glavač, V. (2001). <i>Uvod u globalnu ekologiju</i> . Zagreb: Hrvatska sveučilišna naklada, Ministarstvo zaštite okoliša i prostornog uređenja, Pučko otvoreno učilište. Klepac, R. (1988). <i>Osnove ekologije</i> . Zagreb: JUMENA. Springer, O. (ur.) (2001). <i>Ekološki leksikon</i> . Zagreb: Ministarstvo zaštite okoliša i prostornog uređenja Republike Hrvatske, Barbat. Note: The reading is in the Croatian language. In the seminar, reading materials in a foreign language are also used as well as other sources (the Internet).						
Recommended reading						
Bralić, I. (1991). <i>Nacionalni parkovi Hrvatske</i> . Zagreb: Školska knjiga. <i>Crveni popis ugroženih biljaka i životinja Hrvatske</i> . (2004). Zagreb: Državni zavod za zaštitu prirode. Ecology WWW page. http://pbil.univ-lyon1.fr/Ecology/Ecology-WWW.html Hrvatski informacijski servis za okoliš. http://pubwww.srce.hr/botanic/cise/doc/index.html Rauš, Đ. (ur.) (1992). <i>Šume u Hrvatskoj</i> . Zagreb: Šumarski fakultet Sveučilišta u Zagrebu, Hrvatske šume. Uzelac, V. (1990). <i>Osnove ekološkog odgoja</i> . Zagreb: Školske novine.						

Code	UPD3010	Course	Field work			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II.	
Lecturer	mr. sc. Željko Popović, college professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	2		1			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	-	1	-	-
Course objectives						
The course is in close connection with Nature Science I and II. Through the acquisition of selected natural contents in excursion-oriented teaching, students prepare to observe, recognize and understand certain organisms and natural occurrences that are essential for the teaching vocation. Mastering these contents in their true natural setting ensures the excellent perceptive, practical and thinking activities needed for future independent work as teachers (e.g. school in nature, school garden, living corner, etc.)						
Course description						
Students under teacher supervision are acquainted with the biocoenoses of forests, meadows, swamps, rivers, mountains and other characteristic regions in Croatia. Learning about characteristic kinds of plants and animals belonging to benthic communities. Insight and recognition of protected plant and animal species. Independent making of herbariums of higher plants and algae. Mushroom identification. Collection and preparation of insects – making insectariums. Measuring physical and chemical states of different habitats (basic meteorological measuring). Use of measuring instruments. Recognition of the level of population of certain biocoenoses. Insight into landscape diversity. Equipment and materials for cultivating house plants and other plants in the open. Preparation of soil for cultivating plants. Planting seeds, replanting, caring for and cultivating plants. Vegetative reproduction of house and other plants. Grafting, pruning, protection from vermin. Caring for plants in winter. Plant production. Cattle production. Raising and caring for animals in and around the house. Collecting materials for a living corner in a school. Arranging a living corner in the school. Familiarization with land cultivation and forest production. Visit to a well organized country farm, school garden, botanical garden and zoo. Visit to the museum of natural sciences. Visit to some protected areas in Croatia.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
The programme of this course is not tied to the weekly timetable. It is carried out in form of shorter half day teaching excursions and teaching excursions lasting several days. Field work is carried out through demonstrations, searches, spotting, recognizing, independent measuring, recording, determining species, preparation, etc. For this type of teaching it is necessary to provide transportation and accommodation for students as well as the necessary measuring instruments, field tools and equipment.						
Student obligations						
There is no exam, but students are required to actively participate in the classes and to make a herbarium and collection (mandatory task for the Nature Science I course).						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Bralić, I. (1991). <i>Nacionalni parkovi Hrvatske</i> . Zagreb: Školska knjiga. Domac, R. (1996). <i>Flora Hrvatske. Priručnik za određivanje bilja</i> . Zagreb: Školska knjiga. Lelas, Z. (1985). <i>Nastavne ekskurzije u biologiji</i> . Zagreb: Školske novine. Note: The reading is in the Croatian language. For the course, reading materials in a foreign language are also used as well as other sources (the Internet).						
Recommended reading						
Chinery, M. (1989). <i>1000 ideja za prirodoslovca</i> . Sarajevo: Svjetlost. Durrell, G. (1990). <i>Svijet prirode</i> . Zagreb: Grafički zavod Hrvatske. Matonićkin, I. - Pavletić, Z. (1975). <i>Život naših rijeka</i> . Zagreb: Školska knjiga. Nikolić, T. (1996). <i>Herbarijski priručnik</i> . Zagreb: Školska knjiga. Popović, Ž., 1999: Terenska nastava na učiteljskom studiju. Zbornik radova znanstvenog skupa "125 godina poslije", Ur.: M. Matas i H. Vrgoč, Hrvatski pedagoško književni zbor, Zagreb i Visoka učiteljska škola, Petrinja, 62-65. Rauš, Đ. (ur.) (1992). <i>Šume u Hrvatskoj</i> . Zagreb: Šumarski fakultet Sveučilišta u Zagrebu, Hrvatske šume. Hrvatski informacijski servis za okoliš. http://pubwww.srce.hr/botanic/cise/doc/index.html						

Code	UPD1001	Course	Geography			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	mr. sc. Vladimir Ćirić, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	2		-			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	-	-	-	-
Course objectives						
To deepen and broaden the students' acquired knowledge of geography for a more complete general and professional education of future educators in teacher's training. Equip students to successfully prepare classes in Nature Sciences in primary school.						
Course description						
a) Essentials of Basic Geography Geography as a science. Shape and motion of the Earth. Determining the exact position on the Earth. Essentials of cartography. Relief, composition and structure of the Earth. Endodynamics, Egzogen modelling and shapes of reliefs. Climate on the Earth. Water on the Earth. Problem in the use and protection of water. The ground and climazonal vegetation communities. The population of the world, development, structure, problems and demography. Essential features of settlements. Distinctive features of the world economy. b) Geographic features of the Republic of Croatia Geographic position, location and territorial formation. Natural-geographical features. Population characteristics and current demographic processes. Population density and settlement features. Economic features. Regionalization of areas. c) Home regions Natural-geographic characteristics of the region (where Teacher Training is located), the demographic and economic features and system of settlement.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Seminar paper, written and oral examination.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Nejašmić, I.: Osnove opće geografije, Educa, Zagreb 1998.g.						
Recommended reading						
Vresk, M. : Uvod u geografiju, Školska knjiga, Zagreb 1997. Herak, M. : Geologija - struktura, dinamika i razvoj Zemlje, Školska knjiga, Zagreb, 1990. Riđanović, J. : Hidrogeografija, Školska knjiga, Zagreb, 1993. Šegota, T. i Filipčić, A. : Klimatologija za geografe, Školska knjiga, Zagreb, 1996. Friganović, M. : Demogeografija, Školska knjiga, Zagreb, 1990. Veliki atlas Hrvatske, Mozaik knjiga, Zagreb, 2002. Scientific and professional papers published in journals: Acta Geographica Croatica, Geografski glasnik, Geografski horizont, Drvo znanja and Meridijani.						

Code	UPD5001	Course	Natural and social sciences teaching I				
Department	Teacher Studies Department						
Study program	Class Teacher				Year	III.	
Lecturer	doc. dr. sc. Edita Borić						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	Elective from module		Elective			
	Winter semester			Summer semester			
ECTS student workload coefficient	2			-			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
	2	-	-	-	-	-	
Course objectives							
<p>The goal of the course is to acquire competences in the subject of methodology of Natural Sciences; to familiarize students with the field of methodology of Natural Sciences; to combine theory and practice. To prepare students for work in schools, motivate them and enable them to actively participate in the promoting of critical thinking, especially in implementing it in their teaching. Enable students to master alternative thinking and make well thought out and well founded decisions.</p> <p>Correspondence and correlativity of the programme</p> <p>The course <i>Introduction to teaching of Natural Sciences</i> is the core of the module on development and closely corresponds and correlates with the other courses in the module. According to its content it is interdisciplinary in nature, and corresponds with the current trends in education of teachers who recognize the significance of learning Natural Sciences in basic education.</p>							
Course description							
<p>Concept of methodology; Specific quality of the methodology of teaching Natural and Social Sciences. Interdisciplinary methodology in Natural Sciences.; Textbooks, manuals, scientific literature on Natural Sciences.; Curriculum (operative, micro plan); Basic principles, tasks, of teaching Natural Sciences.; Complete teaching content of subject Natural Sciences, programme units and topics from grade 1 to 4.; Correlation of the content of Natural Sciences with other school subjects.; Preparing teachers for teaching Natural Sciences. Devising lesson plans.; Articulation of lesson. ERR system.; Communication in teaching of Natural Sciences.; Encouragement, prejudice, motivation.; Analysis of the lesson.; Teaching methods. Types of lessons.; Programmed teaching, Demonstrations, Examples in teaching, Problem teaching, Remedial courses, Supplementary classes, Extracurricular activities, Individual learning, Frontal teaching, Cooperative teaching.; Material and technical aspect of teaching. Sources of learning.; Monitoring. Experiment. Teaching aids. Visualising teaching of natural and social sciences. Exemplary approach in implementing the contents of natural and social sciences teaching. Space and orientation. Child and space. Appropriate topics. Etiquette. Eco etiquette.</p>							
Teaching methods							
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory		Tutorial	Field work		
Student obligations							
<p>Students must actively participate in class. They are expected to learn to prepare for teaching on their own. They are required to devise a lesson plan and develop a syllabus for natural sciences for a given form, to write and present a seminar on offered topics, participate in the development and conducting of workshops and to give an obligatory practice lecture.</p>							
Examination methods							
Written	Oral		Essay		Practical		
Individual project	Continuous assessment		Seminar				
Mandatory reading							
<p>De Zan, I. (1999.), Metodika nastave prirode i društva, Školska knjiga, Zagreb. Glasser, W., (1994.), Kvalitetna škola, EDUCA, Zagreb. Jelavić, F. (1998.), Didaktika, "Naklada Slap", Jastrebarsko. Kyriacou, C., (2001.), Temeljna nastavna umijeća, EDUCA 52, Zagreb.</p>							
Recommended reading							
<p>Itković, Z., (1997.), Opća metodika nastave, Književni krug, Split. Nastavni plan i program za osnovnu školu Republike Hrvatske 1999., Ministarstvo prosvjete i športa Republike Hrvatske, Zagreb. Peko, A., Borić, E., Vujnović, M. (2004), Udžbenik-Interaktivni medij, str.141-148., U: Halačev, S(ed), Zbornik radova sa znanstveno-stručnog skupa "Udžbenik i virtualno okruženje", Zagreb, Školska knjiga. Peko, A., Munjiz, E., Borić, E. (2003): Mogućnost simetrične nastavne komunikacije, Napredak, 44 (4), (Pregledni članak) ISSN1330-0059 Terhart, E., (2001.), Metode poučavanja i učenja, EDUCA 51, Zagreb.</p>							

Code	UPD7001	Course	Natural and social sciences teaching II			
Department	Teacher Studies Department					
Study program	Class Teacher			Year	IV.	
Lecturer	doc. dr. sc. Edita Borić					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	4		4			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	2	1	-	2
Course objectives						
<p>The aim of the course is to acquaint students with ways and means of visualising the content of Natural Sciences in the classroom and outside it; to indicate to the pupils the selection of a particular teaching apparatus which will enable the best visualization of a particular content. To instruct them to make simple teaching materials. To enable students to organize and carry out teaching outside the classroom (in nature – the park, zoo, pond, museum, library, gallery,...). To apply methods, models and strategies in teaching by implementing them in the content of Natural Sciences. To learn and apply evaluation, observation and grading, as well as evaluation of teaching. Correspondence and correlativity of the programme. The course <i>Methodology of Natural Sciences</i> is the core of the module on development and closely corresponds and correlates with the other courses in the module. According to its content it is interdisciplinary in nature, and corresponds with the modern trends in education of teachers who recognize the significance of learning Natural Sciences in basic education.</p>						
Course description						
<p>Methods of methodology.; Strategies for the promoting of critical thinking.; Method of practical work.; Place of conducting teaching. Teaching outside the classroom.; Teaching in nature.; School in nature.; Class excursions.; Pedagogical workshops – let's reduce waste.; Integrated teaching.; Evaluation, self-evaluation and grading.; Investigative learning in Natural Sciences.; Project method. Project in the teaching of Natural Sciences.; Ecology, protection of the environment and encouraging ecological awareness in Natural Sciences.; Observation and study of living conditions of hedges, meadows, forests and ponds.; Prevention of addiction. Health, care for the elderly, sick and disabled.; Teaching of Natural Sciences in combined classes.; Implementation of modern media in the teaching of Natural Sciences.; Games in the teaching of Natural Sciences.; Children's rights.; Homeroom.; Parent teacher meeting.; Work with children in special needs programme.; Establishing a positive classroom atmosphere.; Pedagogical documentation and final exam.</p>						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
<p>Students are expected to participate actively in classes, class communication, make a mini project according to their choice, develop an example of an integrated day, participate in the development of the writing and carrying out of workshops in environment protection. Hold individual and public lectures. Students are expected to actively participate in the analysis of practical teaching. They will make teaching materials necessary for the practical teaching. Organize and carry out a class excursion – classes outside of the classroom. They are required to complete their professional teaching practice as well as a written and oral exam.</p>						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
<p>Bezić, K. (1995.), Metodika nastave prirode i društva, Školska knjiga, ponovljeno izdanje, Zagreb. Borić, E. (1998), Botanička ekskurzija na livadu izvedena interdisciplinarnim pristupom. Zagreb, Napredak, 139 (2), 213– 220. Dryden, G., Vos, J., (2001.), Revolucija u učenju, EDUCA, Zagreb. Peko, A. i Pintarić, A. (1999.), Uvod u didaktiku hrvatskog jezika. Osijek, Pedagoški fakultet. Terhart, E., (2001.), Metode poučavanja i učenja, EDUCA 51, Zagreb.</p>						
Recommended reading						
<p>Borić, E., Lelas, Z. (2000), Efikasnost učenja biocenoza livada različitim oblicima rada na terenu. Osijek, Život i škola, 3: 103 – 110. Peko, A., Borić, E. (2001), Projektna metoda u nastavi, str. 79-85, U: M. Kramar i M. Duh (ed), Knjiga referatov z međunarodnoga znanstvenoga posveta "Didaktički in metodički vidiki prenove in razvoja izobraževanja". Maribor, Pedagoška fakulteta Maribor. Španja, S. (2002), Pisanje malih projektnih prijedloga, U: (ed) Janković, J i Peko, A. Zajedno Jači, PRONI centar za socijalno podučavanja, Osijek – Vukovar. Uzelac, V. (1996.), Okoliš-obrazovanje-odgajatelji/učitelji, Hrvatski pedagoško književni zbor, Zagreb. Eko škole u Hrvatskoj, http://www.hr/wwwhr/education/elementary/index.hr.html. Moja škola –Eko škola, http://skole.posluh.hr/cabar/eko-skola.htm.</p>						

Code	UPD1011	Course	Nature science I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	mr. sc. Željko Popović, college professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	1	-	-	-
Course objectives						
Through the acquisition of selected content in natural sciences to gain an understanding of the essential natural phenomena and rules in both their relationships and their entirety. By acquiring these contents to ensure high-quality perceptive, practical and contemplative activities; develop an interest and self-reliance and enable application of acquired competences in practice in the teaching vocation. The course is closely connected with courses Natural sciences II and Field work teaching.						
Course description						
Living and non-living nature. Natural sciences. Biology. Biological and chemical evolution. Atom structure, subatomic particles. Chemical elements, compounds and mixtures. Periodic table. Essentials of chemical measuring. Solutions. Dilution. Acids and dilute solutions. Chemical reactions. Chemical structure of living beings. Biogen elements, anorganic and organic compounds. Aggregate states. Air – characteristics and composition. Meteorological station. Significance of air for living beings. Flight and flying. Fluids. Water – characteristics and composition. Significance of water in nature. Strength of water. The Earth's surface – cliffs and minerals. Origin of soil. Kinds, structure and characteristics of soil. The influence of organisms on the composition and structure of soil. Heat – as a prerequisite for life. Temperature and the thermometer. Changes in nature conditioned by heat. Wood, coal, oil, underground gas. Conditions of burning, flame, explosion. Preventing and extinguishing fires. Essentials of mechanics. Forces in nature. Magnetism. Electricity. Sources of electrical energy. Electrical conductor and insulators, electrical circuit. Precaution measures in working with electrical energy. Energy. Sources of energy. Transformation of energy. Essentials of optics. The spectrum and parts of the spectrum. Radiation. Essentials of astronomy. Celestial bodies. Man's journey into space. Selected educational films and contents from resources on the Internet.						
Practicum						
Separation of heterogenous systems. Laboratory equipment and glass. Measures of precaution in laboratory work. Experiments with water: solutions, dilutions, indicators of acidity, titration, freezing-point and boiling-point, anomaly of water, circulation of water in nature, energy of water vapor, purification of water.						
Gases. Volume of oxygen in air. Derivation of oxygen and its characteristics. Gas which extinguishes fire, gas from mineral water and lungs. Fire damp. "Machine" for smoking. Air humidity. The equipment of a meteorological station.						
Composition and structure of soil, water in soil, pH, origin of soil. Characteristics of oil. Derivation of charcoal. Fire protection and extinguishing fire.						
Measuring of length. Determining density. Gravitation pendulum. Coefficient of friction. Measuring specific warmth of solid bodies. Heat – as a prerequisite for life. Temperature and the thermometer. Standing wave of sound. Strength of a light bulb. Work of electrical energy. Measuring resistance with the help of ampermeter and voltmeter. Transforming wind and water energy into electric energy. Law of refraction and diffraction of light. Disintegration of light. Strength of lens. Binoculars and telescope. Characteristics of a magnet. Compass. Playing with magnets.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Instruction includes lectures and practicum. Fieldwork is an integral part of the course. In order to conduct the course successfully, it is necessary to ensure a classroom which is equipped to provide use of modern classroom technology (multimedia projector, the Internet etc.). To conduct the Practicum a specialized room is required - practicum (laboratory) with equipment to carry out practical tasks of the students and demonstration experiments of the instructors (with equipment, tools and chemicals). It is necessary to ensure equipment for the work of at least 12 students in the group.						

Student obligations			
Attendance and active class participation is required, especially in the laboratory practice in the practicum.			
Examination methods			
Written	Oral	Essay	Practical
Individual project	Continuous assessment	Seminar	
Mandatory reading			
<p>Bačić, T., Erben, R., M. Krajačić (2003). <i>Raznolikost živoga svijeta</i>. Zagreb: Školska knjiga.</p> <p>Costantini, F. (1971). <i>Učim na pokusima</i>. Zagreb: Tehnička knjiga.</p> <p>Glavač V. (2001). <i>Uvod u globalnu ekologiju</i>. Zagreb: Hrvatska sveučilišna naklada, Ministarstvo zaštite okoliša i prostornog uređenja, Pučko otvoreno učilište.</p> <p>Sikirica, M., Korpar-Čolig, B. (2001). <i>Kemija s vježbama 1 i 2</i>. Zagreb: Školska knjiga.</p> <p>Paar, V. (2004). <i>Fizika 4</i>. Zagreb: Školska knjiga.</p>			
Recommended reading			
<p>Lelas, Z. (1977). <i>Mladi cvjećari, prirodnjaci i biolozi</i>. Zagreb: Školske novine.</p> <p>Matas, M. - Simončić, V. - Šobot, S. (1989). <i>Zaštita okoline danas za sutra</i>. Zagreb: Školska knjiga.</p> <p>E-škola Hrvatskog prirodoslovnog društva http://hpd.botanic.hr/index.html</p>			

Code	UPD3001	Course	Nature science II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II.	
Lecturer	mr. sc. Željko Popović, college professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	1	-	-	-
Course objectives						
The aim of this course is to attain an understanding of the essential natural phenomena and rules in both their relationships and their entirety through the acquisition of selected natural-science content. And by acquiring these contents to ensure high-quality perceptive, practical and contemplative activities; develop an interest and self-reliance and enable application of acquired competences in practice in the teaching vocation. The course is closely connected with courses Natural sciences I and Field work teaching with which it makes a whole.						
Course description						
Cell – as the basic unit of life. Cell structure. Chromosomes, cell division – mitosis and meiosis. Modern genetics and molecular biology. Essentials of modern systematics. Prokaryote, algae and fungus. Vegetative organs of higher plants (structure and function). Generative organs and methods of plant reproduction. Main plant groups and their characteristics. The concept of heterotrophic organisms. Basic systematics, anatomy and morphology of animals. Examination of the tissue and system of mammal organs. Reproduction and embryonic development. Essentials of human anatomy and physiology. Human relationships between sexes. Man and health. Immunity. Causes and causative agents. Essential concepts in ecology. Ecological factors. Relationships of organisms in biocoenosis. The food chain. Matter circulation and biospheric energy flow. Biodiversity. The influence of man on nature. Main problems of the disorder in the ecological balance in nature. Sustainable development. Selected educational films and content from the Internet.						
Practicum						
The microscope and using the microscope. Microscoping bacteria, fungus, single-cell algae and Protozoa. Life in a drop of water. Cell of the epidermis of onion and epithelial cells in the mucous membrane of the mouth. Mitosis. Chloroplasts from a leaf. Microscopic and chemical proof of starch. Microscoping stomas, plant hair and scales from butterfly wings. Parts of seeds. Germination and conditions of germination. Structure and function of root and stalk. Photosynthesis, respiration, breathing of plant and man (proof CO ₂), spirometer. Flower and bloom. Microscoping of pollen and cutting of the seed vessel Blood groups. Dissection of fish or frog. Organization of a living corner in the school.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Instruction includes lectures and practicum. Fieldwork is an integral part of the course. In order to conduct the course successfully, it is necessary to ensure a classroom which is equipped to provide use of modern classroom technology (multimedia projector, the Internet etc.). To conduct the Practicum a specialized room is required - practicum (laboratory) with equipment to carry out practical tasks of the students and demonstration experiments of the instructors (microscopes with equipment and chemicals, dissection tools, etc and collection). It is necessary to ensure equipment for the work of at least 12 students in the group.						
Student obligations						
Attendance and active class participation is required, especially in the laboratory practice in the practicum and fieldwork.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Prerequisite for the exam: passed exam in Nature science I, completed practice in Practicum and tasks from Fieldwork (collection).						

Mandatory reading

Bačić, T. - Erben, R. - Krajačić, M. (2003). *Raznolikost živoga svijeta*. Zagreb: Školska knjiga.
Berns, M. (1984). *Stanica*. Zagreb: Školska knjiga.
Glavač, V. (2001). *Uvod u globalnu ekologiju*. Zagreb: Hrvatska sveučilišna naklada, Ministarstvo zaštite okoliša i prostornog uređenja, Pučko otvoreno učilište.
Keros, P. - Andreis, I. - Gamulin, M. (1998). *Anatomija i fiziologija*. Zagreb: Školska knjiga.
Note: The literature is in Croatian. Literature in a foreign language is also used in the course as well as other sources (the Internet).

Recommended reading

Brooks, J. (1987). *Počeci života*. Zagreb: Duhovna stvarnost.
Lelas, Z. (1977). *Mladi cvjećari, prirodnjaci i biolozi*. Zagreb: Školske novine.
Matas, M. - Simončić, V. - Šobot, S. (1989). *Zaštita okoline danas za sutra*. Zagreb: Školska knjiga.
Šlijepčević, M. - Boranić, M. - Matekalo Draganović, J. (1997). *Čovjek, zdravlje i okoliš*. Zagreb: Školska knjiga.
E-škola Hrvatskog prirodoslovnog društva <http://hpd.botanic.hr/index.html>

Code	UPD8001	Course	Research in teaching of natural and social sciences			
Department	Teacher Studies Department					
Study program	Class Teacher			Year	IV.	
Lecturer	doc. dr. sc. Edita Borić					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	5					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	1	-	1
Course objectives						
Investigation in the lower grades of elementary school and promoting learning by doing. Investigative learning: to broaden the knowledge about the investigative learning approach and teaching of natural sciences; to develop the skills of evaluating examples of investigative learning and instruction on investigative learning; developing skills to plan a curriculum regarding the upbringing and education for the subject of Natural Sciences based on investigative learning. Out-of-School learning: Learning outside of the classroom: Insight into effective learning strategies and learning about the native land outside of the classroom; developing an awareness that experience outside of the classroom can have a positive influence on learning about the environment and nature; to develop the ability to plan and organize as well as the strategy of critical management which demands teaching and learning outside of the classroom.						
The correspondence and correlativity of the programme. The course Research in teaching of natural and social sciences is the core of the module on development and closely corresponds and correlates with the other courses in the module. According to its content it is interdisciplinary in nature, and corresponds with the modern trends in education of teachers who recognize the significance of learning Natural Sciences in basic education.						
Course description						
Approaches to investigative learning in natural and social sciences teaching.; Modern concept of investigative learning in natural and social sciences teaching.; Monitoring nature in a natural environment.; Demonstration in nature and of nature.; Experimental trends in teaching of natural and social sciences.; Model of scientific investigation in the teaching of natural and social sciences.; Independent expression of pupils.; Collaboration on projects: pupil – pupil, pupil – teacher, teacher – pupil – scientist.; Steps in realizing project work. Creating a project on native land.; Project work in biology class.; Planning, preparing and carrying out the project (choosing the topic, defining goals, hypothesis, choice of method, sample, location, course of the investigation, dynamics of the investigation, obtaining results and analysis, presentation of processed results).; Presentation of results.; Scientific poster.; Oral presentation of results.; Critical reflexion and evaluation of the investigation.						
Teaching methods						
<u>Lectures</u>	Seminars and workshops	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	<u>Field work</u>		
Student obligations						
Compulsory attendance, practical examples and implementation of models are required. Students are expected to perform their own investigation in the form of a mini project.						
Examination methods						
<u>Written</u>	<u>Oral</u>	Essay		<u>Practical</u>		
<u>Individual project</u>	Continuous assessment		Seminar			
Mandatory reading						
Borć, E., Peko, A., Vujnović, M. (2002): Učiti o prirodi iz prirode, str. 93-100., U: I. Hicela (ed.) Zbornik radova stručno-znanstvenog skupa s međunarodnom suradnjom" 2. dani osnovne škole splitsko-dalmatinske županije". Split, Hrvatski pedagoško – književni zbor – Ogranak Split.						
Borić, E., Borić, E., Vučković, S. (2003): Project work in biology teaching. Periodicum biologorum, Vol. 105, No2, 195-198.						
Klippert, H. (2001): Kako uspješno učiti u timu: Zbirka praktičnih primjera. Educa 49, Zagreb.						
Mužić, V. , Metodologija pedagoškog istraživanja, Zavod za izdavanje udžbenika, Sarajevo 1996.						
Recommended reading						
De Zan, I. , Istraživačka nastava biologije, Školske novine, Zagreb 1994.						
Lock, R. (1998). Fieldwork in the life science. <i>Internat J Sci Edu</i> 20 (6): 633-642						
Peko, A., Borić, E ., (2001): Projektna metoda u nastavi, str. 79-85.,U: M. Kramar i M. Duh (ed), Knjiga referatov z međnarodnoga znanstvenoga posveta "Didaktički in metodički vidiki prenovne in razvoja izobraževanja". Maribor, Pedagoška fakulteta Maribor.						
Španja, S. , Pisanje malih projektnih prijedloga, U: (ed) Janković, J i Peko, A. Zajedno Jači, PRONI centar za socijalno podučavanje, Osijek – Vukovar 2002.						
Eko škole u Hrvatskoj, http://www.hr/wwwhr/education/elementary/index.hr.html . Moja škola –Eko škola, http://skole.posluj.hr/cabar/eko-skola.htm .						

Code	UPD8001	Course	School hygiene			
Department	Teacher Studies Department					
Study program	Class Teacher			Year	IV.	
Lecturer	doc. dr. sc. Edita Borić					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient				5		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	1	-	1
Course objectives						
Course description						
Approaches to investigative learning in natural and social sciences teaching.; Modern concept of investigative learning in natural and social sciences teaching.; Monitoring nature in a natural environment.; Demonstration in nature and of nature.; Experimental trends in teaching of natural and social sciences.; Model of scientific investigation in the teaching of natural and social sciences.; Independent expression of pupils.; Collaboration on projects: pupil – pupil, pupil – teacher, teacher – pupil – scientist.; Steps in realizing project work. Creating a project on native land.; Project work in biology class.; Planning, preparing and carrying out the project (choosing the topic, defining goals, hypothesis, choice of method, sample, location, course of the investigation, dynamics of the investigation, obtaining results and analysis, presentation of processed results).; Presentation of results.; Scientific poster.; Oral presentation of results.; Critical reflexion and evaluation of the investigation.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Compulsory attendance, practical examples and implementation of models are required. Students are expected to perform their own investigation in the form of a mini project.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Borć, E., Peko,A., Vujnović,M. (2002): Učiti o prirodi iz prirode, str. 93-100., U: I. Hicela (ed.) Zbornik radova stručno-znanstvenog skupa s međunarodnom suradnjom" 2. dani osnovne škole splitsko-dalmatinske županije". Split, Hrvatski pedagoško – književni zbor – Ogranak Split.						
Borić, E., Merdić, E., Vučković, S. (2003): Project work in biology teaching. Periodicum biologorum, Vol. 105, No2, 195-198.						
Klippert, H. (2001): Kako uspješno učiti u timu: Zbirka praktičnih primjera. Educa 49, Zagreb.						
Mužić, V. Metodologija pedagoškog istraživanja, Zavod za izdavanje udžbenika, Sarajevo 1996.						
Recommended reading						
De Zan, I. , Istraživačka nastava biologije, Školske novine, Zagreb 1994.						
Lock, R. (1998). Fieldwork in the life science. <i>Internat J Sci Edu</i> 20 (6): 633-642						
Peko,A., Borić, E ., (2001): Projektna metoda u nastavi, str. 79-85.,U: M. Kramar i M. Duh (ed), Knjiga referatov z međnarodnega znanstvenoga posveta "Didaktički in metodički vidiki prenovne in razvoja izobraževanja". Maribor, Pedagoška fakulteta Maribor.						
Španja, S. , Pisanje malih projektnih prijedloga, U: (ed) Janković, J i Peko, A. Zajedno Jači, PRONI centar za socijalno podučavanje, Osijek – Vukovar 2002.						
Eko škole u Hrvatskoj, http://www.hr/wwwhr/education/elementary/index.hr.html .						
Moja škola –Eko škola, http://skole.posluh.hr/cabar/eko-skola.htm .						

Pedagogy

Code	UPE5001	Course	Alternative schools			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	doc. dr. sc. Anđelka Peko					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			Summer semester		
ECTS student workload coefficient	2			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	-	-	-	-
Course objectives						
Get students familiar with various alternative pedagogical ideas, approaches and directions that influenced initiation, structure, organisation and work of alternative schools in the world and in our country. Students will acquire knowledge on pedagogical, didactic and methodological solutions in alternative, private and free-lanced schools (especially in regards to different countries) and possibilities of implementation of some alternative attempts within current public schools.						
Course description						
Social conditions, occurrence, then importance and overview of alternative pedagogical ideas and schools. Pedagogical projects and the effects of the reform of pedagogy. Pedagogic-didactical concepts, organisation and practice of important alternative schools (Montessori, Waldorf, Freinet, Summerhil, Laborschule, Barbiana, Tvind). Contemporary private schools as alternative attempts. Curriculum specifications of alternative schools. Pedagogic pluralism of contemporary school systems as scientific foundation of alternative pedagogic ideas and schools.						
Teaching methods						
<u>Lectures</u>	<u>Seminars and workshops</u>	Practice	Individual project	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Active in-class participation, seminar work, exam.						
Examination methods						
Written	<u>Oral</u>	Essay	Practical			
Individual project	Continuous assessment	<u>Seminar</u>				
Mandatory reading						
Jakopović, S. (1984.), Pokret radne škole u Hrvatskoj, NIRO Školske novine, Zagreb Matijević, M. (2001.), Alternativne škole, Tipex, Zagreb.						
Recommended reading						
Previšić, V. (1992.), Alternativne škole: teorijska polazišta i praktični dosezi. U: Prema slobodnoj školi, Institut za pedagoški istraživanja, Zagreb Waldorf, G. (1992.), Privatne škole – iskustva u deset zemalja, Educa, Zagreb.						

Code	UPE6001	Course	Contemporary teaching strategies				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year	III	
Lecturer	doc. dr. sc. Anđelka Peko						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	<u>Elective from module</u>			Elective		
	Winter semester			<u>Summer semester</u>			
ECTS student workload coefficient	-			2			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
	-	-	-	1	1	-	
Course objectives							
Qualify students to critically solve problems and question situations, confront alternative thinking and to come to premeditated and well founded decisions, attend to and encourage critical thinking skills among their pupils.							
Course description							
Guided system in demonstrational teaching class. Procedure analysis. Implementation planning. Critical thinking; provoked thinking teaching, what is critical thinking: Responsibility for critical thinking. Teachers questions. Strategies of guided system; Foresight based on concepts, Foresight table; Collaborators' discussion, Discussions, KWL tables, Network of discussions, Table of complications, Clusters. Planning and evaluation in the spirit of contemporary teaching strategies.							
Teaching methods							
<u>Lectures</u>	<u>Seminars and workshops</u>	Practice	Individual project	Multimedia and Internet			
Distance learning	Office hours	Laboratory	Tutorial	Field work			
Student obligations							
Active in class participation (lectures and seminars), independent seminar paper and pass the exam (oral and written form)							
Examination methods							
<u>Written</u>	<u>Oral</u>	Essay	Practical				
Individual project	Continuous assessment	<u>Seminar</u>					
Mandatory reading							
Peko, A., Borić, E., Vujnović, M. (2002), Učiti o prirodi iz prirode, Prema kvalitetnoj školi, u: H. Ivon Majumi, Split Peko, A., Pintarić, A. (1999), Uvod u didaktiku hrvatskoga jezika, Sveučilište J.J. Strossmayera u Osijeku, Pedagoški fakultet, Osijek.							
Recommended reading							
Steele, J. L., Meredith, K. S., Temple, C. (1998), Okvirni sustav kritičkog mišljenja u cjelini nastavnog programa. Vodič kroz projekt I., Institut otvoreno društvo Hrvatske, Zagreb Steele, J. L., Meredith, K. S., Temple, C. (1998), Metode za promicanje kritičkog mišljenja. Vodič kroz Projekt II., Institut otvoreno društvo Hrvatske, Zagreb Steele, J. L., Meredith, K. S., Temple, C. (1998), Čitanje, pisanje i diskusija u svakom predmetu. Vodič kroz projekt III., Institut otvoreno društvo Hrvatske, Zagreb Steele, J. L., Meredith, K. S., Temple, C. (1998), Nove strategije za promicanje kritičkog mišljenja, Vodič kroz projekt IV., Institut otvoreno društvo Hrvatske, Zagreb Steele, J. L., Meredith, K. S., Temple, C. (1998), Suradničko učenje. Vodič kroz projekt V., Institut otvoreno društvo Hrvatske, Zagreb Temple, C., Steele, J. L., Meredith, S. K. (1998), Planiranje nastavnog sata i ocjene, Vodič kroz projekt VI., Institut otvoreno društvo Hrvatske, Zagreb Terhart, E. (2001), Metode poučavanja i učenja, Educa, Zagreb							

Code	UPE3001	Course	Didactics			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II.	
Lecturer	doc. dr. sc. Anđelka Peko					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	1	-	1	1	-
Course objectives						
To give students deeper didactic knowledge in regards to planning, organisation, implementation and evaluation of classes. To advance student skills that would encourage development of personal teaching style which is based on teaching methods that stimulate critical thinking.						
Course description						
Basic concepts. Didactics, education, upbringing, class, workshop, schooling, vocational training, putting oneself through school. History of didactics and class-subject system of teaching (W.Ratke,J.Kowensky,J.F. Herbert,Herbart-Ziller formal stages, "old" school, H. Gaudig, G. Kerschensteiner, J. Dewey, working school). Class as communication. Class interactivity. Non-verbal class communication. Goal / goals of class communication. Class bipolarity. The concept of curriculum. Purpose, aims and assignments of education and teaching. General goals of education, individual goals, observing the educational goal outcomes. Goals and educational assignments. Content related class and organisational establishment of class. Teaching sources. Teaching methods. Teaching techniques. Socio-working features within teaching. Work under leadership, group work, work in pairs, individual and individualised work. Cooperative learning. Project class teaching. The course of teaching process. Preparation, introduction and processing contents, exercising, repetition, evaluation. Class recording and analysis. Evaluation of teaching. Class systems. Concept definitions and categories. Teaching and teaching-presented classes. Catechistical and mayeistical teaching. Exemplaristic teaching. Problem-related teaching. Supervised teaching. Programmed teaching. Stimulation and games in teaching. Individualised teaching. From educator's teaching to schoolers independent learning. Qualification of school children for self-induced education. Socio-work related approaches to class work. Pupil's work: individual work, work in pair, group work and work under leadership. Teachers' work; individual and group. Parents and school: individual contacts, group activities, joint activities of school children, parents and teachers. Educational climate. Didactic principles and rules. Teaching and learning outside school. Introduction and training. Self-organised learning.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Presence at classes, seminar paper, students approach the examination after completion of lectures. Exam is in oral and written form.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Bognar, L., Matijević, M.(2002.)Didaktika, Zagreb: Školska knjiga. Peko, A., Pintarić, A.(1999.). Uvod u didaktiku hrvatskoga jezika, Osijek: Pedagoški fakultet. Jelavić, F. (1995.) Didaktičke osnove nastave. Jastrebarsko: Naklada Slap. Desforges, C. (2001.), Uspješno učenje i poučavanje: psihologijski pristupi. Zagreb: Educa. Terhart, E.(2001.) Metode poučavanja i učenja. Zagreb: Educa.						
Recommended reading						
Meyer, H. (2002.) Didaktika razredne kvake. Zagreb: Educa. Klippert, H. (2001.) Kako uspješno učiti u timu. Zagreb:Educa. Dryden, G., Vos, J.(2001) Revolucija u učenju. Zagreb: Educa.						

Code	UPE0010	Course	Ethics and teaching profession			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V.	
Lecturer	izv. prof. dr. sc. Stanislava Irović, associate professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	4					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				2	1	-
Course objectives						
Developing awareness on professional teaching ethics, nurturing consciousness on ethics of the educational act and role of the teacher.						
Course description						
Professional teaching ethics: respecting children's rights (non-discrimination, confidentiality, secrecy). Respecting family. Principles of teaching. Accepting gifts and other artefacts. Conflict of interest. Respecting integrity of the school. Ethics of scientific research- authorship of scientific and professional works and other documents. Representing the profession and preserving the reputation of the teaching profession. Public appearance. Ethical codex of teachers.						
Teaching methods						
Lectures	Seminars and workshops		Practice	Individual project	Multimedia and Internet	
Distance learning	Office hours		Laboratory	Tutorial	Field work	
Student obligations						
Active class participation, producing a seminar paper.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Haskins, W. A., Ethos and Pedagogical Communication: Suggestions for Enhancing Credibility in the Classroom <i>Current Issues in Education</i> [On-line], 3(4). Available: http://cie.ed.asu.edu/volume3/number4/ . Gudjons, H. (1994) <i>Pedagogija: temeljna znanja</i> . Zagreb: Educa. Irović, S. (1999), <i>Učitelj kao dr. Jekyll i mr. Hyde (Dva lica učiteljeva poziva)</i> , U: Nastavnik – čimbenik kvalitete u odgoju i obrazovanju, The Teacher as a Contributor to Quality in Education, Zbornik radova međunarodnoga znanstvenoga kolokvija, (Ur. Rosić, V.), Sveučilište u Rijeci, Filozofski fakultet, Rijeka, str. 382-395. Babić, N. Irović, S. (2003). <i>Edukacija vrijednosti i vrijednosti u edukaciji</i> , Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva, Vrgoč, Hrvoje (ur.). Zagreb : Hrvatski pedagoško-književni zbor, 2003. 268- 276. Lenzen, D. (2002) <i>Vodič za studij znanosti o odgoju - što može, što želi</i> . Zagreb: Educa. Pejović, S. (2002) <i>Skok s mosta: Odgoj između prosvjetne politike i međuljudskog odnosa</i> (1. izdanje), Zagreb: Alinea. Polić, M. (1995) <i>Obrazovanje učitelja za budućnost. Metodički ogledi</i> , Zagreb, vol. 6, sv. 1, br. 10/1995, str. 75-79. Polić, M. (1991) <i>Deprofesionalizacija učiteljskog poziva</i> . Zbornik radova Učitelj za inovacijsku školu, Institut za pedagoška istraživanja OOUR Pedagoške znanosti, studije i izvještaji 39, Zagreb 1991, str. 545.						
Recommended reading						
Campbell E. (2000) <i>Professional Ethics in Teaching: towards the development of a code of practice</i> , Cambridge Journal of Education 1 June 2000, vol. 30, no. 2, pp. 203-221(19) Irović, S. (1998) <i>Interaktivni pristup u vrtiću</i> , U: Kvaliteta u odgoju i obrazovanju, The Quality in Education and Teaching, Zbornik radova međunarodnog znanstvenog kolokvija, (Ur. Rosić,V.), Sveučilište u Rijeci, Pedagoški fakultet, Rijeka, str.269 – 278. Strike, K. A., Soltis, J. F. (1998) <i>Thinking About Education:The Ethics of Teaching</i> , 3rd Edition, Teachers College Press Nietfield, L., Enders, C. K., An Examination of Student Teacher Beliefs: Interrelationships Between Hope, Self-Efficacy, Goal-Orientations, and Beliefs About Learning. <i>Current Issues in Education</i> [On-line], 6(5). Available: http://cie.ed.asu.edu/volume6/number5/ .						

Code	UPE0001	Course	Integrated teaching			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V.	
Lecturer	doc. dr. sc. Anđelka Peko					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	3					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	-
Course objectives						
To enable students to acquire concepts of planning, implementation, and observation of educational programmes in child-focused classes. To qualify students to use knowledge on child development, to make them capable of planning and realisation of class focused teaching. Students will comprehend the ways to integrate school contents, develop strategies to attend child-focused classes and use different approaches to inform and include parents in ongoing classes. It is essential to make them capable of implementing integrated theory. In another words, integration of single parts should give picture of wholeness that future generations of teachers can use in work with school children.						
Course description						
Child-focused curriculum (clearly understood terminology of learning, importance of direct surroundings and organisation). The role of teacher in child focused curriculum. The planning of child focused curriculum (class organisation, work with curriculum content, guidelines). Organisation of child-focused classes (teaching materials, socio-work related features, approaches and methods). Organisation of child-focused classes (planning, comprehension, reflection, implementation of integrated contents). Project class teaching (planning, implementation, evaluation). Importance and ways of communication with family. Evaluation of child-oriented classes.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Active class participation, planning and implementation of one integrated topic						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment	Seminar				
Mandatory reading						
Bredenkamp, S. (1996.): Kako djecu odgajati, Educa, Zagreb Isenberg, J.P. (1998.): Kurikulum usmjeren na dijete, Udruga roditelja, Zagreb. Hausner, S., Peko, A. (2000.), Poticanje autonomije učenika kroz rad na projektima. U: Međunarodni znanstveni posvet Didaktični in metodični vidiki nadaljnega razvoja izobražavanja, Maribor, 25.-26. studeni 1999., Knjiga referatov (Ur.: Kramar, M., Duh, M.), Univerza v Mariboru, Pedagoška fakulteta, Maribor, Slovenija, str. 145.-152. Peko, A. (2000.), Pristupi koji potiču autonomiju učenika. U: Interakcija odrasli - dijete i autonomija djeteta, Osijek, 18.-19. studenoga 1999., Zbornik radova sa znanstvenoga kolokvija s međunarodnim sudjelovanjem (Ur.: Babić, N., Irović, S.), Sveučilište J. J. Strossmayera u Osijeku, Visoka učiteljska škola, Sveučilište u Rijeci, Visoka učiteljska škola Osijek, str. 150.-157.						
Recommended reading						
Borić, E., Peko, A. (1998.), Poticanje i praćenje djelatnog odnosa prema <i>okolišu</i> . U: Vrednovanje obrazovanja, Osijek, 12.-13. prosinca 1996., Zbornik radova s međunarodnoga znanstvenoga skupa (Ur.: Peko, A., Vodopija, I. Sveučilište J. J. Strossmayera u Osijeku, Pedagoški fakultet, Osijek, str. 220.-230. Munjiza, E., Peko, A. (2001.), Pluralizmom k uspješnoj školi. U: Uspješna škola, Poruke XII. Križevački pedagoški dani Križevci, 19.-20. listopada, (Ur.: Vrgoč, H.), Hrvatski pedagoško-književni zbor, Zagreb: ogranak Križevci, str. 92.-98. Peko, A. (2000.), Neki putovi pedagoške podrške. U: Zajedno jači, pristupi kojima se potiče: afirmacija, komunikacija, oslobađanje os predrasuda, nenasilno rješavanje sukoba, odgoj i obrazovanje za mir, ljudska prava i suradnju (Ur.: Peko, A., Janković, J.), Osijek - Vukovar, str. 43.-49. (: Ladislav Bogнар i Irena Vodopija)						

Code	UPE0011	Course	Methodology in education			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V.	
Lecturer	izv. prof. dr. dc. Stanislava Irović					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	3					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	-
Course objectives						
Based on introduction and understanding of theoretical orientations in education, students develop competences in comprehending and interpreting the concept of education, as well as gain control over educational strategies, methods and procedures.						
Course description						
Interpreting and understanding of human and society in the context of education. Educational theories: behaviourist, psychoanalytical and humanistic. Continuity and discontinuity of education. Process of socialisation and individualisation of a pupil. Education as a behaviour altering element and as organised learning. Stages in personality, morality and socialisation development. Educational goals and tasks: individual and social. Basic features of educational profession. Educational processes and subjects: educator and pupil; interaction of subjects in education. Areas of education: existential, social, humanistic education. Educational factors: family, peer groups, student community, teacher(s)... Educational strategies: methods, procedures and educational aids; impact and limitations. Research on effectiveness of educational methods. Contemporary approach to education; Methods of formal and informal education. Evaluation of the educational process, educational achievements; evaluation procedures and instruments.						
Teaching methods						
Lectures	Seminars and workshops		Practice	Individual project	Multimedia and Internet	
Distance learning	Office hours		Laboratory	Tutorial	Field work	
Student obligations						
Active class participation, seminar paper.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Barath, A., Matul, D., Sabljak, Lj. (1994) Korak do oporavka. Zagreb: Gradska knjižnica. Bognar, L. (2002) Metodika odgoja. Osijek : Pedagoški fakultet. Čudina-Obradović, M., Težak, D.(1995) Mirotvorni razred: priručnik za učitelje o mirovnom odgoju. Zagreb: Znamen. Good, E. P. (1993) Kako pomoći klincima da si sami pomognu. Zagreb: Alinea. Miljević_Ridički, R., Maleš, D., Rijavec, M. (2001) Odgoj za razvoj, Alinea: Zagreb. Mougnote, A. (1995) Odgajati za demokraciju. Zagreb: Educa.						
Recommended reading						
Bagić, A., Bognar, L., Uzelac, M. (1994) Budimo prijatelji. Zagreb: Slon. Bičanić, J. (2001) Vježbanje životnih vještina, Alinea: Zagreb. Lukšić, L. Obrazovanje (i odgoj) kao mit, kao metafora, i kao tehnologija, <i>Metodički ogledi</i> , 2001, Vol. 8. No 2. Morin, E. (2002) Odgoj za budućnost, Educa: Zagreb. Tomaš-Pavunc, K. (2001) Mirotvorni odgoj u nastavi. Zbornik Učiteljske akademije u Zagrebu, Vol. 3, br. 1, str. 389-394. Burja Radovan, M. Ljudska prava i odgoj – filozofski i etički temelji. <i>Metodički ogledi</i> . 2004.Vol. 11 No 2						

Code	UPE1001	Course	Pedagogy			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	prof. dr. sc. Stanislava Irović, associate professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	3		3			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	1	-	1	1	-
Course objectives						
Coherent and systematized insight into pedagogical science, its establishment and terminology. Qualify students to critically challenge issues of contemporary pedagogical theories and work practise. Qualify students to independently design small research that would look into outcomes of common educational work approaches. Get familiar with purpose, structure and activities of school along with school-pedagogical documentation.						
Course description						
Pedagogy - science of upbringing. The subject-matter of pedagogy. System of pedagogical disciplines. Relations between pedagogy and other sciences and scientific fields. Interdisciplinarity within pedagogy. Pedagogical terminology. Socialization. Acculturation. Education. Upbringing and education. Educational system. General and professional education. Life-span education. Educational features. Process, issues and educative factors. Educational goals. Culturo-historical conditioning of education. Education as manipulation. Humanistic approach to education. Issues of educational process. School child as subject of education. Professional educators and laymen. Teacher's personality and teacher's vocation. Teacher's competence. Teacher's credibility and authenticity. Methods and other ways of upbringing. Educative techniques and ways of stimulation/interference. Power and weaknesses of educational means and methods. Learning and teaching. Techniques and styles of learning and teaching. Familial education. Institutionalised preschool education. Education in school. Historic development, structure and social organisation. Theories of school. Education in homes. Free time education. Education and modern information-communicational technology. Socio-educational work. Children that are difficulty brought. Preventive work in upbringing and education. Educational aid: institutions, family care, adoption. History of pedagogy. Subject matter, methods, procedures and instruments of pedagogy. Methodology. Categories of pedagogical research-theoretical and empirical. Qualitative and quantitative nature of pedagogical research.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Independent seminar work and its subsequent presentation.						
Examination methods						
Written	Oral	Essay	Practical			
Individual project	Continuous assessment	Seminar				
Mandatory reading						
Berić, Z. (1990) <i>Zašto i kako odgajati. Ciljevi, metode i sredstva odgoja</i> , Đakovo, Biskupski ordinarijat. Bratanić, M. (1990) <i>Mikropedagogija, Interakcijsko-komunikacijski aspekt odgoja</i> , Zagreb, Školska knjiga. König, E., Zedler, P. (2001) <i>Teorije znanosti o odgoju</i> , Educa, Zagreb. Lenzen, D. (2002) <i>Vodič za studij znanosti o odgoju</i> , Educa, Zagreb. Giesecke, H. (1993) <i>Uvod u pedagogiju</i> , Zagreb, Educa, Gudjans, H. (1994) <i>Pedagogija, temeljna snaga</i> , Educa, Zagreb. Matijević, M. (2002) <i>Alternativne škole</i> , Tipex, Zagreb. Neill, S. (1994) <i>Neverbalna komunikacija u razredu</i> , Zagreb, Educa Tillman, K.J. (1994) <i>Teorija škole</i> , Zagreb, Educa.						
Recommended reading						
Ayalan, O. (1995) <i>Spasimo djecu</i> , Zagreb, Školska knjiga. Bruner, J. (2000) <i>Folk pedagogija(57-77)</i> . U: <i>Kultura obrazovanja</i> , Zagreb: Educa. Delors, J. (1998) <i>Učenje: blago u nama</i> , Zagreb, Educa. Glasser; W. (1999) <i>Nastavnik u kvalitetnoj školi</i> . Zagreb: Educa. Green, B. (1996) <i>Nove paradigme za stvaranje kvalitetnih škola</i> , Zagreb: Alinea. Mialaret, L.J. (1989) <i>Uvod u edukacijske znanosti (I i II poglavlje)</i> , Zagreb, Školske novine. Von Henting, H. (1997) <i>Humana škola</i> , Zagreb, Educa. Winkel, R. (1996) <i>Djeca koju je teško odgajati</i> , Zagreb, Educa.						

Code	UPE9011	Course	Pedagogy for children with special needs			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V.	
Lecturer	mr. sc. Geza Dudaš, senior lecturer					
Institution	SUVAG, Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	4					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	2	-			
Course objectives						
<p>Introduce students to theoretical knowledge of pedagogy of children with developmental difficulties and issues that regard preschool upbringing and education of those children during elementary schooling. Introduce students with models of upbringing and education of children with developmental difficulties.</p> <p>Introduce students with examples of practical solutions to problems of upbringing and education of children with developmental disabilities that are common in elementary school education. Students will do one seminar work that would show that student is qualified to apply acquired knowledge to work practice.</p>						
Course description						
<p>Different terms for pedagogy for children with developmental difficulties (terminology). Pedagogy of children with difficulties in development and other sciences. Definitions of developmental difficulties. Classification of developmental difficulties. Biomedical causes of developmental disabilities. Socio-economical causes of developmental disabilities. Ecological causes of developmental disabilities. The prevalence rate of developmental difficulties among children and adults. The importance of early detection and the initiation of treatment at an early stage of detection. Tim-work in the process of diagnosis, upbringing, education and rehabilitation of children with developmental difficulties. System of upbringing, education and rehabilitation of children and adolescents with developmental difficulties. Stereotypes towards children with developmental difficulties. Educational and upbringing options for children with developmental difficulties. Examples of famous people that have developmental difficulties and despite that became prominent in culture domain and various scientific fields. Integrated education of children and youth with developmental difficulties and contemporary tendencies. Principles of upbringing and education for children with developmental difficulties. General features, pedagogical needs and problems of children with vision difficulties. General features, pedagogical needs and problems of children with auditory problems. General features, pedagogical needs and problems of children with linguistic and speech disabilities. General features, pedagogical needs and problems of children with somatic disabilities and chronic diseases. General features, pedagogical needs and problems of children with behavioural and personality disorders. General features, pedagogical needs and problems of mentally disabled children. General features, pedagogical needs and problems of children with Autism. General features, pedagogical needs and problems of children with writing and reading difficulties. General features, pedagogical needs and problems of children with developmental difficulties. Some practical problems of preschool education that regard inclusion of children with developmental difficulties.</p>						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Students are expected to regularly attend classes, create a seminar paper and pass the exam.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			

Mandatory reading

Ana Sekulić-Majurec: Djeca s teškoćama u razvoju, Školska knjiga, Zagreb
Gojko Zovko: Specijalna pedagogija, Fakultet za defektologiju, Zagreb, 1986
Gojko Zovko: Peripatologija, Školske novine, Zagreb, 1994.
Marija Novosel: Priručnik za djelatnike u osnovnoškolskom odgoju, obrazovanju i rehabilitaciji učenika s teškoćama u razvoju, Fakultet za defektologiju, Zagreb, 1995.
Brestovci, B.: Mucanje. Fakultet za defektologiju, Zagreb, 1986.
Pribanić, Lj.: Čuj, čuj, o djeci i odraslima oštećena sluha. Fakultet za defektologiju, Zagreb, 1992.
Novosel-Kerinc, M.: Dijagnosticiranje u defektologiji. Fakultet za defektologiju, Zagreb, 1991.
Matanović-Mamuzić, M.: Teškoće u čitanju i pisanju. Školska knjiga, Zagreb, 1982.
Levandovski D.: Mjerni instrumenti za utvrđivanje obrazovnih dostignuća učenika usporenog kognitivnog razvoja. Fakultet za defektologiju, Zagreb, 1991.
Komarica-Zibar, V.: Neuspjeh u školi. Školska knjiga, Zagreb, 1993.
Matijević, M.: Aletrnativne škole. Institut za pedagoška istraživanja, Zagreb, 1994.
Bariša Manenica: Ovisnosti. Vlastita naklada, Zagreb, 1994.
Borka Teodorović, Dubravka Levandovski: Odnos roditelja prema djetetu s mentalnom retardacijom. Fakultet za defektologiju, Zagreb, 1986.
Čudina-Obradović, M. (1990), Nadarenost, razumijevanje, prepoznavanje, razvijanje, Školska knjiga, Zagreb.

Recommended reading

Levandovski, D. Teodorović, B.: Kako poticati dijete s mentalnom retardacijom. Fakultet za defektologiju, Zagreb, 1991.
Stančić, V.: Ispitivanje stavova i vrijednosti u djece niže osnovnoškolske dobi. Fakultet za defektologiju, Zagreb, 1991.
Vuletić, D.: Test artikulacije. Fakultet za defektologiju, Zagreb, 1990.
Škrinjar, J.: Primjena metode modifikacije ponašanja u radu s osobama s većim teškoćama socijalne integracije. Fakultet za defektologiju, Zagreb, 1989.
Pozojević-Trivanović, M.: Slušanje i govor. Filozofski fakultet, Zagreb, 1984.
Vuletić, D.: Istraživanje govora. Fakultet za defektologiju, Zagreb, 1991.
Lash, J.P.: Helen i učiteljica. Savez slijepih Hrvatske, Zagreb, 1984.
Pero Čimbur: Izliječio sam Petra. Školska knjiga, Zagreb, 1981.
Mirjana Prebeg - Vilke: Vaše dijete i jezik (materinski, drugi i strani jezik). Školska knjiga, Zagreb, 1991.
Cvetković-Lay, J. (2002), Darovito je, što ću sa sobom, Alinea, Zagreb.
Cvetković-Lay, J., Sekulić-Majurec, A. (1998), Darovito je što ću s njim, Alinea, Zagreb.

Code	UPE3010	Course	Practical work in schools I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II.	
Instructor	mr. sc. Vesna Buljubašić Kuzmanović					
Institution	Primary School, Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester			Summer semester		
ECTS student workload coefficient	2			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	1	-	-	1
Course objectives						
Practical work in schools is an integrated part of general professional education and qualifying of future teachers. Its purpose is to connect scientific and theoretical aspect of education to the practical and teaching aspects. The ultimate meaning and objective of practical work in schools is to master the system of theoretical and practical knowledge required for individual organization and implementation of the educational process.						
Course description						
To get acquainted with the educational process and the subjects within it, the school curriculum and educational courses and programs of study, types and methods of work within the educational process, dynamics and stages of the educational process, educational environment, educational communication, educational atmosphere, media in education, and modes of teaching for children with special needs (talented / with difficulties). To monitor the overall activity of teachers and students: regular, additional, supplementary classes, homeroom classes, elective and extracurricular activities. To get acquainted with pedagogical school administration, in particular administration done by school teachers, as well as laws and regulations from the educational area of expertise. To get to know the work of student societies, school prevention programs. To direct special attention to promoting children's creativity, respecting children's rights, co-operation of school and parents and the statute of regulations regarding the grading process. To get acquainted with the school library and the collection of student literature, as well as works in expert literature on teaching and forms of professional training. To visit the school computer center and obtain information on application of computers in school. To actively get involved in life and work of school, to be present at meetings of class and professional councils, as well as professional assemblies. To be present in celebrating important holidays, festivities and school performances, and during visits to cultural institutions. Contents and assignments connected to I. and II. year courses and elective courses from Modules A, B, C1, C2.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
In the second year of study the practical work in schools lasts one week, and is organized at the beginning of the fourth semester in the school of student's choice. Students are expected to be in school daily from the beginning to the end of instruction. They are obliged to regularly take notes on observations during class and their own work, and collect them in the practical work in schools portfolio. After completion of practical work, students produce a report on practice and submit it to the mentor / teacher for inspection, along with the portfolio. The mentor gives an opinion and grades student's work and participation during practice. The portfolio and other additional paperwork are submitted to the head of practical work in schools after the practice has been completed, according to the arranged schedule. At the analysis meetings the strategies for further work are determined and assignments are reviewed.						
Examination methods						
Written	Oral	Essay	Practical			
Individual project	Continuous assessment	Seminar				
Analysis of practical work in school						
Mandatory reading						
School books, manuals, exercise books and worksheets used by school teachers and pupils, children's magazines						
Recommended reading						
Practical work in schools form.						

Code	UPE5100	Course	Practical work in schools II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III.	
Instructor	mr. sc. Vesna Buljubašić Kuzmanović					
Institution	Primary School, Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	2			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	1	-	-	1
Course objectives						
Practical work in schools is an integrated part of general professional education and qualifying of future teachers. Its purpose is to connect scientific and theoretical aspect of education to the practical and teaching aspects. The ultimate meaning and objective of practical work in schools is to master the system of theoretical and practical knowledge required for individual organization and implementation of the educational process.						
Course description						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
In the third year of study the practical work in schools lasts one week, and is organized at the beginning of the sixth semester in the school of student's choice. Students are expected to be in school daily from the beginning to the end of instruction. They are obliged to regularly take notes on observations during class and their own work, and collect them in the practical work in schools portfolio. After completion of practical work, students produce a report on practice and submit it to the mentor / teacher for inspection, along with the portfolio. The mentor gives an opinion and grades student's work and participation during practice. The portfolio and other additional paperwork are submitted to the head of practical work in schools after the practice has been completed, according to the arranged schedule. At the analysis meetings the strategies for further work are determined and assignments are reviewed.						
Examination methods						
Written	Oral	Essay	Practical			
Individual project	Continuous assessment	Seminar				
Analysis of practical work in school						
Mandatory reading						
School books, manuals, exercise books and worksheets used by school teachers and pupils, children's magazines						
Recommended reading						
Practical work in schools form.						

Code	UPE7001	Course	Practical work in schools III			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV.	
Instructor	mr. sc. Vesna Buljubašić Kuzmanović					
Institution	Primary School, Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	3	-	-	3
Course objectives						
Practical work in schools is an integrated part of general professional education and qualifying of future teachers. Its purpose is to connect scientific and theoretical aspect of education to the practical and teaching aspects. The ultimate meaning and objective of practical work in schools is to master the system of theoretical and practical knowledge required for individual organization and implementation of the educational process.						
Course description						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
In the fourth year of study the practical work in schools lasts one week, and is organized at the beginning of the eighth semester in the school of student's choice. Students are expected to be in school daily from the beginning to the end of instruction. They are obliged to regularly take notes on observations during class and their own work, and collect them in the practical work in schools portfolio. After completion of practical work, students produce a report on practice and submit it to the mentor / teacher for inspection, along with the portfolio. The mentor gives an opinion and grades student's work and participation during practice. The portfolio and other additional paperwork are submitted to the head of practical work in schools after the practice has been completed, according to the arranged schedule. At the analysis meetings the strategies for further work are determined and assignments are reviewed.						
Examination methods						
Written	Oral	Essay	Practical			
Individual project	Continuous assessment	Seminar				
Analysis of practical work in school						
Mandatory reading						
School books, manuals, exercise books and worksheets used by school teachers and pupils, children's magazines						
Recommended reading						
Practical work in schools form.						

Code	UPE9001	Course	Practical work in schools IV			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V.	
Instructor	mr. sc. Vesna Buljubašić Kuzmanović					
Institution	Primary School, Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	4					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	4			
Course objectives						
Practical work in schools is an integrated part of general professional education and qualifying of future teachers. Its purpose is to connect scientific and theoretical aspect of education to the practical and teaching aspects. The ultimate meaning and objective of practical work in schools is to master the system of theoretical and practical knowledge required for individual organization and implementation of the educational process.						
Course description						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
In the fifth year of study the practical work in schools lasts one week, and is organized at the beginning of the tenth semester in the school of student's choice. Students are expected to be in school daily from the beginning to the end of instruction. They are obliged to regularly take notes on observations during class and their own work, and collect them in the practical work in schools portfolio. After completion of practical work, students produce a report on practice and submit it to the mentor / teacher for inspection, along with the portfolio. The mentor gives an opinion and grades student's work and participation during practice. The portfolio and other additional paperwork are submitted to the head of practical work in schools after the practice has been completed, according to the arranged schedule. At the analysis meetings the strategies for further work are determined and assignments are reviewed.						
Examination methods						
Written	Oral	Essay	Practical			
Individual project	Continuous assessment	Seminar				
Analysis of practical work in school						
Mandatory reading						
School books, manuals, exercise books and worksheets used by school teachers and pupils, children's magazines						
Recommended reading						
Practical work in schools form.						

Code	UPE9010	Course	Research in education			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V.	
Lecturer	prof. dr. sc. Nada Babić					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	4					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	2	-			
Course objectives						
Preparing students for comprehension of qualitative and quantitative research approaches to pedagogical phenomena and how to carry out simple independent research in their preschool work practise. Getting acquainted with formal and informal methods of data collection. Basic methodological competence to carry out analysis, interpretation and presentation of data. Ethical quality when carry out research and manipulating with data.						
Course description						
Methodology of pedagogical research in the context of pedagogical disciplines, within system of education of preschool educator and as part of educators pedagogic work practise. Qualitative and quantitative research approaches. Types of research: fundamental and applied, developmental and actional, descriptive and causal, cross-sectional and longitudinal. Experimental and non-experimental empirical research. Research on history, present times and future of upbringing and education. Research stages. Project research. Techniques and instruments of data collection: types, characteristics and their application. Experimental, quasi-experimental and ex-post facto research and action research. Ethnographic methods. Pilot studies. Qualitative and quantitative data analysis. Data interpretation. Errors in interpretation. Scientific theories (hypothesis and well-defined ones), scientific principles. Research report: types of reports, working on report, publication. Data applicability.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Constructing research project design. Presentation of research design and subsequent analysis and discussion of design.						
Examination methods						
Written	Oral	Essay	Practical			
Individual project	Continuous assessment	Seminar				
Mandatory reading						
Babić; N. (1996), Kvalitativna istraživanja odgoja i obrazovanja, U: H. Vrgoč (Ur.), <i>Pedagogija i hrvatsko školstvo</i> (str.118-123). Zagreb: Hrvatski pedagoško-književni zbor. Halmi, A. (2001). Specifičnosti metodologije pedagoškog istraživanja. <i>Napredak</i> , 142, 2, 168-178. Mužić, V. (2004.): Uvod u metodologiju istraživanja odgoja i obrazovanja (2. prošireno izdanje). Zagreb: Educa. Halmi, A. (2005). Strategije kvalitativnih istraživanja u primijenjenim društvenim znanostima. Jastrebarsko: Naklada Slap. Sekulić-Majurec, A. (1994), Akcijska istraživanja u praksi školskih pedagoga, U: H. Vrgoč (Ur), <i>Iz prakse pedagoga osnovne škole: Akcijska istraživanja, programiranje i planiranje rada</i> (9-16). Zagreb: Hrvatski pedagoško-književni zbor. Zagreb						
Recommended reading						
Cohen, L., Manion, L. (1997). <i>Research methods in education</i> . 4. London, New York: Routledge. Matijević, M., Mužić, V. i Jokić, M. (2003) <i>Istraživati i objaviti - elementi metodološke pismenosti u pedagogiji</i> . Zagreb: HPKZ. Petz, B. (2004). <i>Osnove statističke metode za nematematičar</i> . Jastrebarsko: Naklada Slap. Vujević, M. (2002) <i>Uvođenje u znanstveni rad</i> (6. dopunjeno izdanje). Zagreb: Školska knjiga.						

Code	UPE4001	Course	Theory of curriculum			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II.	
Lecturer	doc. dr. sc. Anđelka Peko					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	Winter semester			<u>Summer semester</u>		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	1	1	-
Course objectives						
On account of acquired insight into theory-methodologic approaches to construction, development and research on curriculum, students will be competent to do independent research, analysis and critical thinking about curriculum, and be able to implement curriculum in an educational institution.						
Course description						
Leading theoretical and methodological approaches in development of curriculum (glossary-conceptual specifications, curriculum conceptions, way of legitimation and types of curriculum) Socio-political, economical, cultural and legal establishment and legitimation of curriculum Permanent innovation that is development of curriculum as the answer to new tendencies in the world work sphere and culture (comparative analysis on global Vs national level) Methodology of planning and forming curriculum (theory of goals, models of formulation, models of legitimation, teaching goals, criteria for selection of contents and methodology of didactic formulation of contents, plan of implementation, criteria and ways of evaluating educational outcomes). Research topics: methodology of research of disguised curriculum, curriculum analysis of particular instructional and educational fields, relations problem area: of didactics and curriculum theory. Models of legitimation of open curriculum.						
Teaching methods						
<u>Lectures</u>	<u>Seminars and workshops</u>	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Active in-class participation, producing seminar work and passing the exam.						
Examination methods						
Written	<u>Oral</u>		Essay	Practical		
Individual project	Continuous assessment		<u>Seminar</u>			
Mandatory reading						
Marsch, J.C. (1994.) Kurikulum: Temeljni pojmovi, Zagreb: Educa Didaktičke teorije (1992.) (ured. Gudjons et.al.), Zagreb: Educa						
Recommended reading						
Moon, B. (2001). <i>A Guide to the national Curriculum</i> . Oxford, New York: Oxford University Press. Ornstein, A.C. & Hunkins, F.P. (1998): <i>Curriculum: Foundations, Principles, and Issues</i> . Boston: Alland Bacon publishers Hameyer, E. /Hrsg./ (1983.) : <i>Hdb. der Curriculumforschung</i> , darin: Strukturtheoretische Konzepte Schröder, H. (2002.) : <i>Lernen, Lehren, Unterricht: lernpsychologische und didaktische Grundlagen</i> . München: Oldenbourg						

Philosophy

Code	UFI9001	Course	World Religions			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	V.	
Lecturer	dr. sc. Nikola Dogan, full professor					
Institution	Theological Faculty Đakovo					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	4			-		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	-	-	-	-
Course objectives						
The course offers students an overview of the major world religions. There are many religions in the world, but the more significant and more challenging ones are usually investigated. In order to determine which ones are those, they should be classified according to the basic religious measure that they contain for men. This course aims to provide insight into truth that given religions offer to people.						
Course description						
The course contents is divided into three parts: 1. Man's religiosity, its forms and contents through history. The starting point is the analysis of a religious man – <i>homo religiosus</i> – from whose behaviour, faith, and doctined speech we can see the basic elements of people's religiosity. 2. Natural religions and their beliefs: Hinduism (Brahmanism), Buddhism, Confucianism, Shintoism. <i>Published religions</i> and the contents of their beliefs: Judaism, Christianity and Islam. 3. Christianity and its relationship towards other world religions. There is an attitude that marks the history before the Second Vatican Council, and the new attitude – <i>dialogue among religions</i> – formed at the Second Vatican Council.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Lectures and office hours						
Student obligations						
Attendance, literature reading, and obligatory tutorials.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Written or oral exam.						
Mandatory reading						
Hans KÜNG, (Josef van Ess/Heinrich von Stietencron, Heinz Bechert), <i>Kršćanstvo i svjetske religije</i> . Uvod u dijalog s islamom, hinduizmom i budizmom, Naprijed, Zagreb, 1994. Horst BÜRKLE, <i>Čovjek traži Boga</i> . Religijski pristup, Kršćanska sadašnjost, Zagreb, 2000. Nikola DOGAN, <i>U potrazi za Bogom</i> . Kršćanin u postmodernom vremenu, Teologija u Đakovu, Đakovo, 2003. Adalbert REBIĆ (gl. i od. ur.), <i>Opći religijski leksikon</i> . Leksikografski zavod Miroslav Krleža, Zagreb, 2002. <i>Religije svijeta</i> . Enciklopedijski priručni, Grafički zavod Hrvatske, Kršćanska sadašnjost, Zagreb, 1987. Nikola HOHNJEC (prir.), <i>Kršćanstvo i religije</i> . Zbornik godišnjeg Simpozija profesora teologije u Zagrebu, 7. i 8. travnja 1999., Kršćanska sadašnjost, Zagreb, 2000.						
Recommended reading						
Hans WALDENFELS, <i>Begegnung der Religionen</i> . Theologische Versuche I, Borengässer, Bonn, 1990. Johann FIGL, <i>Religionswissenschaft</i> . Religionen und ihre zentralen Themen, Tyrolia, Innsbruck, 2003. Peter MEINHOLD, <i>Manuale delle religioni</i> , Queriniana, Brescia, 1986. Helmuth von GLASENAPP, <i>Die fünf Weltreligionen</i> . Brahmanismus, Buddhismus, chinesischer Universalismus, Christentum, Islam. Diederichs Verlag, Köln, 1982. Harvey COX, <i>The Secular City</i> . Secularization and Urbanization in Theological Perspective, The Macmillan Company, New York, 1965.						

Psychology

Code	UPS3010	Course	Abused and neglected children				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year	II.	
Lecturer	Lara Cakić, lecturer						
Institution	Primary School, Osijek						
Course status	Mandatory	Elective from module			Elective		
	Winter semester			Summer semester			
ECTS student workload coefficient	1						
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
	1	1	-				
Course objectives							
Introducing students to problems of abused and neglected children as well as comprehending the role of teacher and school in aiding the child and family.							
Course description							
Definitions of abuse and neglect. What leads parents to abuse and neglect? Features of abuser. Abuse and neglect misconceptions. Characteristics of abused and neglected child. Emotional and behavioural problems, attachment styles, self-imposed impression. Adult psychopathological disorders. Childs testimonies of abuse. How to identify abused and neglected child. Treatment and intervention. The role of school and nursery and their interrelatedness to relevant institutions in community.							
Teaching methods							
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet			
Distance learning	Office hours	Laboratory	Tutorial	Field work			
Student obligations							
Seminar, exam.							
Examination methods							
Written	Oral		Essay	Practical			
Individual project	Continuous assessment		Seminar				
Mandatory reading							
Buljan Flander, G. , Kocijan Hercigonja, D. (2002). <i>Zlostavljanje i zanemarivanje djece</i> . Zagreb: Marko M.							
Recommended reading							
Nietzel, M. T. , Bernstein, D.A. , Milich, R. (2002). <i>Uvod u kliničku psihologiju</i> . Naklada Slap. Pečnik, N. (2003). <i>Međugeneracijski prijenos zlostavljanja djece</i> Jastrebarsko: Naklada Slap.							

Code	UPS7001	Course	Applied developmental psychology			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	IV.	
Lecturer	Željka Živković, lecturer					
Institution	Primary school, Osijek					
Course status	Mandatory	<u>Elective from module</u>		Elective		
	<u>Winter semester</u>			Summer semester		
ECTS student workload coefficient	3					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	-			
Course objectives						
Introducing students to applying insights in developmental psychology in assisting children's development.						
Course description						
Based on knowledge acquired in developmental psychology on physical, motoric, perceptive, cognitive, verbal, moral, emotional and social development, students will apply the obtained insights in practice in order to encourage general children's development by means of variously designed activities, workshops and other types of work, as well as within the school curriculum.						
Teaching methods						
<u>Lectures</u>	<u>Seminars and workshops</u>	Practice	Individual project	Multimedia and Internet		
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work		
Student obligations						
Seminar, exam.						
Examination methods						
Written	<u>Oral</u>		Essay	Practical		
Individual project	<u>Continuous assessment</u>		<u>Seminar</u>			
Continuous assessment by means of tests.						
Mandatory reading						
Katz, L. G. i D.E. McClellan (2003). <i>Poticanje razvoja dječje socijalne kompetencije</i> . Zagreb: Educa.						
Živković, Ž. (2004). <i>Pamtim, pamtiš, pamti – Vježbe i savjeti za bolje pamćenje i učenje, Knjiga 1; Pamtimo, pamtite, pamte - Vježbe i savjeti za bolje pamćenje i učenje, Knjiga 2</i> . Jastrebarsko: Naklada Slap						
Živković, Ž. (2004). <i>Emocije u razredu</i> . Đakovo: Tempo						
Živković, Ž. i Brajković, S. <i>Igre suradnje</i> . Dijete, škola, obitelj. Br. 2, 2004.						
Živković, Ž. i Brajković, S. (2003). <i>Ja to mogu</i> . u Žižak, A i Bouillet, D. (ur.) <i>Standardi programa prevencije poremećaja u ponašanju djece i mladih</i> . Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži i Povjerenstvo Vlade RH za prevenciju poremećaja u ponašanju djece i mladih						
Recommended reading						
Ajduković, M., Pečnik, N. (1993). <i>Nenasilno rješavanje sukoba</i> . Zagreb: Alineja.						
Živković, Ž. <i>Didaktičke igre</i> . Dijete, škola, obitelj. Br. 1, 2004.						

Code	UPS3001	Course	Developmental psychology			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	II.	
Lecturer	doc. dr. sc. Mirjana Duran, college professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	-	-	2	1	-
Course objectives						
Understanding of research principles, concepts, theories and methods of human physical, cognitive, emotional and social development. Comprehending the influence of different developmental factors and their interrelatedness, understanding normative aspects and individual differences in development. Introduction to main features of developmental stages with particular emphasis on childhood. Getting insight into optimal conditions of childhood development.						
Course description						
Goals and problems of Developmental Psychology. Developmental research methodology. Ethical principles in Developmental Psychology research. Problems within Developmental Psychology: nature vs nurture debate, continuity vs discontinuity, normative as opposed to idiographic approach. Developmental stages and fundamental principles of development. Genes and behavior. Interaction and communication as constructive factor in development. Individual differences in pace and range of development. Developmental theories and approaches (Piaget, Vigotski, Kohlberg, Freud, Erickson, Watson, Sinner, Bandura, Bronfenbrenner). Childhood as culturo-historical category. Child and culture. Children's subculture. Physical, motorical, perceptive, cognitive, speech, moral, emotional and social development. Foundations of child psychopathology.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project		Multimedia and Internet
Distance learning	Office hours	Laboratory		Tutorial		Field work
Student obligations						
Seminar, exam.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Continuous assessment by means of tests.						
Mandatory reading						
Vasta, R., Haith, M.M., Miller, S.A., (2000). <i>Dječja psihologija: moderna znanost</i> . Jastrebarsko: Naklada Slap. Duran, M. (2003). <i>Dijete i igra (pogl. 2,3 i 4)</i> . Jastrebarsko: Naklada Slap.						
Recommended reading						
Fulgosi, A. (1982). <i>Teorije ličnosti (Pogl. 1 i 3)</i> . Zagreb: Školska knjiga. Buljan-Flander, G., Kocijan-Hercigonja, D. (2002) <i>Zlostavljanje i zanemarivanje djece</i> . Zagreb: Marko M. Davison, G.C i Neale J. M. (1999). <i>Emocionalni poremećaji i poremećaji ponašanja u djetinjstvu i adolescenciji. U: Psihologija abnormalnog doživljavanja i ponašanja</i> . Jastrebarsko: Naklada Slap.						

Code	UPS5001	Course	Pedagogical psychology			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	prof. dr. sc. Vladimir Andrilović					
Institution	Teacher Training College in Zagreb					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	3			3		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	1	-	1	1	-
Course objectives						
Gaining clear understanding of psychological aspect of education, schools and education as institutions, to be acquainted with practical applicability of psychological knowledge that are relevant for school related learning						
Course description						
Theme, methods and techniques of Pedagogical Psychology. Theories of learning. Learning. Learning processes. Types of learning. Learning intelligence and cognitive styles. Memory (sensory, short-term and long-term). Structure of cognition in long-term memory. Metacognition. Memory strategies. Causes of forgetting. Memory interference. Memory and context. Intelligence-different approaches. Developmental changes in structure of intelligence. Intelligence and experiences. Intelligence and school. Motivation, internal and external factors. Locus of control. Learned helplessness. Skills that acquired through schooling. Writing. Reading. Reading and writing difficulties. Maturity of children for school initiation. Psychological aspects of testing, marking, and evaluation. Interaction, social climate and emotional atmosphere in the class. Self-impression in school. School children with difficulties. Family influences on personality development and school success. Acquisition of self-imposed learning skills. Exam anxiety.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Seminar, exam.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Andrilović, V. Čudina-Obradović, M. (1996). <i>Psihologija učenja i nastave</i> . Zagreb: Školska knjiga. Vizek Vidović, V., i drugi (2003) <i>Psihologija obrazovanja</i> . Zagreb: IEP.						
Recommended reading						
Andrilović, V. (1991). <i>Metode i tehnike istraživanja u psihologiji odgoja i obrazovanja</i> . Zagreb: Školska knjiga. Howe, M. J.A. (2002). <i>Psihologija učenja: priručnik za nastavnike</i> . Jastrebarsko: Naklada Slap. Miljević Ridički i drugi (2000) (Učitelji za učitelje: primjeri provedbe načela aktivne/efikasne škole. Zagreb: IEP.						

Code	UPS5010	Course	Psychology of children's play				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year	III	
Lecturer	doc. dr. sc. Mirjana Duran, college professor						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	<u>Elective from module</u>			Elective		
	<u>Winter semester</u>			Summer semester			
ECTS student workload coefficient	2						
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
	1	1	-				
Course objectives							
Acquiring the knowledge about child play and its role in child development. Understanding the role of adult in maintenance of child play as one of mainstream activities in childhood.							
Course description							
Theories of play. Cross-generational mediation of culture and child subculture. Play in different cultures. Children's play heritage of children in Slavonija. Zone of subsequent development and play. Developmental role of play in human ontogenesis. Children's play with respect to motoric perceptive, cognitive, speech, moral, emotional, and social development. Structures of children's play. Children's play classification.							
Teaching methods							
<u>Lectures</u>	<u>Seminars and workshops</u>	Practice	Individual project	Multimedia and Internet			
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work			
Student obligations							
Seminar, exam.							
Examination methods							
Written	<u>Oral</u>		Essay	Practical			
Individual project	Continuous assessment		<u>Seminar</u>				
Mandatory reading							
Duran, M. (Treće prošireno izdanje 2003). <i>Dijete i igra</i> . Jastrebarsko: Naklada Slap.							
Recommended reading							
Caillois, R. (1979). <i>Igre i ljudi</i> . Beograd: Nolit. Duran, M. (2004). <i>Može li simbolička igra biti pokazatelj razvojnih preteča metakognicije</i> . <i>Suvremena psihologija</i> . br.2							

Visual arts

Code	ULI1001	Course	Visual arts			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	mr. sc. Davorka Brešan					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	2		-			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	-	1	-	-	-
Course objectives						
Raising students' awareness about ways and means to most efficiently learn about visual arts language, basics of visual arts, and visual arts creation as a precondition for a better understanding of visual arts in general, and comprehension of children's level of visual arts development, creativity and capability. Developing visual arts sensitivity and visual thinking, individual interpretation of visual arts work, creating an active relationship towards other values in visual arts works in students. Through the analysis of art works learn about the historical development of visual arts, their ethical and aesthetic value, with the basics of spiritual and material side of visual arts language of a given period, with view to enhance students' practical work. Raising students' awareness to apply their knowledge of pedagogy as a foundation for their future work with pupils.						
Course description						
Visual arts language, introduction to the world of visual arts. Through the analysis of art works learn about the historical development of visual arts, their ethical and aesthetic value. Basic skills in drawing, painting, modeling, graphics, visual communication and design, visual arts and theatrical expression, film, monument protection, protection of pupils' works, museology and residence culture.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students take active part in all teaching activities, regularly attend lectures, seminars and practicum, do assignments: seminar paper, practical work, oral exam.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Damjanov, J., Likovna umjetnost 1., 2. Zagreb: Školska knjiga, 1999. Damjanov, J., Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga, 1991. Iivančević, R., Umjetničko blago Hrvatske. Motovun: ITP Motovun, 1993. Ivančević, R., Likovni govor. Zagreb: profil, 2003. Gombich, E. H., Povijest umjetnosti. Zagreb: Golden marketing, 1999. Peić, M., Pristup likovnom djelu. Zagreb: Školska knjiga, 1978.						
Recommended reading						
Collin, S., Kako radi multimedija. Zagreb: 1995. Wolfflin, H., Temeljni pojmovi povijesti umjetnosti. Zagreb: Institut za povijest umjetnosti i kontura, 1995. Wolfflin, H., Tumačenje likovnog djela, u knjizi: Ideal, forma, simbol. Zagreb: Institut za povijest umjetnost, 1995. Zevi, B., Znati vidjeti arhitekturi. Zagreb: 2000.						

Code	ULI5010	Course	Visual arts teaching I			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	mr. sc. Davorka Brešan					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	3					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	2	-	1	-	-	-
Course objectives						
Developing a creative and critical attitude of students towards the basics of visual arts and enabling them to follow contemporary trends in theory and practice in many visual arts and methodological activities in the country and abroad. Training students to work independently and take a creative and investigative approach.						
Course description						
Introduction to the methodology of visual arts teaching. Methodology of visual arts teaching as part of pedagogical science disciplines. Historical development of the subjects visual arts and education. Visual arts thinking. Development of visual arts expression in children. Possibilities of influencing visual arts creativity. Conditions for the development of visual arts creativity. Motifs as an impetus for visual arts expression regarding visual arts language. Preservation of cultural, school, and ecological heritage. Role of a future teacher.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students actively participate in the teaching process: attend lectures and practicum, take part in the teaching practicum in schools, write an analysis of children's works made in the practicum, write an analysis of a particular visual arts work as an impetus for solving certain visual arts problems in children, portfolio of own work and journal, pass oral exam, grades for attendance, analysis of children's works, portfolio, grade for the lecture given, analysis, and oral exam score are all elements of the final grade for the course.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Babić, A., Likovna kultura i metodika. Osijek: Pedagoški fakultet- skripta za studente razredne nastave, 1990. Grgurić, N. i Jakubin, M., Vizualno – likovni odgoj i obrazovanje. Zagreb: Educa, 1996. Damjanov, J., Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga, 1991. Tanay, E. R., Likovna kultura u nižim razredima osnovne škole. Zagreb: Školska knjiga, 1990. Bodulić, V., Umjetnički crtež. Zagreb: Školska knjiga, 1982.						
Recommended reading						
Rudolf Arnheim, Art and Visual Perception, The new version. Los Angeles/London: University of California Press, Berkeley, 1974. Allue, J. M., Velika knjiga igara. Zagreb: Idiz, 2001. Vrlič, T., Likovno – stvarjalni razvoj otrok v predškolskem obdobju. Ljubljana: Deebora, 2001.						

Code	ULI6001	Course	Visual arts teaching II			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III.	
Lecturer	mr. sc. Davorka Brešan					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
	Winter semester		Summer semester			
ECTS student workload coefficient	-		4			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				2	-	2
Course objectives						
Develop students' awareness of the basic attitudes and rules of visual arts teaching methodology and train them to successfully apply the acquired knowledge in practice. Develop creative and critical relationship of students towards the basics of visual arts, visual arts language, visual arts creation, and train students to follow modern trends in theory and practice of many visual arts and methodological activities in the country and abroad. Train students for independent work, research and creative approach. Develop interest and need for continuous education.						
Course description						
Preparation for teaching classes in visual arts. Studying of objectives, process, methods and organization of education on the structure and contents of visual arts language. Didactic and methodological basis for a class. Evaluation and grading of children's works. Correlation with other educational areas. Exhibitions of children's works and making collections. Framework for syllabuses in visual arts from first to fourth grade primary school. Preservation of cultural, school, and ecological heritage. Role of future teacher.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students take active part in the teaching process: attend lectures and workshops, teaching practicum in schools, write analyses of children's works made during practical classes, write an analysis of a work of art as an impetus for dealing with visual arts issues in children, collect at least 10 own visual arts works – exercises, methodological activities (portfolio), take the oral exam. Grades for attendance, workshops, teaching portfolio, lectures held in school, and an oral exam grade are all elements of the final course grade.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Damjanov, J., Vizualni jezik i likovna umjetnost. Zagreb: Institut za pedagojska istraživanja Filozofskog fakulteta Sveučilišta u Zagrebu. Zagreb: 1989. Huzjak, M., Učimo gledati. Zagreb: Školska knjiga, 2002. Jakubin, M., Likovni jezik i likovne tehnike. Zagreb: Educa, 1999. Tanay, E. R., Likovna u nižim razredima osnovne škole. Zagreb: Školska knjiga, 1990. Grgurić, N. i Jakubin, M., Vizualno – likovni odgoj i obrazovanje, Educa, 1996. Ivančević, R., Likovni govor. Uvod u svijet likovnih umjetnosti. Zagreb: Profil, 1989.						
Recommended reading						
Arheim, R., Art and Vizual Perception, The new version. Los Angeles/London: University of California Press, Berkely, 1974. Marinović, M. I Radin, F., Djeca i mediji. Zagreb: Idiz, 2001. Allue, J. M., Velika knjiga igara. Zagreb: Profil, 2001.						

Code	ULI2010	Course	Visual arts techniques and plastic arts			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	mr. sc. Davorka Brešan					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	-	1
Course objectives						
Through methodological development of drawing, painting, graphics, and modelling techniques provide students with the application and ability for independent approach to a visual arts work. Raising students' awareness of their knowledge of visual arts techniques and its application in their future teaching. Introduce students to fundamental issues in visual arts with special emphasis on its interconnectedness with architecture and visual arts interpretation of spatial design.						
Course description						
Drawing techniques: honesty, pencil, charcoal, chalk, feather, paintbrush, cane, Indian ink. Painting techniques: pastel, water colours, gouache, tempera, oil, collage, acrylic, fresco and other techniques of wall painting, encaustics. Sculpting techniques: wood, stone, ivory, bronze. Graphics techniques: linocut, woodcut, copper-plate engraving, aqua-ink, dry point, mezzotint, lithography. Problems of the process and visualisation in two- and three-dimensional forms. Spaces we live in. The space we live in. Problems of the visual process in three-dimensional form. Form elements: volume, space, plane, line, colour, and surface. Structure of sculptures and works of architecture. Types and application of sculptures. Introduction to the development of architecture – with the stress on interpretation of space and architecture. Landscaping.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students take active part in the teaching process, attend classes, do assignments; one seminar as a prerequisite for taking the oral exam.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Sartori, Marcelo, Tehnike i umijeće crtanja. Rijeka: Leo- comerc, 2004. Despot, N., Svjetlo i sjena. Zagreb: Tehnička knjiga, 1966. Paro, F., Grafika. AKLU, 1991. Peić, M., Pristup likovnom djelu. Zagreb: Školska knjiga, 1968. Facillo, Henri, Život oblika. Zagreb: Biblioteka Aurel, 1998. Hafner, German, Umjetnost na slici. Rijeka:1978. M. O. Štićarevci, Hrvatska parkovna baština – zaštita i obnova. Zagreb, 1992. Kulterman, U., Povijest povijesti umjetnosti. Zagreb: Kontura, 2002.						
Recommended reading						
Priatelj, K., Crteži Miroslava Kraljevića. Split: Galerija umjetnina, 1953. Itten, J., Kunst der Fabre. Ravensburg: Otto Meier Verlag, 1966. Lowry, B., The visual experience. New York: Harry Abrams, 1967. Fariello, F., Arhitektura dei Giardini. Roma: ezioni dellateneo e Editore, Roma, 1985. Clifford, A., Astiry of Garden Design. London: Faber and Faber, 1969. Jakubin, M., likovni jezik i likovne tehnike. Zagreb: Educa, 1999						

Code	ULI2001	Course	Visual communication and design			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I	
Lecturer	mr. sc. Davorka Brešan					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
		-		1	1	-
Course objectives						
Train students through practical work in correlation with the theory of visual communication and design to acquire visual messages communicated by the new media and use them in teaching and school. The practical part is based on the theoretical knowledge of processes of transmitting visual messages. Learning new values of visual communication that enriches students sensibility, deepens their visual and manual skills, and expands their visual arts horizons, knowledge and its application in practice.						
Course description						
Definition of visual communication and its historical development. Individual and the environment. Observation as visual thinking. Polysemy of words and unambiguousness of pictures. Structure and form, purpose and shape, art and industry. Modern technologies. Methods of graphic design and the mass media. Information design and virtual space. Object and protective visual arts attributes, from picture to writing. Composition, composition and style, moving picture, movement in picture, movie frame, editing as composition in time. Communication and human relationships, information characteristics in modern visual communication technology. Linking different media contents, creating interaction and user interfaces for screen presentations.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students actively participate in the teaching process, do practical assignments: pass a written and an oral exam.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Ivančević, R., Likovni govor – Uvod u svijet likovnih umjetnosti. Zagreb: Profil, 1997. Keller, G., Design/dizajn. Zagreb: Vjesnik agencija za marketing, 1978. Ružić, F., Multimedija. Zagreb: Kili, 1994. Vukić, F., Stoljeće hrvatskog dizajna. Zagreb: Meandar, 1996.						
Recommended reading						
Dorfles, G., Oscilacija ukusa i moderne umjetnosti. Zagreb: Mladost, 1963. Jakubin, M., likovni jezik i likovne tehnike. Zagreb: Educa, 1999						

**VII. PROGRAMMES
OF FREE ELECTIVE COURSES
ACCORDING TO THEIR FIELDS
OF STUDY WITHIN CLASS TEACHER STUDIES**

Croatian language

Code	IHRS001	Course	Children's creativity in drama			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year		
Instructor	Mira Perić Kraljik, lecturer					
Institution	HNK, Osijek					
Course status	Mandatory	Elective from module		Elective		
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1	1	0			
Course objectives						
To equip students for encouraging and developing children's creativity in drama, as well as organizing and implementing various forms of drama games and techniques with children of younger school age.						
Course description						
Child and theater performance. Children's expression in drama (types and features). Drama games for younger school children (concentration games, games for developing imagination, games fostering free expression and movement control, speaking improvisation and articulation games, games through music expression, synthesis of means of drama expression). Teaching methods in children's drama studio. Issues in creating a children's theater performance. School performances, celebrations and festivities.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
To create several (2 to 5) drama games for younger school children.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Ladika, Z., (1970) Dijete i scenska umjetnost, Školska knjiga, Zagreb. Ladika, Z., i drugi 1983 Dramske igre, Školska knjiga, Zagreb. Zbornici dramskih i scenskih tekstova.						
Recommended reading						
Švacov, V. (1984) Temelji dramaturgije, Umjetnost i dijete br. 1/3 Zagreb, 1984. Luko Paljetak: Razgovor sa Sergejem V Obrascovim R. Lazić, (2002) Estetika lutkarstva, Beograd.						

English language

Code	IEJS001	Course	Drama workshop in English language				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year		
Lecturer	Draženka Šimošić, lecturer						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	Elective from module			Elective		
	2						
ECTS student workload coefficient							
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
	1	1	-				
Course objectives							
The objective of the course is to develop students' skills and abilities connected to performing in front of an audience: posture and stage presence, correct pronunciation and interpretation of a text, free expression on stage and improvisation. Also, an emphasis is put on developing organizational and creative techniques within the process of preparing a theater show. Students are also encouraged to engage spontaneously in communication in the English language.							
Course description							
Students are exposed to activities and games of improvisational character which develop skills necessary for performing in front of an audience, and are means of decreasing stage fright and barriers between a performer and a spectator. As part of the course, students study drama technique theories that they are encouraged to apply in a team project of creating a theater play. Thus, they become familiar with organizational and practical aspects of theater work. Due to the fact that the course is taught entirely in English language, the students are expected to develop communication skills and spontaneity when using the language.							
Teaching methods							
Lectures	<u>Seminars and workshops</u>	<u>Practice</u>	<u>Individual project</u>	<u>Multimedia and Internet</u>			
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	<u>Field work</u>			
Student obligations							
The students are required to pass an oral exam at the end of the semester.							
Examination methods							
Written	<u>Oral</u>	Essay		<u>Practical</u>			
<u>Individual project</u>	Continuous assessment		Seminar				
Mandatory reading							
Johnstone, K. (1999). <i>Impro for Storytellers</i> . London: Faber and Faber Limited. Koppett, K. (2002). <i>Training Using Drama: Successful Development Techniques from Theater and Improvisation</i> . Kogan Page. Merlin, B. (2001). <i>Beyond Stanislavsky: A Psycho-Physical Approach to Actor Training</i> . Routledge.							
Recommended reading							
Emunah, R. (1994). <i>Acting for Real: Drama Therapy Process, Technique and Performance</i> . Brunner / Mazel Publisher. Maley, A. – Duff, A. – Ur, P. (1983). <i>Drama Techniques in Language Learning: A Resource Book of Communication Activities for Language Teachers (Cambridge Handbooks for Language Teachers)</i> . CUP.							

Kinesiology

Code	IKIS001	Course	Rhythmics and dance			
Department	Department of Primary Teacher Education					
Study program	Teacher study			Year		
Lecturer	Vera Filipović, senior lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice			
	1	-	1			
Course objectives						
The aim of this course is to introduce students to the basics of rhythmics and dancing and to enrich their knowledge and abilities.						
Course description						
Rhythmic gymnastics, aerobics, social and folklore dances. The influence of rhythmics and dancing on the anthropological status of children and the influence of music in movement creation. The basic elements of musical expression, the realization of musical notes by movement, space orientation and choreography.						
<ul style="list-style-type: none"> • Rhythmic gymnastics the structure of movement without apparatus, good posture, walking, jumps, jump turns, balancing, elements on the floor, swings, undulation, dancing steps the structure of movement with ropes, hoops, balls, clubs and ribbons • Aerobics the basic characteristics of aerobics for children, dance aerobics, classic "light" aerobics, aerobics with apparatus: clubs, ropes, balls. • Folklore Slavonian folk dances, <i>kalendari</i>, <i>drmež hajd na livo</i> dance • Social dances basic standard and Latin American dances • Children's dances coreographed children's dances and nursery rhymes. 						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Regular attendance and active class participation.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
<p>Wolf – Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004.</p> <p>Wolf – Cvitak. J. (2000).:Ritmičko sportska gimnastika (skripta).Zagreb:FFK. Sveučilišta u Zagrebu</p> <p>Ivančević, V. (1996) :Ritmičko sportska gimnastika.Beograd</p> <p>Ivančan, V. (1996) :Narodni plesni običaji u Hrvata. Institut za etnologiju i folkloristiku, Zagreb</p> <p>Knežević,G. (1993) :Naše kolo veliko. Etno, Zagreb 1993.</p> <p>Ivanković, A. (1998) :Tjelesni odgoj djece predškolske dobi. Školska knjiga, Zagreb.</p>						
Recommended reading						
Fučkar, K. (1997). : Aerobika za mlađu školsku dob:Suvremena aerobika – Zbornik radova: 6. zagrebački sajam sporta. Zagreb, FFK.						

Mathematics

Code	IMAS001	Course	Mathematics in play and leisure activities			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year		
Lecturer	doc. dr. sc. Margita Pavleković, assistant professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	-	1
Course objectives						
The objective of this course is to train and teach students how to popularise mathematics among children in junior grades.						
Course description						
The importance of popularisation of mathematics among children in junior grades. Introducing students to books and journals containing problems pertaining to mathematics at play and leisure. Solving interesting mathematical corners in such journals. Posing and solving various puzzles and riddles suitable for children of that age. Mathematical games designed for a group, a pair or an individual pupil using models (e.g. lego cubes), cards and/or appropriate software.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Students are obliged to attend classes. Students would be asked to prepare and run a mathematical workshop with a group of interested junior graders as well as to present to their colleagues attending this elective course a self-evaluation of the workshop that was held.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Oral examination can be replaced by two successful tests and an independently created game (software) for younger school age learners.						
Mandatory reading						
M. Polonijo, Matematički problemi za radoznalce, Školska knjiga, Zagreb, 1990. (IV izdanje) M. Polonijo, Matematičke razbibrige, Element, Zagreb, 1995. Matka, časopis za mlade matematičare						
Recommended reading						
M. Polonijo, Matematičke zavrslame, Profil, Zagreb, 2002. Vesela matematika - računske igrice, Mozaik knjiga, Zagreb, 1993. (prijevod s francuskoga jezika). M. Polonijo, Matematički upitnici, Alfa, Zagreb, 2003 Martin Gardner, Mathematical Puzzles and Diversions, London. J.P. Perške, D. Klepić, Moja prva matematika za školu i kviz, Prosvjeta, 1986. CD – igrice, Math Ages 7 – 9 Učilica						

Music

Code	IGLS001	Course	Children's creativity in music				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year		
Lecturer	Gordana Ercegovac-Jagnjić, lecturer						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	Elective from module			Elective		
ECTS student workload coefficient	-			2			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
				1	1	-	
Course objectives							
Affirmation and encouragement of children's creative musical abilities and systematisation of experiences with regard to this problem area in the frames of pre-school education.							
Course description							
Defining the term creativity.; Children's play and creativity.; Children's musical creativity.; Children's musical dispositions.; Following the development of musical abilities of pre-school children.; Children's musical creativity through voice.; Children's musical creativity through movement.; Children's musical creativity through musical instruments.; Musical dramatisation.; Traditional children's creativity in Croatia.; Sound improvisation.; Musical games with movement.; Mastering space and movement techniques.; Rhythmical changes and their realisation.; Metric exercises (duple, triple and quadruple metre).; Changes of dynamic.; Changes of tempo.; Changes of tone highness.; Imitation of sounds of nature and immediate environment.; Singing with children's orchestra accompaniment.; Connecting means of expression from various artistic fields.							
Teaching methods							
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet			
Distance learning	Office hours	Laboratory	Tutorial	Field work			
Student obligations							
In order to enrol in this course students are required to pass exams in the following courses: Music and Music Teaching II, Instrument Practice II. Students' responsibilities pertain to regular class attendance and preparation. Students take an oral and practical exam.							
Examination methods							
Written	Oral	Essay		Practical			
Individual project	Continuous assessment	Seminar					
Students take an oral and practical exam.							
Mandatory reading							
Manasteriotti, V.: Muzički odgoj na početnom stupnju, Metodske upute za odgajatelje i nastavnike razredne nastave, Školska knjiga, Zagreb, 1971. Manasteriotti, V.: Prvi susreti djeteta s muzikom, Priručnik za roditelje i sestre odgajateljice u dječjim jaslicama, Školska knjiga, Zagreb, 1981. Manasteriotti, V.: Zbornik pjesama i igara za djecu, Školska knjiga, Zagreb, 1982. Tomerlin, V.: Dječje muzičko stvaralaštvo, Školska knjiga, Zagreb, 1969. Goran, Lj., Marić, Lj., Zapjevajmo složno svi, Zbirka pjesama i igara za djecu predškolske dobi, Priručnik za odgajatelje, Školska knjiga, Zagreb, 1989. Đerfi-Bošnjak, V., Ja volim pjesmu, pjesma voli mene, Grafika, Osijek, 2001. Rakijaš, B.: Muzički odgoj djeteta, Priručnik za nastavnike, Školska knjiga, Zagreb, 1971.							
Recommended reading							
Fučkar, S.: Igre uz muziku, Pčelica, Zagreb, 1958. Fučkar, S.: Muzički odgoj predškolske djece, Školska knjiga, Zagreb, 1961. Završki, J., Teorija glazbe, Školska knjiga, Zagreb, 1995. Sam, R., Glazbeni doživljaj u odgoju djeteta, Glosa d.o.o., Rijeka, 1998.							

Natural and social sciences

Code	IPDS100	Course	Basic heraldry and symbolics			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	izv. prof. dr. sc.Ivan Balta, associate professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
ECTS student workload coefficient	-			2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
	-	-	-	1	1	-
Course objectives						
Acquisition of fundamental symbolic meanings. Heraldic meanings of coat of arms and flags (national and other). Meaning and significance of symbolics and heraldry in the education process.						
Course description						
Fundamental concepts of symbolics and heraldry Heraldry as an additional historical and humanistic-language science Historical development of heraldry Heraldic symbols and meanings, Heraldic structure and colour, Heraldry in Croatia, Croatian coat of arms – Slavonia, Dalmatia, Istria, Dubrovnik, Illyrian Croatia, historical coat of arms in Croatia. Family coat of arms, coat of arms of corporations, cities, guilds..., national coat of arms of states, provinces, counties... Coat of arms of states and provinces, cities, countries in Europe and the rest of the world, Vexillology - Croatian flags and flags of other countries. sfragistics, and filigreeology through heraldic symbols, Visual arts through history of the art of heraldic expression, Symbolics and iconography; Concepts of defining symbolics, iconography, iconology, liturgy, and ethnography, Iconographic methods; -Speech of symbols, -Symbolic scenes, -Method of reduction, - Narrative method, and - Method of simulation- Word and picture in symbolics and iconology, Iconographic topography and topology, Liturgics of Christianity, Islam and Buddhism. Lexicon of iconography, liturgics and symbolics-symbolics, ideograms and their meaning.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project		Multimedia and Internet
Distance learning	Office hours	Laboratory		Tutorial		Field work
Student obligations						
Seminars.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
(grupa autora), <i>Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva</i> , Zagreb, 1990. A. Kožar – I. Balta, <i>Pomoćne historijske nauke</i> , Tuzla, 2003.						
Recommended reading						
(grupa autora), <i>Biblijski leksikon</i> , Zagreb 1972., Bartol Zmajčić, <i>Heraldika</i> , Zagreb 1970., Stjepan Antoljak, <i>Pomoćne istorijske nauke</i> , Kraljevo 1971., Derkwillem Visser, <i>Flagen, Wappen, Hymnen</i> , Augsburg 1994., J.E.Cirlot, <i>A Dictionary of Symbols</i> , New York 1962., Dorothea Forstner, <i>Die Welt der Symbole</i> , Tyrolia, Innsbruck 1960., Ivan Bojničić, <i>Der Adel von Kroatien und Slavonien</i> , Nurnberg 1899., H.Heyer von Rosenfeld, <i>Der Adel von Dalmatien</i> , Nurnberg 1873., Ivan Bertenyi, <i>Kis Magyar cimertan</i> , Budapest 1983.						

Code	IPDS011	Course	Ecological science education			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year		
Lecturer	mr. sc. Željko Popović, college professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	-
Course objectives						
Acquire knowledge from education of environment or ecological science education along with ecology and human environmental control that are essential for Preschool teacher and Class Teacher. Acquisition of knowledge about the activities that encourage love towards nature, environment and man's place in nature.						
Course description						
Development of ecological awareness. Ecological education. Basic terms of ecology. Biological diversity. Matter circulation and biospheric energy flow. Natural and artificial biocenosis. Understanding of the man and the nature as modern pedagogical goal. Social ecology. Sustainable development. Observation, demonstration and experiments in nature. Chosen films of educational nature and abstracts from Internet.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Regular and active class participation. Independent work (seminar) or group project on chosen subject.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Glavač, V., 2001.: <i>Uvod u globalnu ekologiju</i> . Hrvatska sveučilišna naklada, Ministarstvo zaštite okoliša i prostornog uređenja, Pučko otvoreno učilište, Zagreb. Uzelac, V., 1990.: <i>Osnove ekološkog odgoja</i> . Školske novine, Zagreb Napomena: Literatura je na hrvatskom jeziku. U radu se koristi i literatura na stranom jeziku te drugi izvori (Internet).						
Recommended reading						
Cifrić, I. (1989). <i>Socijalna ekologija</i> . Zagreb: Globus. E-škola mladih znanstvenika. http://hpd.botanic.hr/bio/ekologija.html Klepac, R., 1988.: <i>Osnove ekologije</i> . JUMENA, Zagreb. Hrvatski informacijski servis za okoliš. http://pubwww.srce.hr/botanic/cise/doc/index.html Lelas, Z. (1985). <i>Nastavne ekskurzije u biologiji</i> . Zagreb: Školske novine. Matas, M., Simončić, V. Šobot, S., 1992.: <i>Zaštita okoline danas za sutra</i> . Školska knjiga, Zagreb. Pozaić, V. (ur.), 1991.: <i>Ekologija. Znanstveno-etičko-teološki upiti i obzori</i> . Filozofsko-teološki institut Družbe Isusove, Zagreb. Springer, O. (ur.), 2001.: <i>Ekološki leksikon</i> . Ministarstvo zaštite okoliša i prostornog uređenja Republike Hrvatske, Barbat, Zagreb.						

Code	IPDS010	Course	Hygiene in school and kindergarten			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year		
Lecturer	mr. sc. Željko Popović, college professor					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module	Elective			
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	-
Course objectives						
Deepening and expanding recent knowledge from interdisciplinary sciences such as hygiene. Acquisition of competences in human ecology and hygiene, especially hygiene in schools, food, and health education. Enable contemporary interpretation of particular problems in the school (local area) and elsewhere.						
Course description						
Hygiene in learning, teaching, school, dressing, food, living; personal hygiene, health and illness. Relationship of hygiene and other sciences. Human ecology. The healthy child. Injuries in and around the school and kindergarten. The principles of administering first aid. The first aid cabinet. Inborn and acquired disabilities, non-contagious diseases. Children's diseases. Causes of illness. Ways of spreading and preventing contamination. Immunity, vaccines and serums. Vitamins and hormones. Modern diet and disease. Travel illness. Addictive diseases: drugs, alcohol, smoking. Health in upbringing and upbringing in humane relations among sexes. Health education. The Red Cross and the World Health Organization. Health services in our country. Selected educational films and contents from resources on the Internet.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Lectures and seminars. The teaching is in part organized in specialized institutions concerned with children's health and the Red Cross.						
Student obligations						
Required attendance and active participation in class and seminar paper.						
Examination methods						
Written	Oral	Essay	Practical			
Individual project	Continuous assessment	Seminar				
Mandatory reading						
Herceg, J. (1985). <i>Zdravstveni odgoj u razrednoj nastavi</i> . Zagreb: Školska knjiga. Prebeg, Ž., Ž. Prebeg (1985). <i>Higijena i škola</i> . Zagreb: Školska knjiga. Springer, O. (1997). <i>Higijena</i> . Zagreb: Profil international. Šarić, A. (1990). <i>Prehrana</i> . Zagreb: Školska knjiga. Note: The literature is in Croatian. In the seminar literature in a foreign language is also used as well as other sources (the Internet).						
Recommended reading						
Matasović, D. (1993). <i>Kako odgojiti nepušača</i> . Zagreb: Školska knjiga. Schwoerbel, R. (1995). <i>Reći ne nije dovoljno. Kako odgajati djecu da razborito odlučuju o drogama i alkoholu</i> . Zagreb: SysPrint. Šimunović, Z. (1989). <i>Školsko dijete i zdravlje</i> . Zagreb: Školske novine. Varoščić, M. (1992). <i>Zdravlje čini život ljepšim</i> . Rijeka: Tiskara Rijeka.						

Code	IPDS001	Course	Learning about plants and animals		
Department	Department of Primary Teacher Education				
Study program	Class Teacher			Year	
Lecturer	mr. sc. Željko Popović, college professor				
Institution	Faculty of Teacher Education in Osijek				
Course status	Mandatory	Elective from module	Elective		
ECTS student workload coefficient	2				
Hours weekly	Lectures	Seminars	Practice		
	1	1	=		
Course objectives					
To deepen and extend competences in understanding different kinds of plants and animals which can be found in the vicinity of the school, home, kindergarten, and are suited for classroom study; in addition, learning about biocoenoses relationships of organisms in the most significant communities in Croatia. By acquiring these contents, to develop an interest and enable self-reliance and the application of acquired competences in the practice of a Class teacher and Preschool teacher. The course is closely connected with Natural sciences courses and Field work.					
Course description					
The most important groups of plants and animals in Croatia. Biological diversity. Essentials of vertical and horizontal distribution of biocoenoses in Croatia. Biological characteristics of protected areas in Croatia. Protected plants and animals. Healthy and poisonous organisms for people and animals. Organisms important for livestock breeding, gardening, vegetable growing, forestry, fishing, mariculture. Weeds, pests and rational food production. Hunting and fishing. Garden and house plants. School garden. Aquarium and terrarium. Aquarium and terrarium. Interesting organisms, especially those that are especially suitable for class study and education of school and preschool children. Selected educational films and content from the Internet.					
Teaching methods					
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory	Tutorial	Field work	
Part of the instruction will be held on site : visit to the zoo, animal farm, big farm, etc.					
Student obligations					
Attendance and active class participation is required, independent work (seminar) or group project on chosen subject.					
Examination methods					
Written	Oral	Essay	Practical		
Individual project	Continuous assessment	Seminar			
Mandatory reading					
Bačić, T. - Erben, R. - Krajačić, M. (2003). <i>Raznolikost živoga svijeta</i> . Zagreb: Školska knjiga. Domac, R. (1996). <i>Flora Hrvatske. Priručnik za određivanje bilja</i> . Zagreb: Školska knjiga. Garms, H. - Borm, L. (1981). <i>Fauna Evrope</i> . Ljubljana - Zagreb: Mladinska knjiga. Rauš, Đ. (ur.) (1992). <i>Šume u Hrvatskoj</i> . Zagreb: Šumarski fakultet Sveučilišta u Zagrebu, Hrvatske šume. Vevers, G. et al. - Vujnović, D. (ur.) (1990). <i>Veliki atlas životinja</i> . Ljubljana - Zagreb: Mladinska knjiga. Note: The literature is in Croatian. Literature in a foreign language is also used in the course as well as other sources (the Internet).					
Recommended reading					
Božac, R. <i>Gljive</i> . (1993). Zagreb: Školska knjiga; Grafički zavod Hrvatske. Bralić, I. (1991). <i>Nacionalni parkovi Hrvatske</i> . Zagreb: Školska knjiga. Chinery, M. (1989). <i>1000 ideja za prirodoslovca</i> . Sarajevo: Svjetlost. <i>Crveni popis ugroženih biljaka i životinja Hrvatske</i> . (2004). Zagreb: Državni zavod za zaštitu prirode. Durrell, G. (1990). <i>Svijet prirode</i> . Zagreb: Grafički zavod Hrvatske. Heinzel, H. et al. - Radović, D. (prilagodio) (1999). <i>Ptice Hrvatske i Evrope</i> . Zagreb - Hrvatsko ornitološko društvo. Hrvatski informacijski servis za okoliš. http://pubwww.srce.hr/botanik/cise/doc/index.html Matoničkin, I. - Pavletić, Z. (1975). <i>Život naših rijeka</i> . Zagreb: Školska knjiga. Mikuska, J. - Mikuska, T. - Romulić, M. (2002). <i>Ptice. Vodič kroz biološku raznolikost Kopačkog rita</i> . Kopački rit: Matica hrvatska Osijek; javna ustanova Park prirode Kopački rit.					

Pedagogy

Code	IPES010	Course	Children's projects			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year		
Instructor	mr. sc. Vesnica Mlinarević					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	-
Course objectives						
Acquiring knowledge and competences for working on projects and goals in relation to the existing pre-school programs, as well as more detailed introduction to the methods and types of co-operative learning. Students will independently research a chosen topic through co-operative learning while making a series of important decisions in order to achieve basic results. They will be engaged in work on a chosen topic in accord with their needs and environment within the pre-school context, and will assess the work of their team.						
Course description						
The concept of curriculum – integrated curriculum (work on projects as an aspect of integrated curriculum). The concept of working on projects according to authors Katz and Chard, and Reggio concept of work on projects. Teaching children and the role of a teacher in integrated teaching. Fundamental characteristics of project planning, focus on children's interests, professional competences of educators for directing students towards new areas of research, new roles of educators. Creating stimulating material and social surroundings, types of monitoring and documenting of children's activities. Main stages of a project. Features of children's projects: individual organization and personal responsibility, targeted planning in stages, learning how to learn and work together, social learning, interdisciplinarity, the changing role of educators, reflection.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Students are expected to produce and present a project on a chosen topic.						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Marsh, C. (1994), Kurikulum: temeljni pojmovi, Zagreb. Educa. Slunjski, E. (2001), Integrirani predškolski kurikulum, Zagreb, Mali profesor. Miljak, A.; Vujičić, L. (2002.): Vrtić u skladu s dječjom prirodom. Rovinj, Dječji centar Neven. (str. 10- 40.) Mlinarević, V., (2004), Vrtično okruženje usmjereno na dijete (str. 112-118), Život i škola. br.11/1/2004., Sveučilište J.J.Strossmayera u Osijeku, Filozofski fakultet i Visoka učiteljska škola. Katz, L., Shard, S. C. (1989), Engaging Childrens minds: The Project Approach, Nowood, Ablex Publishing Corporation, New Jersey.						
Recommended reading						
Senge, P. (2003.), Peta disciplina. Zagreb, Mozaik knjiga. (str. 15- 227.) Katz, L., Cesarone, B. (1994), Reflectins on the Reggio Emilia Approach, Urbana, Eric/eece, Pensiylvania. Mlinarević, V. (2000). Igra – učenje u socijalnim interakcijama. U: Zbornik radova, Učiti zajedno s djecom – učiti (str.97-101), Dječji vrtić Čakovec i Visoka učiteljska škola Čakovec, Čakovec. Mlinarević, V., Peko, A. Vujnović, M., (2003). Suradničkim učenjem prema zajednici učenja, Zbornik radova Sabora pedagoga Hrvatske, Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva, Hrvatski pedagoško-književni zbor, Zagreb.						

Code	IPES001	Course	Non-violent communication				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year		
Lecturer	mr. sc. Ranka Jindra, lecturer						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	Elective from module			Elective		
ECTS student workload coefficient	2						
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
				1	1	-	
Course objectives							
Mastering of skills of non-violent communication. Becoming aware of violent/non-violent actions towards self and others.							
Course description							
To adopt non-violent communicational skills: active listening, open questions, "I" speech, concluding, paraphrasing, re-shaping, receiving and giving feedback. Be conscious of the presence and meaning of daily conflicts. Recognition of social conflicts: their different manifestations, causes and resolution approaches. Conflict as a chance for relationship improvement within community-family, school, community. To develop critical attitude towards violence and looking for way out of violence. Recognition of different types of violence-awareness about the outcomes of violence. How to live in non-violence during every day living. Being acquainted with similarities and differences among people-being open minded towards differences. Work on prejudice-search for actions that will free us from own prejudices. How to stand against other's prejudice. Basic human needs and how to work on awareness of own needs. How we behave when our needs aren't met. The point and the importance of negotiations as means of stopping violence. Becoming familiar with techniques that solve conflict: brain-storming, consensus and interventions.							
Teaching methods							
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet			
Distance learning	Office hours	Laboratory	Tutorial	Field work			
Student obligations							
Students need to actively participate in workshops. Write an essay and do the oral exam.							
Examination methods							
Written	Oral	Essay	Practical				
Individual project	Continuous assessment	Seminar					
Mandatory reading							
Brajša, P. (1993). Pedagoška komunikologija, Školske novine, Zagreb. Jull, J. (1995). Vaše kompetentno dijete, Educa, Zagreb.							
Recommended reading							
Shapiro, D. i dr. (1998). Sukob i komunikacija - Vodič kroz labirint upravljanja sukobom, Otvoreno društvo Zagreb, Zagreb. Neill, S. (1994). Neverbalna komunikacija u razredu, Educa, Zagreb. Janković, J. (1997). Savjetovanje – nedirektivni pristup, Alinea, Zagreb. Simmons, S. i Simmons, J. C. (2000). Emocionalna inteligencija – procjene i vrste, Sana, Zagreb. McKay, M. i dr. (1997). Vještine komuniciranja u dvoje, VBZ, Zagreb. Teršelić, V. i Mladineo, M. (2001). Moć suradnje – Priručnik za suvođenje, Centar za ženske studije Zagreb, Zagreb. Sedlič, B. urednica (2000). Svi različiti svi jednaki – Europska kampanja mladih protiv rasizma, ksenofobije, antisemitizma i netolerancije, Europski dom Slavonski Brod. Ajduković, M. i Pečnik, N. (1994). Nenasilno rješavanje sukoba, Alinea, Zagreb. Čudina - Obradović, M. i Težak, D. (1995). Mirotvorni razred, Znamen, Zagreb. Janković, J. (1996). Sukob ili suradnja, Alinea, Zagreb. Brajša, P. (1996). Umijeće razgovora, C. A. S. H. Pula. Kyriakon, C. (1995). Temeljna nastavna umijeća, Educa, Zagreb. Uzelac, M. (1997). Za Damire i Nemire. Mali korak, Zagreb. Bognar, L.- Ništ, M. I Tonković, Lj. (2004). Miroljupci. Priručnik mirovnog odgoja. Centar za mir, nenasilje i ljudska prava Osijek.							

Code	IPES011	Course	Parenting			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	Zora Redžep-Borak, lecturer					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	-
Course objectives						
Acquire knowledge about complex parenthood tasks in modern social context. Qualify students to ponder upon other approaches to parenthood based on newly acquired ideas that contribute to improvement of child behaviour and child maturation in healthy context.						
Course description						
Social context of parenthood (familial, marital and parental relations and roles in modern social surrounding). Parental and marital roles (personality development through parental role, relations between marital and parental roles, the role of mother in the family, the role of father in the family, single parents). Preparation for parenthood. Motives behind wish for parenthood. Family planning (wishing/not wishing for the child). Parental responsibility for familial healthy relations. Characteristics of successful parents. What child needs from parents? Development of parents through different parenthood stages. Parenthood styles. Family factors (parental love, trust, family pride, morals of family, dignity, respect within the family). Expression of feelings in the family. Children's emotional violation. Parental system of values (attitudes, beliefs and beliefs about the child, childhood, relationships between sexes, values and efficacy of educational treatments). Methods for successful problem resolution: the power of "accepting" language, showing acceptance. Parental power-effects on the child. Parents in various real life situations (pregnancy and birth, working mother, single child, parenthood in the family with several generations, child's nursery start, child's school start, child's hospitalization, child with special needs, parents during divorce, parent and free time). Parents, nursery and school.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Buljan Flander, G.; Karlović, A. (2004.). Odgajam li dobro svoje dijete? Zagreb:Marko M. Usluge d.o.o. Gordon, E. (1993.). Škola roditeljske djelatnosti. Zagreb: Alinea. Delač Hrupelj, J.; Miljković, D.; Lugomer Armano, G. (2000.). Lijepo je biti roditelj. Zagreb: Creativa. Jull, J. (1995.). Razgovori s obiteljima: perspektive i procesi. Zagreb: Alinea:						
Recommended reading						
Berkenkamp, L.; Atkins, S. C. (2004.). Obiteljske prepirke i kako ih riješiti. Split: Marjan tisak. Prekop, I. (1995.). Mali tiranin. Zagreb: Educa. Sullo, R. A. (1995.). Učite ih da budu sretni. Zagreb: Alinea.						

Code	IPES100	Course	Sociology in education			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	I.	
Lecturer	izv. prof. dr. sc. Antun Šundalić, associate professor					
Institution	Faculty of Economics, Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	-
Course objectives						
To introduce students to socio-cultural meaning of education, as well as the inevitable role and significance of education in processes of socialisation. It is necessary to point at social assumptions of education and contemporary tasks of education under conditions of high technology and innovations. It is important to emphasize the importance of educational profession and motivate students for their future calling.						
Course description						
Subject and methods of sociology of education as a special type of sociology. Theoretical approaches to education: psychoanalytical, structural and functionalistic, symbolic and interactionistic, cultural and anthropological, role theory, theory of social exchange, conflict theory. Social assumptions in education: types of societies and their cultural models, social groups and work distribution, family and peer groups, media. Socialisation and its assumptions. Types of socialisation, cultivation and personalisation. Institutionalisation of socialisation – religious, political, educational. Factors of socialisation through its institutionalisation. Educational institutions and social needs, interests of society, parents, pupils and teachers. Social stratification and educational system, education and social mobility, lifestyle and education. From education as a social particularity and social privilege to education as existential imperative. Education facing ecological challenges. Educational system in the Republic of Croatia, direction of reform processes.						
Student obligations						
Student is expected to regularly attend class, participate in the seminar and produce a seminar paper during the semester.						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Cifrić, I. (1990.) <i>Ogledi iz sociologije obrazovanja</i> , Zagreb, Školske novine. Vrgoč, H., ur. (1994.) <i>Obitelj – škola – društvo</i> , Zagreb, Hrvatski pedagoško-književni zbor. Haralambos, M. – Holborn, M. (2002.) <i>Sociologija – teme i perspektive</i> (pogl. 11. <i>Obrazovanje</i> , str. 773-882), Zagreb, Golden marketing.						
Recommended reading						
Lesourne, J. (1993.) <i>Obrazovanje i društvo</i> , Zagreb, Educa. Tillmann, K.J. (1994.) <i>Teorije škole</i> , Zagreb, Educa. Durkheim, E. (1996.) <i>Obrazovanje i sociologija</i> , Zagreb, Zavod za sociologiju, Societas. Ornstein, Allan C. – Levine, Daniel U. (1981.) <i>Foundations of Education</i> (pogl.8, 9, 10., str.194-289), Boston, Houghton Mifflin Company.						

Philosophy

Code	IFIS001	Course	Introduction to the Bible			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year		
Instructor	mr. sc. Marko Tomić, lecturer					
Institution	Catholic Faculty of Theology, University of Zagreb – Theology in Đakovo					
Course status	Mandatory	Elective from module	Elective			
ECTS student workload coefficient	2					
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	-
Course objectives						
<p>The Bible is probably the most widely read and translated book produced by the creative genius of humanity. Through Christianity it became an important component of the Western culture. The Bible is mentioned in connection to the beginnings of literacy in most European, especially Slavic cultures. For Christians and Jews it is a sacred and inspired book. It was also a powerful source of inspiration to many artists. The course <i>Introduction to the Bible</i> wants to provide basic knowledge for a correct approach to Biblical texts and motifs which are, aside for religious purposes, encountered as topics and motifs in different arts.</p>						
Course description						
<p>The course is comprised of two thematic units. The first one deals with the following topics: what is the Bible? books of the Bible; the Semitic origin, characteristics and background of the Bible; role and meaning of oral tradition; chronology of origin of Biblical records; the origin of canon, apocryphal records; the Qumran scripts; history of the people of Israel; inspiration within Biblical records; text of the Bible: languages, scripts and translations; interpreting the Bible: intention of the author, literary genres; the Bible in Croatia.</p> <p>The second section deals with the Biblical books included in the curriculum on different levels of schooling: the Book of Genesis, Exodus, Judges, Judith, Psalms, Job, Song of Solomon, selection from the Prophets, selection from the Gospel, the Book of Revelation. Special attention is given to popular Biblical motifs which are encountered in prominent works of art. Students of pre-school studies will be introduced to available children's Biblical literature in Croatian language (illustrated bibles, picture books, etc.).</p>						
Teaching methods: Lectures, Seminars and workshops						
Student obligations						
Regular attendance of lectures and practice, as well as active participation in anticipated individual work (reading and analysis of individual texts...)						
Examination methods						
Written	Oral		Essay	Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
W. J. HARRINGTON, <i>Uvod u Bibliju</i> , IV. izd., KS, Zagreb, 1995.; Th. SÖDING, <i>Više od knjige. Razumjeti Bibliju</i> , KS, Zagreb, 2001.; C. TOMIĆ, <i>Pristup Bibliji</i> , Zagreb, 1986.;						
Recommended reading						
D. i P. ALEXANDER (prir.), <i>Biblijski priručnik. Mala enciklopedija</i> , Zagreb 1989.; Grupa autora, <i>Enciklopedija Biblije</i> , Zagreb, 2000.; W. J. HARRINGTON, <i>Uvod u Stari zavjet</i> , Zagreb, 1996.; Isti, <i>Uvod u Novi zavjet</i> , Zagreb, 1990.; J. B. PRITCHARD, <i>Biblijski atlas</i> , Zagreb, 1990.; A. REBIĆ, <i>Biblijske starine</i> , Zagreb, 1983.; Knjige i članci uz pojedine biblijske knjige ...						

Psychology

Code	IPSS011	Course	Emotional intelligence of teachers			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year	III	
Lecturer	doc. dr. sc. Vladimir Takšić					
Institution	Faculty of Philosophy, Rijeka					
Course status	Mandatory	Elective from module		Elective		
	Winter semester		Summer semester			
ECTS student workload coefficient			2			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	1	-
Course objectives						
To introduce students to new insights in the area of theory and practical implications of the construct of intelligence. Special attention will be given to the role of acknowledging, expressing and managing one's own and other people's emotions, as the most important components of emotional intelligence.						
Course description						
Emotional intelligence is the latest term in the field of cognitive abilities. Firstly, the theoretical basis and the foundation of EI in recognized theories up-to-date will be introduced. Subsequently the problem of conceptualizing EI and connection to relevant concepts of personality traits will be presented. The largest part will be dedicated to practical implications of EI with special attention given to the role of EI in managerial positions. By means of practical examples we will observe the results of empirical research which demonstrate that EI has had significant influence in creating a more pleasant working environment and resolving conflict situations. It is planned to show the latest insights on how to develop EI in pupils and teachers.						
Teaching methods						
Lectures	Seminars and workshops	Practice		Individual project	Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial	Field work	
Student obligations						
Examination methods						
Written	Oral		Essay		Practical	
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Goleman, D. (1997.) Emocionalna inteligencija. Mozaik knjiga, Zagreb. Goleman, D. (2000.) Emocionalna inteligencija u poslu. Mozaik knjiga, Zagreb.						
Recommended reading						
Salovey, P. i Sluyter, D. (1999). Emocionalni razvoj i emocionalna inteligencija: Pedagoške implikacije. EDUCA, Zagreb.						

Code	IPSS001	Course	Tradition of spontaneous children and youth culture				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year		
Lecturer	doc. dr. sc. Mirjana Duran, college professor						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	Elective from module			Elective		
	Winter semester			Summer semester			
ECTS student workload coefficient				2			
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
				1	1	-	
Course objectives							
Getting familiar with spontaneous children and youth culture and its role in their development. Investigating creations of spontaneous children's culture in Slavonia.							
Course description							
Culture for children and children's culture. Children tradition. Children folk art. Relationship between folk national culture and spontaneous children's culture. Types of children's subculture and its function in childhood. Autograph books, traditional games, lexicons, diaries, graffiti, song-books etc. Cross-cultural research. Cultivation of traditional children and youth genres.							
Teaching methods							
Lectures	Seminars and workshops	Practice		Individual project		Multimedia and Internet	
Distance learning	Office hours	Laboratory		Tutorial		Field work	
Student obligations							
Examination methods							
Written	Oral		Essay		Practical		
Individual project	Continuous assessment		Seminar				
Mandatory reading							
Duran, M. (2003). <i>Tradicija spontane kulture djece i mladih: spomenar i dnevnik</i> . Jastrebarsko: Naklada Slap.							
Duran, M. Irović, S.(1994). <i>Ratni leksikon osječke djece</i> . U: Šikić, N., Žužul, M. , Fatorini,I. (ur.) <i>Stradanje djece u domovinskom ratu</i> . Jastrebarsko: Naklada Slap.							
Duran, M. (2003). <i>Dijete i igra</i> . Jastrebarsko: Naklada Slap.							
Recommended reading							
Ledić,J.(2000). <i>Dnevnik Mladena Lokara: uvod u povijest djetinjstva</i> . Rijeka: Filozofski fakultet u rijeci.							
Bronner, S. J. (1998). <i>American Children's Folklore</i> . Arkansas: August house/ Little Rock.							

Visual arts

Code	ILIS010	Course	Children's creativity in visual arts				
Department	Department of Primary Teacher Education						
Study program	Class Teacher				Year		
Lecturer	mr. sc. Davorka Brešan, doc. art.						
Institution	Faculty of Teacher Education in Osijek						
Course status	Mandatory	Elective from module			Elective		
	Winter semester			Summer semester			
ECTS student workload coefficient	2						
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
				1	-	1	
Course objectives							
Through teacher course students should be qualified to observe and encourage development of children's visual-art creativity. Being familiar and being competent with techniques of drawing and painting, graphical and morphological visual-art techniques. Being competent to perform visual-art activities with school and preschool children.							
Course description							
Development of children's visual-art utterance and creativity. The ways of influencing child's visual-art creativity. Visual-art techniques. Kitsch model. Presentation of pre-school and school children's visual-art work. Interior design. Visual-art workshops and play-room.							
Teaching methods							
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet			
Distance learning	Office hours	Laboratory	Tutorial	Field work			
Student obligations							
Student is obligated to actively participate in all forms of classes to fulfil assignments of visual-art exercises (10). Successfully write one problem analysis of child's visual-art work. Pass the oral exam.							
Examination methods							
Written	Oral		Essay	Practical			
Individual project	Continuous assessment		Seminar				
Mandatory reading							
Grgurić, N., Oblikovanje. Zagreb: Educa, 2003. Damjanov, J., Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga, 2003. Jakubin, M., Osnove likovnog jezika i likovne tehnike. Zagreb: Školska knjiga, 2000. Zavod za prosvjetno-pedagošku službu, Likovna kultura. Zagreb: 1985.							
Recommended reading							
Supek, R., Dijete i kreativnost. Zagreb: Globus, 1987. Vivas, E., Creation and Discovery. Chicago: Gateway, 1955.							

Code	ILIS011	Course	Protection and communication of visual arts heritage in primary schools and kindergartens			
Department	Department of Primary Teacher Education					
Study program	Class Teacher			Year		
Lecturer	mr. sc. Davorka Brešan, doc. art.					
Institution	Faculty of Teacher Education in Osijek					
Course status	Mandatory	Elective from module		Elective		
	Winter semester			Summer semester		
ECTS student workload coefficient				2		
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice
				1	-	1
Course objectives						
Raise students' awareness of the need to protect visual arts heritage in the sense of protection and communication as basic museum-function. Raise students' awareness of the values of children's visual arts work, prevention of damage, making art collections, communication and modern communication technologies.						
Course description						
Children's visual arts work as exhibits and criteria of their evaluation. Proposals for making documentation. Communication of children's art work in schools and kindergartens. Preservation and presentation of children's visual art work. Traditional communication. Virtual galleries.						
Teaching methods						
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet		
Distance learning	Office hours	Laboratory	Tutorial	Field work		
Student obligations						
Students actively participate in the teaching process, attend lectures and practical exercises, do assignments: seminar paper, collection of children's works, oral exam.						
Examination methods						
Written	Oral	Essay		Practical		
Individual project	Continuous assessment		Seminar			
Mandatory reading						
Marojević, I., Uvod u muzeologiju. Zagreb: Zavod za informacijske studije, 1993. Vujić, Ž., Izložba u školi ili (I) škola na izložbi. Rijeka: Proljetna škola školskih knjižničara, 1998. Marojević, I., Škole i kulturna baština. Rijeka: Proljetna škola knjižničara, 1998. Lazlo, Ž., Preventivna zaštita. Zagreb: Muzejski dokumentacijski centar, 2001.						
Recommended reading						
Vijesti muzealaca i konzervatora, Zagreb: 2-3, vol. 18. 1988.						

Code	ILIS001	Course	Puppet making				
Department	Department of Primary Teacher Education						
Study program	School Teacher				Year		
Instructor	Mira Perić Kraljik, lecturer						
Institution	HNK, Osijek						
Course status	Mandatory	Elective from module		Elective			
ECTS student workload coefficient	2						
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice	
				1	1	-	
Course objectives							
Acquiring basic knowledge on creating and animating puppets. Development of creative abilities in theatrical expression through puppetry. Application of puppets in educational process.							
Course description							
Making a gignol puppet and combination of puppets, caching puppets. Animation of objects and different materials, non-verbal expression, relationship building. Story without words told through objects. Animation of body parts (hand, feet, legs...) in an expressive mode, i.e. by means of four basic emotions: love, fear, sadness, anger.							
Teaching methods							
Lectures	Seminars and workshops	Practice	Individual project	Multimedia and Internet			
Distance learning	Office hours	Laboratory	Tutorial	Field work			
Student obligations							
Independent puppet etudes with created puppets and animated objects, accompanied by non-verbal speech or tale.							
Examination methods							
Written	Oral	Essay		Practical			
Individual project	Continuous assessment		Seminar				
Mandatory reading							
Z. Ladika, S. Čečuk, Đ. Dević: Dramske igre, Zagreb 1983. Verica Coffou: Lutka u školi, Školska knjiga Zagreb, 2004. Z. Ladika: Dijete i scenska umjetnost, Školska knjiga Zagreb, 1970. V. Pokrivka: Dijete i scenska lutka, Školska knjiga Zagreb 1978.							
Recommended reading							
V. Švacov: Temelji dramaturgije Umjetnost i dijete br. 1/3 Zagreb, 1984,; Luko Paljetak: Razgovor sa Sergejem V Obrascovim R. Lazić, Estetika lutkarstva, Beograd, 2002.							

**VIII. ALPHABETICAL LIST
OF FULL- AND PART-TIME INSTRUCTORS CONDUCTING
THE CLASS TEACHER PROGRAMME OF STUDY**

Andrilović, Vladimir
Babić, Nada
Balta, Ivan
Benšić, Mirta
Borić, Edita
Brešan, Davorka
Buljubašić-Kuzmanović, Vesna
Cakić, Lara
Crnojević-Carić, Dubravka
Ćirić, Vladimir
Dogan, Nikola
Dudaš, Geza
Duran, Mirjana
Ercegovac-Jagnjić, Gordana
Essert, Mario
Ferčec, Ivanka
Filipović, Vera
Gal, Ksenija
Hrpka, Branko
Irović, Stanislava
Jindra, Ranka
Klobučar, Antoaneta
Kolar-Begović, Zdenka
Lagumdžija, Nada
Mayer, Lana
Mlinarević, Vesnica
Nemet, Željka
Pavleković, Margita
Peko, Anđelka
Perić-Kraljik, Mira
Pintarić, Ana
Popović, Željko
Radišić, Mirna
Rastovski, Dražen
Redžep, Vladimir
Redžep-Borak, Zora
Rudec, Tomislav
Šimošić, Draženka
Šumanović, Mara
Šundalić, Antun
Takšić, Vladimir
Todorović, Gordana
Tomić, Damir
Tomić, Marko
Vodopija, Irena
Zaneletti, Gertraud
Živić, Ivana
Živković, Željka

**IX. BIOGRAPHIES
OF INSTRUCTORS CONDUCTING
THE CLASS TEACHER PROGRAMME OF STUDY**

Prof. dr. sc. Vladimir Andrilović, full professor

Institution: Teacher Training College in Zagreb

e-mail address: andrilovic.vladimir@uazg.hr ; web page: www.uazg.hr

Full-time prof. dr. sc. Vladimir Andrilović was born in 1937 in Vinkovci. He graduated in single-modular undegraduate course in Psychology in 1967 and in 1972 he completed his PhD dissertation "The impact of numeral repetition of data on efficacy of programme learning". In year 1973 he was elected for the position of scholarly (scientific) co-worker while in 1982 he was given position of full-time lecturer.

In year 1974 he continued his education in Toronto (Ontario Institute for Studies in Education) and in 1983 in Moscow (Naučno-issledovatel'skih institut obščej i pedagogičeskoj psihologiji). He was active participant at several Croatian and international conventions, wrote over 100 scientific articles that were published not only in Croatian but in English, Spanish and Polish language as well. Out of 10 of his books, 3 are textbooks on psychology of education and upbringing that are used as standard literature at most Croatian universities.

He was awarded many times for his scientific work. Since 1978 he is member of International Association of Applied Psychology and since 1992 he has been an active member of the Academy of Educational Sciences of Croatia (where he used to be chairman).

In year 2000 he got the position of permanent full-time university lecturer.

Five recent publications proving lecturer's competence for the course:

Andrilović, V. (2001). *Jedno ispitivanje dinamičnosti-statičnosti dugoročnog pamćenja u mlađoj odrasloj dobi*. Uspješna škola. HPKZ. Zagreb – Križevci.

Andrilović, V. (2001). *Samostalno učenje*. Jastrebarsko: Naklada Slap.

Andrilović, V. (razne godine izdanja). *Metode i tehnike istraživanja u psihologiji odgoja i obrazovanja*. Zagreb: Školska knjiga.

Andrilović, V. Čudina-Obradović, M. (razne godine izdanja). *Psihologija učenja i nastave*. Zagreb: Školska knjiga.

Andrilović, V. Čudina-Obradović, M. (razne godine izdanja). *Osnove opće i razvojne psihologije*. Zagreb: Školska knjiga.

Prof. dr. sc. Nada Babić, full professor

Institution: Faculty of Teacher Education in Osijek

e-mail address: nada.babic@vusos.hr; web page: www.vusos.hr

Nada Babić was born in Popovac, Beli Manastir municipality, on February 10, 1946. In 1965 she finished the teacher-training school in Osijek. In 1971 she received her bachelor's degree in pedagogy from the Faculty of Philosophy in Belgrade. Eight years later she earned her MSc degree in pedagogy from the Faculty of Philosophy in Zagreb. From the same institution she obtained her PhD degree in pedagogy with the dissertation entitled *Influence of speech of adults on the speech and practical activities of children in pre-school institutions*.

From 1965 to 1972 Ms Babić worked as a primary school class teacher in Josipovac. From 1972 to 1998 she worked at the Faculty of Education in Osijek, first as a lecturer, then as a senior lecturer, assistant professor, associate professor and full professor, at the Department of Pre-school Teacher Training and the Pedagogy Study Program. Dr. Babić has delivered lectures in the following courses: Pre-school pedagogy, Teaching methodology in pre-school education I, and Pedagogic communication (an elective course). Since 1999 she has been employed at the Department of Pre-school Teacher Training within the Teacher Training College in Osijek, where she delivers lectures in the above mentioned courses, whereas at the Faculty of Education in Osijek she gives lectures in Pedagogic research methods.

From 2000 to 2003 Dr. Babić carried out duties of a vice-dean at the Teacher Training College in Osijek.

In 1977 (three months) and 1983 (ten months in the period 1982/83) she stayed at the Moscow Institute of Education and the Scientific-research Institute of General and Developmental Psychology for the purpose of scientific and professional in-service training in the field of pre-school pedagogy and developmental psychology.

Since 1982 Dr. Babić has participated in scientific projects as a collaborator-researcher as well as a principal investigator of the following projects: Some Aspects of Communication Model in Pre-school Education (5-07-123, 1991-1996), Developmental Impacts of Parent-educator Interaction on Child Autonomy (122002, 1996-2001), and Constructivism and Developmentally Appropriate Practice in Pre-school Programs (0245001, since 2002), Ministry of Science and Technology of the Republic of Croatia.

Within the framework of her teaching activities Dr. Babić has been involved in the design of curricula referring to pre-school education, pedagogy and elective study programs.

Dr. Babić's major field of scientific interest is the interaction paradigm for learning and teaching, communication competence of children and adults and education of pre-school teachers.

As an advocate of an interdisciplinary approach, she has been working on its implementation in both teaching and scientific activities.

Dr. Babić has published three books and numerous scientific and professional papers in Croatian and foreign conference proceedings and journals.

In 2003 Dr. Babić was appointed tenured full professor in *social sciences*, field *educational sciences*, branch *pedagogy*.

Five recent publications proving lecturer's competence for the course:

Babić, N., Irović, S. (2001), Adult-Child Interaction and Child Autonomy, in: E. Giedraitiene, A. Hansen, et al. (Eds.), *Realising Educational problems* (pp. 61-68). Klaipeda: Klaipeda University.

Babić, N., Irović, S. (2003). Education of pre-school teachers. in: A. Juodaityte, F. Ivanauskiene et al. (Eds.), *Teacher education in the 21st century: Changes and perspectives* (pp. 10-16). Šiauliai: Šiauliai Universitetas.

Babić, N., Irović, S., Krstović, J. (2003). Suvremene informacijske tehnologije i edukacija, *Informatologija*, 1, (36), 8-14.

Babić, N.; Irović, S. (2003). Edukacija vrijednosti i vrijednosti u edukaciji. in: H. Vrgoč (Ed.), *Odgov, obrazovanje i pedagogija u razvitku hrvatskog društva* (pp. 268 – 276). Zagreb: Hrvatski pedagoško-književni zbor.

Babić, N.; Irović, S. (2004). Education of pre-school teachers. in: B. Muhacka, K. Kraszewski (Eds.), *Kształcenie nauczycieli przedszkoli i klas początkowych w okresie przemian edukacyjnych* (pp. 66-74). Krakow: Akademia Pedagogiczna.

Prof. dr. sc. Ivan Balta, associate professor

Institution: Faculty of Teacher Education in Osijek

e-mail address: ivan.balta@os.htnet.hr; web page: <http://www.vusos.hr>

Biography: Born on June 15, 1953 in Zdenci near Orahovica. Awarded B.A. degree in history and philosophy in 1976 at the Faculty of Philosophy in Zadar, M.A. in Additional historical sciences in 1985, Ph.D. in 1996 in Croatian history of the Modern Age. Taught in secondary school (grammar schools), served as educational superintendent for history and philosophy of the Institute for Education, and from 1996 head of the History Department of the Faculty of Philosophy in Osijek, and is employed at the Teacher Training College in Osijek (Faculty of Teacher Education). He is involved in research and teaching of Croatian history of the Modern Age as Additional historical sciences. He has participated in international (e.g. Frankfurt / Oder, Bocholt, Oradea, Л'вив, ...) conferences, further educated himself in (Debrecen, Budapest, ...) and lectured in graduate (in Zadar, Pécs and Tuzla) and postgraduate studies (in Tuzla) at Faculties of Philosophy. Standing of the general body of the Hungarian Academy of Science (Budapest) from 2002. Awarded title of associate professor in September 2004.

Books: *Grad Osijek i Virovitička županija u revolucionarnim zbivanjima 1848. i 1849. godine*, Zavod za znanstveni rad HAZU, Osijek, 1997., *Slavonija i Srijem 1848. i 1849. godine (Hrvatsko – Mađarski odnosi)*, SN Privlačica, niz monografije 7., Vinkovci, 2000., *Iz prošlosti Grada na vodi*, Gračanica, 2003.

Textbooks and reference books: *Virovitičko-podravska županija*, Školska knjiga, Zagreb, 1997., str. 26.-68. (udžbenički priručnik za zavičajnu povijest osnovnih škola, dr.I.Balta za povijest i kulturu, a dr.M. Brazda za zemljopis, str.5.-25.), *Pomoćne historijske nauke* (koautor dr.A. Kožar), Tuzla, 2003.,

Scientific papers: *Vlastelinska porodica Pejačević s posebnim osvrtom na njenu genealogiju i heraldiku*, Anali Zavoda za znanstveni rad u Osijeku, JAZU, 4/1985., str. 125.-321., *Virovitička županija 1848.-1849. godine*, Časopis za suvremenu povijest, Zbornik radova Hrvatska 1848. i 1849., (posebni otisak), Hrvatski institut za povijest, Zagreb, 2001., str. 253.-273., *Slavonski arhivski i novinski zapisi o hrvatskim iseljenicima u SAD-u u razdoblju 1905. do 1910. godine*, Društvena istraživanja, Institut za društvena istraživanja Ivo Pilar, 67., br. 5., Zagreb, 2003., str.765.-789., *Kolonizacija istočne Hrvatske u Drugom svjetskom ratu*, Časopis za suvremenu povijest, Hrvatski institut za povijest, Zagreb, 2001., str. 386.-409., *Осієк в роки Першої світової війни: хроніка хорватського міста, солдатъ в Гальції та його мешканців*, Проблеми слов'янознавства, 53., университет Івана Франка Україна, Львів, 2002., 230.-241., *Zapisi o osječkim vojnim jedinicama u Prvom svjetskom ratu*, Anali HAZU_Zavoda za znanstveni i umjetnički rad Osijek, br. 17., 2002. str. 67.-91., *History of the Croatian Part of the Danube Basin through Travelogues and Historiography*, Limnological reports, Volume 33., Proceedings, 33. Conference IAD, Osijek, 2000., str. 495.-505., *Stranački odnosi i izbori u Virovitičkoj županiji 1905. i 1906. godine*, Pravni vjesnik, br. 1.-2., Pravni fakultet Sveučilišta u Osijeku, 2002., str. 43.-64., *Kolonizacija u Slavoniji od početka XX. stoljeća s posebnim osvrtom na razdoblje 1941.-1945. godine*, Radovi HAZU Zavoda za povijesne znanosti u Zadru, br. 43., Zadar, 2001., str. 459.-478., *Primjeri regulativnih međuljudskih pravnih odnosa u Slavoniji i Srijemu u razvijenom srednjem vijeku* Zbornik radova, Pravnog fakulteta Sveučilišta u Rijeci, br. 1, volum. 20, Rijeka, 1999., str. 103.-117., *Комплексоност настае историје, те егземпларни и роблемски приступ настави историје*, Настава историје, број 13., година VII., Нови Сад, 2001., стр. 74.-87., *Јулијанска акција као мађарска државна мисао у Славонији и делу Босне и Херцеговине*, Радови, бр. 5., Филозофски факултет Бања Лука, 2002., стр. 169.-195., *Zabilješke o hrvatskim i bosansko-hercegovačkim vojnim jedinicama u Prvom svjetskom ratu*, Hercegovina, br. 15.-16., Mostar, 2003., str. 61.-83.

Doc. dr. sc. Mirta Benšić

Institution: Department of Mathematics, Osijek

e-mail address: mirta@mathos.hr; web page: www.mathos.hr

Mirta Benšić was born in Djakovo, in 1961.

Education:

- 1997 – PhD degree from the Department of Mathematics, University of Zagreb
- 1990 – MSc degree from the Department of Mathematics, University of Zagreb
- 1985 – BSc degree in Mathematics and Physics from the Faculty of Education in Osijek

Employment and duties:

- Since 2000 – Department of Mathematics, University of Osijek; assistant professor, deputy head of the Department, head of the scientific section of the Mathematical Colloquium
- 1997 – member of the Programme Committee of the internationally recognised journal "Mathematical Communications"
- 1998 - 2003- Faculty of Economics in Osijek, assistant professor at the Department of Quantitative Methods and Computer Science
- 1986 -1998 – Faculty of Economics in Osijek, assistant at the Department of Mathematics and Statistics
- 1985 -1986 – 'Anka Butorac' Primary School in Osijek, mathematics and physics teacher
- In 1985 – Secondary School for Trade and Commerce in Osijek, mathematics and physics teacher

Professional improvement and advanced training:

- Summer School in Mathematical Finance, Interuniversity Centre, Dubrovnik, 2001
- One-month research scholarship "ARGE Alpen-Adria" - Technical University, Munich, 1999
- One-month research scholarship "ARGE Alpen-Adria" – University of Passau, 1996
- Study visit to Aarhus Universitet, Matematisk Institut, Denmark, 1990
- Postgraduate school and conference on Functional analysis, Interuniversity Centre, Dubrovnik, 1989, 1993, 1997, 2003
- Seminar in probability theory and mathematical statistics, Department of Mathematics, University of Zagreb, 1985-2000

Memberships:

- Royal Statistical Society (RSS), Institute of Mathematical Statistics (IMS), Udruga matematičara Osijek (UM)

Other relevant information:

- Dr. Benšić participates actively in the work of international conferences and teaches a number of courses in mathematics and statistics at the University of Osijek. She is engaged in the process of introducing new mathematics and statistics courses at the University of Osijek and elaborating curricula of new and redefined study programmes within the University of Osijek. Dr. Benšić participates in the TEMPUS project "Quality Assurance System in Higher Education", whose principal investigator is J. Mencer; PhD. Dr. Benšić is herself the principal investigator of the project "Statistical aspects of parameter identification problem", which is financially supported by the Ministry of Science, Education and Sports.

Research interest:

Her research interests include mathematical statistics as well as application of mathematical models in various branches of science, which is exemplified by the list of published scientific papers.

Dr. Benšić was appointed assistant professor in 2003.

- M. Pavleković, M. Benšić, Matematički časopis kao učiteljev izvor ideja za suvremenijom organizacijom nastave matematike, *Život i škola*, Vol. 9, No. 1 (2003), 39-49
- Ž. Vukšić-Mihaljević, N. Mandić, M. Benšić, S. Mihaljević, *Posttraumatic stress disorder among Croatian veterans: A causal model* (Psychiatry and Clinical Neurosciences, 54 (6)(2000) 625-636;
- N.N. Leonenko, M. Benšić, *On estimation of regression coefficients of long memory random fields observed on the arrays*, *Random Oper. and Stoch. Equ.*, Vol. 6, No. 1 (1998)61-76.
- N.N. Leonenko, M. Šilac-Benšić, *On the asymptotic distributions of least square estimations in a regression model with singular errors*, *Dopovidi NAS of Ukraine*, No. 7 (1997), 26-31
- N.N. Leonenko, M. Šilac-Benšić, *Asymptotic properties of the LSE in a regression model with long-memory Gaussian and non-Gaussian errors*, *Random Oper. and Stoch. Equ.*, Vol. 4, No. 1 (1996) 17-32

Doc. dr.sc. Edita Borić, assistant professor

Institution: Faculty of Teacher Education in Osijek

e-mail address: eboric@ffos.hr; web page: www.vusos.hr

Edita Borić completed primary and secondary school in Osijek. In 1985 awarded a B.S. degree in biology and chemistry at the Faculty of Education in Osijek and in 1989 an M.S. degree at the Faculty of Natural Sciences in Zagreb. In 1998 at University of Ljubljana, the Faculty of Biotechnology, Department for Biology, awarded a Ph.D. degree in the field of biology – methodology of biology with a doctoral thesis entitled "*Education for environment in primary school*". In 1985 began teaching in primary and secondary schools. In 1987 joined the staff of the Department of biology at the Faculty of Education in Osijek and was awarded the following titles: from 1987 to 1991 – trainee, from 1991 to 2000 – assistant, from 2000 to 2004 as senior assistant. As a senior assistant she taught the following courses: *Practicum in experimental biology teaching and Seminar in methodology of biology teaching*. From the academic year of 2001/2002 she has been teaching the course Methodology of biology teaching. On June 1, 2004 awarded the title of assistant professor in the field of educational sciences. Participated in the following projects: scientific project "*Biological investigation on the Special zoological reserve Kopački rit*"; in 1996; project "*Education for environment*" as expert for methodology and organized, prepared, and carried out pedagogical workshop on the topic of organic waste. Headed the methodology on the project entitled "*Modern approach to education for environment*". From 1997 participant on scientific project "*Protection of the water in Nature reserve Kopački rit*" financed by the Ministry of Science and Technology of the Republic of Croatia. From 2003 I have headed the scientific project "Promoting ecological education of the young in Eastern Slavonia" (0122029) financed by the Ministry of Science and Technology of the Republic of Croatia. I have 23 scientific publications to date. I have taken part in conferences at home and abroad.

Five recent publications proving lecturer's competence for the course:

- Borić, E., Lelas, Z. (2000), Efikasnost učenja biocenoza livada različitim oblicima rada na terenu. Osijek, Život i škola, 3: 103 – 110.
- Borić, E., Peko, A., Novoselić, D. (2001): Iskustveno učenje u nastavi biologije, str. 405-412., U: M. Kramar i M. Duh (ed), Knjiga referatov z mednarodnega znanstvenoga posveta "Didaktički in metodički vidiki prenove in razvoja izobraževanja". Maribor, Pedagoška fakulteta Maribor.
- Borić, E., Novoselić, D. (2002), Eksperimentalni rad u nastavi biologije uz pomoć hipoteze, str. 75-81., U: N. Tatković i A. Muradbegović (ed), Zbornik radova s međunarodnog znanstvenog skupa "Drugi dani Mate Demarina – Kvalitetna edukacija i stvaralaštvo". Kniga II, Pula, Hrvatski pedagoško-književni zbor-Zagreb.
- Peko, A., Borić, E., Vujnović, M. (2004), Udžbenik-Interaktivni medij, str. 141-148., U: Halačev, S (ed), Zbornik radova sa znanstveno-stručnog skupa "Udžbenik i virtualno okruženje", Zagreb, Školska knjiga.
- Peko, A., Munjiza, E., Borić, E. (2002): Nastava (ne) uspješna komunikacija, str. 143-157., U: V. Rosić (ed), Zbornik radova međunarodnog znanstvenog kolokvija "Odnos pedagojske teorije i pedagoške prakse". Rijeka, Filozofski fakultet u Rijeci.

Mr. sc. Davorka Brešan, assistant professor

Institution: Institute of Education, Republic of Croatia, Zagreb

e-mail address: davorka.bresan@mips.hr ; web page: www.mzos.hr

Davorka Brešan was born on 27 November 1948 in Šibenik, where she completed her primary and secondary school education.

In 1985 Ms Brešan received her bachelor's degree in arts and art education from the Faculty of Philosophy in Zadar, study in Split. Her graduation thesis from the field of art history entitled «Srima and its importance for the typology of early Christian architecture in Dalmatia» supervised by Dr. Tomislav Marasović, as well as the work in the field of graphics done under supervision of Petar Jakelić, was graded excellent.

In 1999/2000 Davorka Brešan enrolled in the postgraduate studies at the Faculty of Philosophy in Zagreb, branch museology. On 17 July 2003 she obtained her BA degree in social sciences, scientific field information sciences, with the master's thesis entitled «Protection and communication of art heritage in secondary schools of art in Croatia».

Ms Brešan has been working in the field of arts and art education for the last 26 years, i.e. 10 years in primary school education, 9 years in high-school education, and for the last 8 years in the Ministry of Education and Sports, Institute of Education Promotion, as a senior supervisor for the field of arts in the Republic of Croatia. On 1 December 2003 she was appointed senior supervisor for the field of arts for primary schools, high-schools and secondary schools of arts in the Republic of Croatia.

At the national level, Ms Brešan has been the author and head of a series of seminars for professional in-service training of Croatian teachers.

In 2000 she initiated and organised the first National exhibition and competition in the field of art creativity «LIK» for primary school pupils from the first to the eighth class that is planned to take place for the sixth time. In 2001 she initiated the National exhibition and competition in the field of arts and design in the Republic of Croatia.

Davorka Brešan has written a lot of prefaces to exhibition catalogues at the national level, «LIK» and secondary schools of arts of the Republic of Croatia as well as other exhibitions.

She has been a member of HDLU and worked as an artist (sculpture, graphics) for 26 years.

As a part-time associate of the International Children's Festival in Šibenik as well as many museums and galleries, she has been working on the tasks of drafting and designing a show, scenography, and finally artistic-graphical design of various publications.

For the Academy of Medicine of the Republic of Croatia she illustrated the title page of the book «Twin pregnancy».

In 2000 she designed a plaque in memory of the killed Croatian soldiers from the Maksimir area in the A. G. Matoš school in Zagreb. Occasionally she takes part in the exhibitions «Sea, people and coast».

In 2005 Dubravka Brešan was appointed assistant professor in the field of *arts*, branch *visual arts*, for the courses *Visual arts* and *Teaching visual arts* and became a full-time employee at the Teacher Training College in Osijek.

Five recent publications proving lecturer's competence for the course:

«Zaštita i komunikacija likovne baštine u srednjim likovnim umjetničkim školama u Hrvatskoj»

«Sloboda mašte neopterećene tehnikom», Hrvatski časopis za umjetničku grafiku i nakladništvo, No 3/2004

Nastavni program predmeta likovne kulture u okviru «Nastavnog plana i programa za osnovno obrazovanje odraslih», Ministarstvo znanosti, obrazovanja i športa republike Hrvatske, 2004

Poglavlje za nastavni predmet likovna kultura u «Kurikularni pristup promjenama u osnovnom školstvu», Zavod za unapređivanje školstva, Ministarstvo prosvjete i športa, 2002

Poglavlje za nastavni predmet likovna umjetnost «Kurikularni pristup promjenama u srednjim školstvu – gimnazije», Zavod za unapređivanje školstva, Ministarstvo prosvjete i športa, 2003 (co-author).

Nastavni programi «Nastavni planovi i okvirni programi za srednje umjetničke škole likovne i primijenjene umjetnosti i dizajna», Zavod za unapređivanje školstva, Ministarstvo prosvjete i športa, 2001 (head).

Lara Cakić, lecturer

Institution: Centre for Pre-school Education, Osijek

e-mail address: ; web page:

Lara Cakić was born in 1972 in Ljubljana. In 1994 she enrolled in an undergraduate degree course in Psychology, Faculty of Philosophy in Rijeka, where she graduated in 1999 with her thesis titled "Parental styles and personality traits among adolescents with communication disorders".

In year 2002 she started professional graduate degree in Clinical Psychology at the Faculty of Philosophy in Zagreb, Department of Psychology.

She has been working as research worker / psychologist at the Center for Pre-school Education in Osijek since 2000. In 2002 she passed the state exam.

As a research worker at the Teacher Training College within the University of J.J. Strossmayer, Osijek she teaches seminars in Developmental Psychology as part of pre-school education programme. She also runs a Developmental Psychology module which is part of the dislocated course in Vukovar.

She was given the title of lecturer in 2004.

She volunteers for the help-line providing psychological help at the advisory center of the Society of Psychologists "Sunce".

Dr. sc. Mirjana Duran, college professor

Institution: Faculty of Teacher Education in Osijek

e-mail address: mirjana.duran@vusos.hr, mirjana.duran@os.hinet.hr ; web page: www.vusos.hr

Mirjana Duran was born in 1948 in Novi Pavljani. She completed her primary and secondary school education in Osijek. In 1972 she obtained her bachelor's degree in psychology and sociology from the Faculty of Philosophy in Zagreb. In 1984 she obtained her Master's degree in the field of developmental psychology from the Faculty of Philosophy in Belgrade with the thesis entitled *Differences between symbolic plays with children coming from various sociocultural classes*. In 1994 she obtained her PhD degree from the Faculty of Philosophy in Zagreb with the dissertation entitled *Play, play tradition and some aspects of cognitive development*. In 1981 she stayed ten months at the Laboratory for developmental psychology of the Scientific-research institute of pre-school education in Moscow.

She participated in educational programs of the following institutions: AUSTRIAN STUDY CENTER FOR PEACE AND CONFLICT RESOLUTION; STEP BY STEP; INTERNATIONAL RESCUE COMMITTEE. Ms Duran worked as a psychologist until 1978. From 1972 to 1974 she worked in the Center for Social Work in Bihać. From 1974 to 1978 she worked in the Center for Pre-school Education in Osijek. In 1978 she was employed at the Faculty of Education in Osijek, and since 1999 she has worked at the Teacher Training College (Faculty of Teacher Education). She was appointed college professor. Dr. Duran carries out duties of a vice-dean of the Teacher Training College in Osijek. In 1993 she was a visiting professor at the postgraduate studies program in developmental psychology at the Faculty of Philosophy in Ljubljana, Slovenia, and in 1999 she was a visiting professor at the postgraduate studies program in pre-school pedagogy at the Faculty of Philosophy in Zagreb. From 1991 to 1995 Dr. Duran was the principal investigator of the scientific project *Structure of a play* (6-06-035). At the moment she is the principal investigator of the scientific project *Tolerance of spontaneous culture of children and young adults* (0245004). In 1989 she was granted a scientific award in psychology "Dr. Borislav Stevanović" for the book: Duran, M., Mitrović, M., Plut, D. (1988) *Symbolic play and creativity*. Beograd: Zavod za udžbenike i nastavna sredstva. In 2003 she was granted a psychology award "Ramiro Bujas" for the book: Duran, M. (2003) *Child and play*. Jastrebarsko: Naklada Slap.

In 2005 Dr. Duran was appointed assistant professor in *social sciences*, field *psychology*, branch *developmental psychology*.

Five recent publications proving lecturer's competence for the course:

Duran, M. (Third edition 2003). *Dijete i igra*. Jastrebarsko: Naklada Slap. (Psychology award Ramiro Bujas for especially significant psychological scientific work)

Duran M. (2003). *Tradicija spontane kulture djece i mladih. Spomenar i dnevnik*. Jastrebarsko: Naklada Slap.

Duran, M., *Spomenar - tradicijski žanr spontane kulture djece i mladih*, Društvena istraživanja, 2004 No. 3 . UDK: 394-053.2/6(497.5)(091)"18/19" 316.723-053.2/.6 (497.5)(091)*18/19

Duran, M., (2004) *Može li simbolička igra biti pokazatelj razvojnih preteča metakognicije*. *Suvremena psihologija* No.2, 2004

Duran, M., *Traditionelle Spiele in verschiedenen Kulturen* (Traditional play in different cultures.) World Play Conference, University Erfurt 2001, CD-ROM

Gordana Ercegovac-Jagnjić, lecturer

Institution: Department of Mathematics

e-mail address: ; web page: www.vusos.hr

Gordana Ercegovac-Jagnjić was born in Osijek, on April 4, 1968. She completed primary and secondary music school education in the field of specialisation: pianist and theory, as well as high school, both in Osijek. In 1985 she started to study music and graduated in 1989 under supervision of Marko Ruždjak. She also obtained her BA degree in Croatian language and literature.

Ms Ercegovac-Jagnjić became eligible for her MMus degree finals at the scientific postgraduate interfaculty study program in music pedagogy at the Academy of Music in Zagreb and the Department of Pedagogy – Pedagogic sciences of the Faculty of Philosophy in Zagreb.

From 1989 to 1991 she worked as music teacher at the “Braća Ribar” high school, as well as secondary schools of agriculture and trade in Osijek. She also worked as a part-time associate at the Faculty of Education in Osijek in charge with the course Musical instrument playing at the Teacher Studies Department and the Pre-school Teacher Training Department.

From 1991 to 1996 Ms Ercegovac-Jagnjić worked as a full-time teaching associate taking care of the courses Musical instrument playing I and Musical instrument playing II at the Teacher Studies Department and the Pre-school Teacher Training Department. In April 1994 she organised two seminars at the Faculty of Education in Osijek for class teachers coming from the Osijek-Barany County covering the following topics: Singing and musical instrument playing and Listening in music classes of primary school junior grades. She is a co-author and rehearser of the music-and-stage project *Awaiting Christmas* (Faculty of Education in Osijek, December 1994).

From 1997 to 1998 Ms Ercegovac-Jagnjić worked as a full-time lecturer of music courses (Music, Teaching music, Listening to music, Music and teaching music, Singing and musical instrument playing) at the Teacher and Pre-school teacher courses of study.

As a result of reorganisation of the J.J. Strossmayer University, she has been a full-time lecturer at the Teacher Training College, Teacher and Pre-school Teacher Studies since 1998.

She compiled curricula referring to mandatory and elective courses at the class teacher course of study: Music I, II; Teaching music, Musical instrument playing I, II, III; Listening to music; Singing and musical instrument playing; Working with children's choir; Children's musical creativity, and at the pre-school teacher course of study: Music and teaching music; Musical instrument playing I, II; Children's musical creativity.

Ms Ercegovac-Jagnjić is a thesis advisor to about 100 students at both class teacher and pre-school teacher courses of study.

In 2003 she was appointed head of the Teacher Studies Department.

She is a member of the Croatian Association for Musicology.

In 2004 she was appointed head of the National committee for teacher certification examination in the field of music in primary school junior grades by the Ministry of Science, Education and Sports.

In 2002 she was appointed lecturer in *arts*, field *music*, courses *Music*, *Music and teaching music*, and *Teaching music*.

Five recent publications proving lecturer's competence for the course:

Ercegovac-Jagnjić, G., Djetinjstvo uz glazbu, Zbornik radova sa znanstvenog i stručnog skupa s međunarodnim sudjelovanjem Dijete i djetinjstvo - teorija i praksa predškolskoga odgoja, Osijek, October 2003, pp. 78-88

Ercegovac-Jagnjić, G., Rončević, S., Važnost kontinuiranosti nastave glazbene kulture u osnovnim i srednjim školama sa studijima razredne nastave i predškolskoga odgoja, Zbornik radova sa znanstveno-stručnog skupa Dijete, odgojitelj i učitelj, Zadar-Preko, May 2004, pp. 279-290

Ercegovac-Jagnjić, G., Glazbeno obrazovanje učitelja kao bitni čimbenik predstojeće reforme školstva, Zbornik radova Stručnog odjela za izobrazbu učitelja i odgojitelja predškolske djece (Ed. R. Bacalja), Zadar, 2004, pp. 152-161

Šenk, L., Ercegovac-Jagnjić, G., Poteškoće u nastavi sviranja na učiteljskom studiju, Život i škola, No. 12, Osijek, 2004, pp. 116-124

Dr. sc. Mario Essert, associate professor

Institution: Faculty of Mechanical Engineering and Naval Architecture, Zagreb

e-mail address: messert@fsb.hr; web page: www.fsb.hr

Mario Essert was born in Ston, August 25, 1954. He finished primary school in Ston and high school in Dubrovnik. He received his BSc, MSc and PhD degree all from the Faculty of Electrical Engineering in Zagreb in 1977, 1982, and 1986, respectively.

After graduation he worked in SOUR "Rade Končar", since October 1978 as an assistant, since 1989 as an assistant professor, and since 1995 as an associate professor at the Department of automation and measuring techniques (today Department of robotics and automation of production systems) at the Faculty of Mechanical Engineering and Naval Architecture in Zagreb. He lectures the courses in Electrical Engineering, and participates in many other courses (Computer-aided process control, Object programming, Computer simulations, Computer mathematics, [Algorithm techniques](#), [WEB programming](#), [Multimedia](#), [Simulations and simulation languages](#)). Dr. Essert participates in many scientific projects supported by the Ministry of Science and Technology.

From May 1990 to June 1991 by means of EU scholarships he participated in the scientific project headed by Dr. Zvonimir Janko "The application of supercomputers for the construction of symmetrical block designs" at the Institute of Mathematics, University of Heidelberg, Germany. At the invitation of Dr. Krešimir Veselić, in October 1999 and May 2001 Dr. Essert stayed at the Institute of Mathematical Physics, Fernuniversität Hagen, Germany. Cooperation on the project "Distance learning math" was initiated.

Dr. Essert founded the Centre for computer mathematics at the Faculty of Mechanical Engineering and Naval Architecture, which gathers all interested Departments. The goal of the Centre is to foster teaching and scientific aspects of computer mathematics in technical environment.

In honour of the Pope's first visit to Croatia in 1994 and in cooperation with D. Botički, he made the Interactive Bible concordance for PC computers. New software versions are available for Windows and the Internet, and since 2002 a CD version is available, published by KS Zagreb.

Dr. Essert is a member of KoREMA, SIAM and SIAG, and of the associations HKDPD and DPG. He is married with three children.

Dr. Essert was appointed professor in 2001.

Five recent publications proving lecturer's competence for the course:

Čepulić, V.; Essert, M., *Biplanes (56,11,2) with Automorphism Group $Z_2 \times Z_2$ Fixing Some Point*, Journal of Combinatorial Theory, Series A, Vol. 48, No. 2, (1988), 239-246.

Essert, M., *An efficient algorithm for saving ordered sets in a compacted form*, International Journal of Computer Mathematics, Vol. 34 (1990), 65-70.

Essert, M.; Čengija, D., *Distance learning project*, 3. European mathematical conference, Barcelona 2000, <http://www.iec.es/3ecm>

Papić, G.; Essert, M., *Web collaboration portal*, 13th DAAAM international symposium "Intelligent Manufacturing & Automation: Learning from the Nature", Wien, 2002.

Mauser, B.; Magdić, A.; Essert, M. Writing on-line mathematical documents, *Annals of DAAAM for 2004 & Proc. of the 15th International DAAAM Symposium / Wien, 2004.*

Ivanka Ferčec, lecturer

Institution: Faculty of Electrical Engineering in Osijek

e-mail address: ivanka.fercec@etfos.hr; web page: www.etfos.hr

I. Ferčec was born in 1969. She completed her primary and secondary school education in Osijek. In 1994 she obtained her Bachelor of Arts degree in English language and literature and German language and literature from the J.J. Strossmayer University of Osijek, Faculty of Education. In 1997 she enrolled in the postgraduate studies programme in linguistics at the Faculty of Philosophy, University of Zagreb.

She worked as an English and German teacher in Josipovac primary school, German interpreter with the Malteserhilfsdienst, and interpreter/translator with the UN Military Observers Team in Osijek. On May 1, 1995 she started to work at the Faculty of Electrical Engineering, J.J. Strossmayer University of Osijek, first as a teaching associate, and since September 10, 2001 as a lecturer. On November 12, 2001 she was appointed head of the Foreign Languages Department at the Faculty of Electrical Engineering, J.J. Strossmayer University of Osijek.

She participated in the realisation of one scientific-research project and currently she is taking part in three projects supported by the Ministry of Science, Education and Sports. She is the author of one course book and two professional papers, and a co-author of one scientific paper.

She is a member of the Croatian Applied Linguistics Society (HDPL), Croatian Association of Teachers of English (HUPE), and Croatian Association of Teachers of German (KDV).

In addition to teaching courses English and German at both the application-oriented level and the Bachelor level at the Faculty of Electrical Engineering, J.J. Strossmayer University of Osijek, as well as English and German for Mathematics and Computer Science/Physics at the Department of Mathematics, J.J. Strossmayer University of Osijek, she is involved in translating and proofreading of papers published in the international scientific journal "Mathematical Communications". She also proofreads, and (partially) translates research and vocational papers related to the fields of technical and natural sciences.

Five recent publications proving lecturer's competence for the course:

Course package:

Ferčec, I. *A Course in Scientific English: Mathematics, Physics, Computer Science*, Odjel za matematiku/Elektrotehnički fakultet, Osijek, 2001.

Articles:

Ferčec, I. (2003.) *O etimologiji engleskih naziva za brojeve od nula do deset*, Strani jezici 32: 55-60.

Ferčec, I. (2004.) *Uporaba računala u nastavi stranog jezika*, Zbornik HDPL Zagreb – Rijeka, 145-151.

Znanstveni članak:

Omazić, M., Ferčec, I. (2003.) *Metafora i metonimija – dio konceptualne motivacije u procesu razumijevanja frazema*, Zbornik HDPL Zagreb – Rijeka, 533-543.

Vera Filipović, senior lecturer

Institution: Faculty of Teacher Education in Osijek

e-mail: vera.filipovic@vusos.hr ; web page: www.vusos.hr

Vera Filipović was born in 1949 in Vinkovci where she went to primary and high school. She graduated at the Faculty of Physical Education of the University of Zagreb in 1973. She got a degree in Physical Education (PE), specialising in Recreation. In 1975 she became a ski instructor and in 1987 she got her Master's degree in Novi Sad. In 1996 she became a tennis instructor at the Austrian Tennis Federation.

In 1981 Vera became a PE lecturer at the Faculty of Education in Osijek, and later on, in 2003 she became a Social Sciences lecturer specialized in the field of Kinesiology as a part of Physical Education.

Vera worked as a PE teacher at School Center of Economics in 1974, after which she started working in Bad Durrheim, Germany as a sports teacher within a health program for young employees of an insurance company till 1977. From 1977 till 1981 she worked as a Physical Education teacher at a high school for young people with special needs in the city of Wetter, Germany.

In 1981 Vera started working as a PE lecturer at the Faculty of Education in Osijek. From 1981 till 1987 she was teaching sport and rhythmic gymnastics and skiing exercises at the PE Studies at the Faculty of Education.

In 1987 after cancelling the PE Studies, Vera started teaching PE at the PE Department at the Faculty of Education. In 1993 she transferred to Teachers' Studies at the Faculty of Education where she started teaching PE to students of Preschool and Elementary Education Departments. In 1999 after establishing the Teacher Training College in Osijek, Vera became the head of the PE Department where she still works.

Also, from 1999 till 2002 Vera was teaching PE at the Teacher Training College in Slavonski Brod and in 2000/2001 she was teaching PE Methodology at the Faculty of Education and giving seminars in Basics of Kinesiology.

Since 2002 Vera has been teaching Rhythmics and dancing at Teacher Training College in Slavonski Brod and since 2004 at the Department for Preschool Education. During her longterm work, Vera organized and participated in numerous activities. As a child, she participated in gymnastics competitions and as a student she organized various sporting events for children and adults, e.g. skiing school for children, active recovery for workers in the summer and winter time, swimming and water-skiing schools; she was a referee at a well-known event «Adriatic gatherings». She was a competitor in the German tennis league and the recreational tennis tournaments in Germany.

She was a recreational coach for women in Germany and for her female colleagues from the University in Osijek. Vera worked as a tennis coach in the international tennis camp and as a therapeutic riding coach. She participated in various seminars and meetings connected to mentioned activities. She was recognized for her work in the development of skiing, gymnastics and therapeutic riding. Vera runs tennis and skiing schools.

She regularly goes skiing, swimming, ice-skating, ski-running, plays tennis, does Yoga and she meditates. Vera welcomes new and alternative ways of life that promote health and harmony.

Five recent publications proving lecturer's competence for the course:

Filipović, V., Rastovski, D.: Prikaz sata nastave tjelesne i zdravstvene kulture u fitness studijusa studentima Visoke učiteljske škole u Osijeku, ERS, glasilo pedagoga TZK grada Rijeke, Rijeka 2002.

Rastovski, D., Kraljević, Z., Filipović, V.: Interes studenata Pedagoškog fakulteta u Osijeku za nastavu TZK, Zbornik radova 11, Ljetne škole kineziologa RH Rovinj, 2002.

Filipović, V., Kraljević, Z.: Jedan od mogućih putova osuvremenjivanja nastave TZK, ERS, glasilo pedagoga TZK grada Rijeke, Rijeka 2002.

Filipović, V., Kraljević, Z.: Plivanje u učiteljskom / odgajateljskom studiju, Zbornik sažetaka, Znanstveno – stručni skup Treći dani Mate Demarina VUŠ, Petrinja 2002.

Filipović, V., Kraljević, Z.: Prednost i nedostaci nastave TZK u suprotnoj smjeni, Zbornik sažetaka, Znanstveno-stručni skup Treći dani Mate Demarina VUŠ, 2002.

Ksenija Gal, lecturer

Institution: I. Grammar School, Osijek

e-mail address: ksenija.gal@vusos.hr; web page: www.vusos.hr

K. Gal was born in Osijek in 1976. After primary school she attended 2nd language high school in Osijek. She studied English and German language and literature at the Faculty of Education in Osijek. She graduated in 1999. She has been working as English teacher at primary school Franjo Krežma since 1999 and as English and German teacher at the 1st grammar school since 2000. In 2000 she worked as a teacher trainer with students from Teacher Training College and since 2000 she has been a teacher trainer for students from Faculty of Philosophy. She has been working as an associate at the Teacher Training College since October 2001 where she teaches English language practice I. In 1999/2000 she attended and finished a course in methodology organised by the Open society Croatia. She also attended an international summer school in Hungary (Pecs) dealing with *Learner-centred teaching*. The summer school was organized by the British Council Hungary. She also worked as a local organizer at two international summer schools in Osijek (in 2003 and 2004) organised by the British Council Croatia and financed by A. S. Hornby Educational trust. She spent some time in the English speaking countries (1995 in the USA, 1998 in Great Britain).

In 2004 she took part in developing additional material (lesson planning) for the textbook Way to go 1 for grade 4 for the publishing house *Školska knjiga*.

Her students' achievements: one student got the 2nd prize at the international creative writing competition organised by Cambridge University Press. Two students got the 1st and the 3rd prize at *Intercooltural* story writing competition organised by the British Council Hungary.

Publications:

Bjedov, V., Gal, K., Kretić Majer, J. (2004.). Put do timskog rada u nastavi. *Život i škola* 12 / (2/2004.), 41-46.

Mr. sc. Branko Hrpka, lecturer

Institution: Narodna tehnika, Osijek

e-mail address: info@tehnika-osijek.hr; web page: www.tehnika-osijek.hr

Branko Hrpka was born in Bistrici, in 1949. He completed his primary and secondary school education in Osijek, where he received his degree in practical technical education from the Faculty of Education. He worked for three years as physics and technical education teacher in primary school and a juvenile institution, and in 1986 he was appointed technical education adviser in the Ministry of Science, Education and Sports. Currently he is the administrative secretary of Zajednica tehničke kulture and the general manager of «Tema» School of computing.

Branko Hrpka has dedicated most of his life to working with children and young people in various fields, many of whom have received a lot of awards. He founded the first computer classroom in Slavonia and Baranya. He has been awarded for his work several times. The most important award is the National award for the field of technical education "Faust Vrančić" for the year 1997.

Branko Hrpka has been a member of the committee for computer science competitions both at the city and county level and the author of tasks in the LOGO programming language for the last ten years. He is also head of the National committee for competitions in construction and the author of tasks.

He is the author of the textbook on the LOGO programming language and a co-author of technical education textbooks in respective primary school senior grades.

Since the academic year 2002/03 Branko Hrpka has been a part-time staff member at the Teacher Training College in Osijek, where he partly participates in the realisation of the course LOGO programming language.

Appointment pending.

Five recent publications proving lecturer's competence for the course:

Branko Hrpka: LOGO 4.0, Pentium, Vinkovci, 2001.

Josip Hasenohrl, Renata Bradvica, Branko Hrpka: Tehnička kultura 5 - Udžbenik za 5. razred osnovne škole, Alfa, Zagreb, 2000.

Josip Hasenohrl, Renata Bradvica, Branko Hrpka: Tehnička kultura 5 - Vježbe i radni zadaci za 5. razred osnovne škole, Alfa, Zagreb, 2000.

Branko Hrpka, Renata Bradvica, Josip Hasenohrl: Metodički priručnik - Tehnička kultura 5, Alfa, Zagreb, 2002.

Renata Bradvica, Josip Hasenohrl, Branko Hrpka: Metodički priručnik - Tehnička kultura 6, Alfa, Zagreb, 2002.

Izv. prof. dr. sc. Stanislava Irović, associate professor

Institution: Faculty of Teacher Education in Osijek

e-mail address: stanislava.irovic@vusos.hr, nasta_bi@yahoo.com ; web page: www.vusos.hr

Stanislava Irović was born in Osijek, on November 17, 1949. In 1971 she received her BA degree in Croatian language and literature from the Teacher Training College in Osijek, and in 1974 she completed a part-time course of study of pre-school education. In 1978 she graduated from the Faculty of Philosophy in Zagreb and obtained her bachelor's degree in pedagogy. In 1983 she obtained her master's degree in pedagogy (with the thesis *Cognitive inquisitiveness and curiosity and intellectual emotions in pre-school education*) and in 1992 her doctoral degree also in pedagogy (with the dissertation *Educator-child communication and cognitive inquisitiveness and curiosity of pre-school children*) both from the Faculty of Philosophy in Zagreb.

From 1972 to 1979 she worked at the Center for Pre-school Education as a pre-school teacher, and from 1974 to 1979 as a student supervisor in kindergarten training facility.

From 1979 to 1997 she worked at the Faculty of Education in Osijek as a lecturer and assistant professor. In 2002 she was appointed associate professor.

Dr. Irović is head of the courses Research methodology in pedagogy and Methodology of teaching in pre-school education at the Pre-school Teacher Training Department of the Faculty of Education in Osijek, i.e. the Teacher Training College since 1999 (presently Faculty of Teacher Education). She was a visiting professor at the postgraduate studies in pedagogy at the Faculty of Philosophy in Zagreb. She was once a member of the Master's Degree Commission at the Faculty of Philosophy in Zagreb. In academic year 2004/05 she taught the course in General pedagogy as a part-time associate at the Faculty of Philosophy, Academy of Arts and the Department of Mathematics of the J. J. Strossmayer University of Osijek.

She is currently head of the Pre-school Teacher Training Department at the Teacher Training College in Osijek.

Dr. Irović has participated in about 15 international scientific conferences as well as Croatian scientific and professional conferences. She has published scientific and professional papers in journals and conference proceedings from the field of pedagogy. She has reviewed several scientific and professional monographs and papers. Together with N. Babić, Dr. Irović was Editor-in-Chief of three conference proceedings; she was a member of organising committees of various scientific and professional conferences.

Dr. Irović is a co-author of a study on university education and the system of promotion of pre-school educators, author/co-author of curricula referring to both undergraduate pre-school education courses and undergraduate and postgraduate courses of study in pedagogy.

Dr. Irović has participated in 4 Croatian scientific-research projects: Children at War, principal investigator Dr. Miomir Žužul; Some Aspects of Communication Model in Pre-school Education (5-07-123, 1992-1995), principal investigator Dr. Nada Babić; Developmental Impacts of Parent-educator Interaction on Child Autonomy (122002, 1997-1999), principal investigator Dr. Nada Babić; and Constructivism and Developmentally Appropriate Practice in Pre-school Programs (0245001), principal investigator Dr. Nada Babić

In 2002 Dr. Irović was appointed associate professor in *social sciences*, field *educational sciences*, branch *pedagogy*.

Five recent publications proving lecturer's competence for the course:

Babić, N., Irović, S. (2000), *Strategije interaktivnoga učenja u izobrazbi studenata – budućih odgojitelja, učitelja*, in: Mednarodni znanstveni posvet Didaktični in metodični vidiki nadaljnega razvoja izobraževanja, Knjiga referatov, (Eds. Kramar, M., Duh, M.), Univerza v Mariboru, Pedagoška fakulteta, Maribor, Slovenija, pp. 270 –275

Babić, N., Irović, S. (2000) *The Value System and Parental Behaviour in Interaction with Children*, in: Social Educational Changes in Pre-school Education, Scientific publications dedicated to 150th anniversary of kindergarten in Lithuania and 100th anniversary of Lithuanian kindergarten, (Ed. Juodaityte, A.), Klaipėdos Universitetas, Klaipėda, Lithuania, pp. 86 –91

Babić, N., Irović, S. (2001) *Educational and cultural identity*, in: Elementy techniki i sztuki w edukacji regionalnej dzieci w wieku przedszkolnym i wczesnoszkolnym (Ed. Kraszewski, K.), Wydawnictwo Oświatowe FOSZE, Rzeszów – Kraków

Babić, N. Irović, S. (2001) *Učenje i poučavanje u predškolskim programima u svjetlu konstruktivizma*, Napredak, 142 (1), 39-50

Babić, N., Irović, S. (2003) *Suvremene informacijske tehnologije i edukacija*, Informatologija, 2003, 36, 1:8-14

Babić, N. Irović, S. (2004). *Trideset godina obrazovanja predškolskih odgojitelja u Osijeku*, Sveučilište J. J. Strossmayera u Osijeku, Visoka učiteljska škola, Grafika d.o.o. Osijek.

Doc. dr. sc. Antoaneta Klobučar

Institution: Faculty of Economics, Osijek

e-mail address: aneta@efos.hr; web page: www.efos.hr

Antoaneta Klobučar was born in Vinkovci, September 17, 1963.

Education:

1999 assistant professor at the Faculty of Economics, J.J. Strossmayer University of Osijek
1997 PhD degree in Mathematics from the Department of Mathematics, University of Zagreb
1990 MSc degree in Mathematics from the Department of Mathematics, University of Zagreb
1986 BSc degree in Mathematics and Physics from the Faculty of Education, J.J. Strossmayer University of Osijek

Languages: Croatian and German – active, English - passive

Professional activities:

2003 - Department of Mathematics, J.J. Strossmayer University of Osijek
1986 - J.J. Strossmayer University of Osijek, Faculty of Economics
1986 "Ruder Bošković" Nursing school in Osijek

Professional improvement and advanced training:

One-month study stays at the Montanuniversität in Leoben, Austria
September, 1992
June, 1994
June, 1996

Main research fields:

Graph theory

In 2004 Dr. Klobučar was reappointed assistant professor.

Five recent publications proving lecturer's competence for the course:

2005. A. Klobucar, On the k -dominating number of Cartesian products of two paths, *Mathematica Slovaca*, Vol 99 (to be apper)
2004. A. Klobucar, Total domination numbers of Cartesian products, *Mathematical Communications*, Vol.9. (2004), No.1.
2004. A. Klobucar, Some results about independent sets and independent dominating sets on the strong product of graphs and its applications, *KOI 2004*.
2003. A. Klobucar, K -dominating sets of the Cartesian product of two paths in K.Soric, T.Hunjak, R.Scitovski: *Proceedings of the 9th International Conference on Operational Research - KOI 2002*, Trogir, Osijek, 2003, 111-119
2001. A. Klobucar, K -dominating sets of $P(2k+2) \times P_n$ and $P_m \times P_n$, *Ars Combinatoria*, 58(2001), 279-288
2000. A.Klobucar, N.Seifter, K -dominating sets of cardinal products of paths, *Ars Combinatoria*, (2000), 33-41

Doc. dr. sc. Zdenka Kolar-Begović

Institution: Faculty of Teacher Education in Osijek

e-mail address: zdenka.kolar@vusos.hr, zkolar@mathos.hr; web page: www.vusos.hr

Zdenka Kolar-Begović was born in Sremska Mitrovica, March 24, 1969.

She completed her primary and secondary school education in Vinkovci.

On January 15, 1993 she obtained her BSc degree in Mathematics and Physics from the Faculty of Education in Osijek (graduation paper titled *Integer functions*, supervisor Dr. Hrvoje Kraljević, full professor).

On February 4, 1999 she received her MSc degree from the Department of Mathematics, University of Zagreb (with the thesis titled *Geometry of heaps*, supervised by Dr. Mirko Polonijo, full professor).

On October 1, 2003 she obtained her PhD degree from the the Department of Mathematics, University of Zagreb (with the dissertation titled *Geometry of GS-quasigroups*, supervised by Dr. Vladimir Volenec, full professor).

Upon her graduation she was employed as an assistant at the Department of Mathematics, Faculty of Education in Osijek. Since 1999 when she was appointed assistant and after reorganisation of the Faculty of Education, Dr. Kolar-Begović is employed at the Department of Mathematics and the Teacher Training College in Osijek.

Dr. Kolar Begović has participated in 4 international conferences.

She participates as a researcher in the project 0037102 *Geometric and algebraic geometric structures*, whose principal investigator is Dr. Vladimir Volenec, full professor.

She is a member of the Croatian Mathematical Society.

Dr. Kolar-Begović was appointed assistant professor in 2004.

Five recent publications proving lecturer's competence for the course:

V. Volenec and Z. Kolar-Begović, *Affine-regular pentagons in GS-quasigroups*, Quasigroups and related systems **12** (2004), 103-112.

Z. Kolar-Begović, V. Volenec, *DGS-trapezoids in GS-quasigroups*, Mathematical Communications **8** (2003), 215-218.

Pavleković Margita; Kolar-Begović Zdenka, *Teachers contribution to the modernization of teaching mathematics*, II Proceeding of the International Scientific colloquium on Contemporary teaching in Osijek /2002/Peko A.(ur). Osijek:PF, Osijek, 2005. 120-131.

V. Volenec, Z.Kolar, *GS-trapezoids in GS-quasigroups*, Mathematical Communications **7** (2002) No.2, 143-158.

Z. Kolar, *Heap--ternary algebraic structure*, Mathematical Communications **5** (2000) No.2, 87--95.

Mr. sc. Nada Lagumdžija, college professor

Institution: Faculty of Teacher Education in Osijek

e-mail address: nada.lagumdžija@vusos.hr; web page: www.vusos.hr

Nada Lagumdžija was born on 23rd April 1942, in Ceremošnjak, Našice municipality. She completed her primary school education in Našice and secondary school in Osijek. Ms Lagumdžija finished the Teacher Training College and received her BA degree in Croatian language and literature from the Faculty of Education in Osijek. She obtained her MA degree in philology under supervision of Prof. Dragutin Rosandić from the Faculty of Philosophy in Zagreb. From 1961 to 1984 she worked as a class teacher, Croatian language teacher and PE teacher in primary schools in Osijek as well as a student supervisor of the Teacher Training College and the Faculty of Education in Osijek. From 1985 to 1998 Ms Lagumdžija worked at the Teacher Studies Department and the Pre-school Teacher Training Department within the Faculty of Education in Osijek as a teaching associate, lecturer, senior lecturer and college professor for the course Media and Croatian language teaching. Upon foundation of the Teacher Training College in Osijek she continues working at the Teacher Studies Department and the Pre-school Teacher Training Department. Ms Lagumdžija has directed her educational, teaching, scientific and professional activities towards the problems of teaching Croatian language and media. In addition to published books, she has published scientific and professional papers in conference proceedings and journals. By delivering numerous lectures at seminars for teachers in Croatia and Hungary she has contributed to their in-service training and improvement. She has had presentations at scientific and professional conferences in Osijek, Zagreb, and Dubrovnik. She attended an international seminar *Reading and Writing for Critical Thinking* during which she was educated and trained how to head such seminars. She has supervised students writing their graduation papers referring to Croatian language teaching, field Media. Since 1961 she has been a collaborator of the Institute of Education of the Republic of Croatia.

She is a member of the Croatian Reader's Society, Department for Croatian language of the Osijek Matica hrvatska branch, Croatian Pedagogic-Literary Association, Croatian Center for Educational Drama Zagreb, and an alternate member of the Croatian Academy of Educational Sciences.

In 1992 Nada Lagumdžija was appointed head of the National committee for teacher certification examination in the field of Croatian language teaching.

From 1998 to 2000 she was head of the Teacher Studies Department.

In recognition of her outstanding services in the field of teaching and extracurricular activities as well as scientific and research work, Ms Lagumdžija has received numerous honours and awards.

In 2001 she was appointed college professor in *humanities*, field *linguistics*, course *Croatian language teaching*.

Five recent publications proving lecturer's competence for the course:

Lagumdžija, N. (2000). *Basna u osnovnoškolskoj nastavi književnosti*, Second edition, Zagreb: HENA COM

Lagumdžija, N., Car-Martinović, Lj.; Čičko, H.; Danev, M.; Dukat, Z.; Janković, M.; Mihanović-Salopek, H.; Pila, B.; Visinko, K. (2000.). *Zlatna lađa*. Zagreb, Mozaik knjiga

Lagumdžija, N., Pavešković, A.; Mihanović-Salopek, H.; Velički, V.; Visinko, K.; Zalar, D.; Zalar, I.; Zima, D. (2001). *Zlatna lađa*. Mozaik knjiga

Lagumdžija, N., Fulgozi- Pavlović, A.; Pavešković, A.; Visinko, K.; Zima, D. (2002). *Zlatna lađa*. Zagreb, Mozaik knjiga

Lagumdžija, N. (1999). *Metodički pristup dramskoj/scenskoj umjetnosti u mlađim razredima osnovne škole*. In: *Život i škola*, pp. 135-152, No. 1 and 2. Osijek, Pedagoški fakultet and Visoka učiteljska škola u Osijeku

Lagumdžija, N. (2001). *Metodički pristupi interpretaciji bajke u suvremenim metodičkim sustavima nastave književnosti*. In the Conference Proceedings "Zlatni danci 3", pp. 209-213. Osijek: Visoka učiteljska škola.

Lagumdžija, N. (2002). *Naše početnice za učenje hrvatskoga jezika*. In: *Metodika - časopis za teoriju i praksu metodike u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi*, pp. 173-198. Zagreb: Učiteljska akademija u Zagrebu.

Lana Mayer, assistant

Institution: Faculty of Teacher Education in Osijek

e-mail address: лана.мeyer@vusos.hr ; web page: www.vusos.hr

L. Mayer was born in 1979 in Vukovar. From 1991 till 1997 she lived in Gevelsberg, Germany. She graduated from a grammar school in Osijek in 1998. In the same year she enrolled in the studies of German and English language and literature at the Faculty of Education in Osijek. As a student, she took part in several courses and seminars held in German language: South Tyrol 2001, Weimar 2001, Premuda 2002, Dugi Otok 2002. In October 2002 she was granted the Dean's Award for excellence. Having been granted a scholarship of the Austrian Culture and Education Ministry, she was in Vienna from October 2002 to February 2003, doing research work for her graduation paper. In 2003/2004 she worked as a teacher of German and English in a primary school (Šesta osnovna škola) in Vukovar. In 2004 she graduated from the Faculty of Philosophy in Osijek thus receiving the degree of a teacher of German and English language and literature. In autumn 2004 she enrolled in postgraduate studies in literature at the Faculty of Philosophy in Zagreb.

Mr. sc. Vesnica Mlinarević, lecturer

Institution: Faculty of Teacher Education in Osijek

e-mail address: vesnica.mlinarevic@vusos.hr ; web page: www.vusos.hr

Vesnica Mlinarević was born in Osijek, on 21st October 1959. She obtained her BA degree in pre-school education and pedagogy from the Faculty of Education in Osijek.

She worked as adviser in the Center for Pre-school Education in Osijek and the Institute of Education Promotion, Ministry of Education and Sports of the Republic of Croatia. While working within the Ministry, she organised and delivered lectures at about 70 professional seminars and conferences for pre-school, primary and secondary school teachers and educators, pedagogues and principals at the county and national level. She is head of the National committee for pre-school teacher certification examination for five Slavonian counties.

Ms Mlinarević is a lecturer at the Teacher Training College in Osijek (Faculty of Teacher Education) and a part-time associate at the Faculty of Education in Osijek and the Institute of Education of the Republic of Croatia. In 2004 she obtained her MA degree in pedagogy from the Faculty of Philosophy in Zagreb with the thesis "Pedagogic implications of styles how secondary school pupils spend their leisure time".

She is a collaborator on the project "Research- and activity-based modern teaching" within the Ministry of Science, Education and Sports.

She is a member of the Pedagogy Association of the Republic of Croatia, as well as Matica hrvatska, Osijek branch. She is head of the Department for organising leisure time of the youth in the city of Osijek, within Matica hrvatska, Osijek branch.

In 2003 Vesnica Mlinarević appointed lecturer in *social sciences*, field *educational sciences*, branch *pedagogy*.

Five recent publications proving lecturer's competence for the course:

Mlinarević, V. (1999). Pretpostavke kvalitetnog sustava predškolskog odgoja. In: Babić N. (Ed.), Zbornik radova stručnog i znanstvenog skupa, Kvalitetno djelovati – dobro se osjećati (pp. 31-36), Centar za predškolski odgoj Osijek and Visoka učiteljska škola u Osijeku.

Mlinarević, V. (2000). Igra – učenje u socijalnim interakcijama. In: Zbornik radova, Učiti zajedno s djecom – učiti (pp. 97-101), Dječji vrtić Čakovec i Visoka učiteljska škola Čakovec, Čakovec

Mlinarević, V. (2000). Kompetencija odgojitelja i autonomija djeteta. U: Zbornik radova sa znanstvenog kolokvija s međunarodnim sudjelovanjem Interakcija odrasli – dijete i autonomija djeteta (pp.143-150), Sveučilište J. J. Strossmayera u Osijeku, Visoka učiteljska škola u Osijeku, Sveučilište u Rijeci Visoka učiteljska škola u Rijeci.

Mlinarević, V. (2002). Učitelj i odrednice uspješnog poučavanja, Časopis za teoriju i praksu odgoja i obrazovanja (pp.140-147), Život i škola, No.7/2002, Sveučilište J.J.Strossmayera u Osijeku, Pedagoški fakultet and Visoka učiteljska škola.

Mlinarević, V., Peko, A. Vujnović, M., (2003). Suradničkim učenjem prema zajednici učenja, Zbornik radova Sabora pedagoga Hrvatske, Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva, Hrvatski pedagoško-književni zbor, Zagreb.

Dr. sc. Željka Nemet, senior assistant

Institution: Faculty of Teacher Education in Osijek

e-mail address: znemet@vusos.hr, web page: www.vusos.hr

Ž. Nemet was born in Osijek in 1978. She completed elementary school in Osijek and graduated from high school in South Hamilton, Massachusetts (USA). Her university studies were completed at the Faculty of Education in Osijek, where she was awarded the title of the professor of English and German language and literature. Subsequently she was awarded a doctorate at Klagenfurt University (Austria) at the English Department (focus on media and communications).

Her professional experience includes teaching courses in business and technical English at Inlingua Kaernten and English Coach in Klagenfurt (Austria). Moreover she was coordinator and director of theatre projects at the Children's Theatre in Osijek, Slowenisches Gymnasium and Waldorfschule in Klagenfurt (experience drawn from acting courses at the Sommerschule für Theater und Strassentheater in Graz, Austria, and Theatre Summer School in Isola, Slovenia). Worked as an interpreter for the Department of Mathematics at the Klagenfurt University within the «MaMaEusch» Project, and as a lecturer at the Media and Communications Department.

She became senior assistant at the Teacher Training College in Osijek in July 2005.

Publications:

19. znanstveni skup **HDPL-a** s međunarodnim sudjelovanjem –

JEZIK_I_MEDIJI@Jedan_jezik:_više_svjetova

Strah od javnog nastupa i improvizacijski teatar. Knjižica sažetaka, 33. Urednica: Jagoda Granić.

Zagreb: Nacionalna i sveučilišna knjižnica, 2005.

Doc. dr. sc. Margita Pavleковић, college professor

Institution: Faculty of Teacher Education in Osijek

e-mail address: pavlekovic@vusos.hr; web page: www.vusos.hr

Margita Pavleковић was born in Dalj, December 8, 1948.

She completed her primary and secondary school education in Osijek (1955-1967) and graduated from the Teacher Training College obtained in Osijek (1967-1969) (graduation paper titled *On the sets of numbers*, supervised by Dr. Branimir Galić, assistant professor). She received her BSc degree from the Department of Mathematics, University of Zagreb (1971-1975) with the graduation paper titled *Algebra of dual and compound numbers and applications in geometry*, under supervision of Dr. Boris Pavković, full professor. She obtained her MSc degree from the Department of Mathematics, University of Belgrade (1981-1984) with the thesis titled *Solving systems of algebraic equations*, under supervision of Dr. Slaviša Prešić, full professor. In 1992 she obtained her PhD degree in Mathematics, branch Mathematics Teaching Methodology, from the Department of Mathematics, University of Zagreb with the dissertation titled *Difficulties in teaching mathematics to primary school senior graders and ways of their elimination*, under supervision of Dr. Boris Pavković, full professor.

She started to work as mathematics and physics teacher at primary school and mathematics and descriptive geometry teacher at high school in Osijek. From 1981 to 1999 she worked the Faculty of Education as assistant, scientific assistant and assistant professor in mathematics.

In academic year 1999/2000 due to reorganisation of the J.J. Strossmayer University of Osijek, she signed a work contract with a newly founded Department of Mathematics on 70% of working time, whereas for the remaining 30% of working hours she was employed at the Teacher Training College as assistant professor.

Since academic year 2000/2001 she is a full-time employee at the Teacher Training College, J.J. Strossmayer University of Osijek. In 2003 Dr. Pavleковић was appointed dean of that institution.

Since 1981 Dr. Pavleковић has conducted exercises and/or lectures in the following courses:
Mathematics Teaching Methodology I,II; Mathematics and Computer Science Teaching Methodology I,II;
Linear Algebra I,II; Vector Spaces I,II, III; Elementary Mathematics I,II;
Geometry Models; Calculus I,II; Methodology of Teaching Mathematics at Elementary Stages I,II.

Dr. Pavleковић has participated in 40 professional and 16 scientific conferences.

In 1987 she spent three months (February-May) at the Institute Mathematicum Universitatis Debreceniensis, Hungary (Dr. Tamásy Lajos, full professor), where she worked on selected chapters of *Differential geometry*.

Projects

Researcher in the scientific project 1-01-246 Teaching mathematics (principal investigator Dr. Boris Pavković, full professor, Department of Mathematics, University of Zagreb).

Researcher in the scientific project 122003 Pedagogical help to displaced and returnee children (principal investigator Dr. Anđelka Peko, assistant professor, Faculty of Education in Osijek) in the part pertaining to mathematics.

Researcher in the scientific project 122010 Educational model in the Croatian Danube Region (principal investigator Dr. Irena Vodopija, Faculty of Education in Osijek) in the part pertaining to mathematics.

Researcher in the international project *Reading and Writing for Critical Thinking Project-RWCT*, 1998

Principal investigator of the scientific project 122020 *Mathematics teaching methodology*.

Principal investigator of the scientific project o122020 *Mathematics teaching methodology – Strategies in Teaching Mathematics*.

Membership in scientific (or other) institutions

Member of the Croatian Mathematical Society.

Since 1991 a member of the Publishing Board of *Matematičko-fizički list*, Zagreb.

Since 1993 a member of the Editorial Board of *Matka*, journal for young mathematicians.

Since 1996 a member of the Mathematical Association of America.

Since 1999 a member of the Editorial Board of *Matematika i škola*, journal for mathematics education, Zagreb.

Since 1999 a member of the Editorial Board of *Život i škola*, Osijek.

Appointments by the Ministry of Science and Technology

In 1994 she was appointed head of the Commission for teacher certification examination in the field of mathematics for primary and secondary school teachers.

In 2000 she was appointed methodology reviewer of primary and secondary school textbooks in mathematics and computer science.

Dr. Margita Pavleковић is a tenured college professor. Reappointment pending.

Five recent publications proving lecturer's competence for the course:

M. Pavleковић i S. Duka, *Izoperimetrijski problem u istraživanjima učenika*, Zbornik radova Drugog kongresa nastavnika matematike, (uredio prof.dr.sc. Ivan Ivanšić i Petar Mladinić, prof.), Zagreb, 2004., 286-296.

Pavleковић Margita; Kolar-Begović Zdenka, *Teachers contribution to the modernization of teaching mathematics*, II Proceeding of the International Scientific colloquium on Contemporary teaching of Osijek /2002/ Peko A. (ur). Osijek:PF, Osijek, 2005. 120-131.

Pavleковић, M i Benšić, M., *Matematički časopis kao učiteljjev izvor ideja za suvremenijom organizacijom nastave matematike*, *Život i škola*, br. 9., Osijek, 2003., str. 39-49.

Pavleковиć, M. i Kolar, R., *Računalo u nastavi matematike*, *Poučak* 5 (2001), 44-47.

Pavleковиć, M., *Metodika nastave matematike s informatikom I*, Element, Zagreb, 2001. (drugo izdanje), 312str.

Doc. dr. sc. Anđelka Peko, assistant professor

Institution: Faculty of Teacher Education in Osijek

e-mail address: apeko@ffos.hr ; web page: www.vusos.hr

Anđelka Peko completed her primary and secondary school education in Osijek. In 1976 she obtained her bachelor's degree in pedagogy and psychology from the Faculty of Philosophy in Sarajevo. From 1977 to 1979 she worked as a pedagogy teacher at the Braća Ribar high school in Osijek. From 1979 to 1982 she worked as an assistant in the courses Didactics and Teaching mathematics at the Faculty of Education in Osijek.

In 1983 she worked as a psychologist at "Vrh Sućidar" primary school in Split. Since 1983 she has been working at the Faculty of Education in Osijek. In 1985 she obtained her MA degree in pedagogy from the Faculty of Philosophy in Zagreb with the thesis Influence of class communication on anxiety of third grade secondary (high) school students. She obtained her PhD degree in pedagogy from the same Faculty with the dissertation Effectiveness of the experimental program enhancing symmetry in class communication.

In 1997 she was appointed and in 2004 re-appointed assistant professor. Since 1977 she teaches Didactics, Alternative schools and Modern teaching strategies.

Dr. Peko has co-operated on various research projects: from 1986 to 1990 - project task 1.10.03.04.02 Influence of class communication on the position of secondary (high) school students. Since 1991 she is a member of the project Evaluation of the teaching process (5-07-063) with the topic: Possibility of measuring teacher's verbal activity.

Dr. Peko was principal investigator of the project (122003) Provision of pedagogic support to refugee and returnee children. During that period she was also a researcher on the project (122010) Educational model of teaching I in the Croatian Danube Basin. Since 2002 she is principal investigator of the project Research- and activity-based modern teaching (0122003).

She has published scientific and professional papers in journals and international and Croatian scientific and professional conference proceedings.

Together with I. Vodopija, Dr. Peko edited Conference proceedings on Education Evaluation, J. J. Strossmayer University of Osijek, Faculty of Education in Osijek, Osijek, 1998. Together with A. Mijatović, H. Vrgoč, A. Mrkonjić, and J. Ledić she edited the book Fundamentals of modern pedagogy (Hrvatski pedagoško-književni zbor, Zagreb, 1999.). Together with J. Janković Dr. Peko edited the book on the approaches which encourage affirmation, communication, non-violent conflict resolution, and peace education, Proni, Vukovar - Osijek, 2000.

Dr. Peko was a member of the Committee for Education which designed the National Framework for Educational Changes. She headed the Commissions for evaluation of work, success and quality of the Republic of Croatia, Ministry of Education and Sports (Zagreb, 2002).

In 2004 Dr. Peko was re-appointed assistant professor in *social sciences*, field *educational sciences*, branch *pedagogy*.

Five recent publications proving lecturer's competence for the course:

Peko, A., Pintarić, A. (1999), *Uvod u didaktiku hrvatskoga jezika*. Sveučilište Josipa Jurja Strossmayera u Osijeku, Pedagoški fakultet, Osijek

Peko, A. (1999), *Obrazovanje*, in: Osnove suvremene pedagogije, (Eds.: Mijatović, A., Vrgoč, H., Peko, A., Mrkonjić, A., Ledić, J.), Hrvatski pedagoško-književni zbor, Zagreb, pp. 203-223

Peko, A. (1998), *Praćenje i mjerenje nastavnikove uloge u nastavi - put k promjeni nastavne komunikacije*. in: Vrijednovanje obrazovanja, Osijek, 12-13 December 1996, Zbornik radova s međunarodnoga znanstvenoga skupa (Eds.: Peko, A., Vodopija, I.), Sveučilište J. J. Strossmayera u Osijeku, Pedagoški fakultet, Osijek, pp. 12.-23

Borić, E., Peko, A. (1998), *Poticanje i praćenje djelatnog odnosa prema okolišu*. in: Vrijednovanje obrazovanja, Osijek, 12-13 December 1996, Zbornik radova s međunarodnoga znanstvenoga skupa (Eds.: Peko, A., Vodopija, I.), Sveučilište J. J. Strossmayera u Osijeku, Pedagoški fakultet, Osijek, pp. 220-230

Hausner, S., Peko, A. (2000), *Poticanje autonomije učenika kroz rad na projektima*. in: Međunarodni znanstveni posvet Didaktični in metodični vidiki nadaljnega razvoja izobražavanja, Maribor, 25-26 November 1999, Knjiga referatov (Eds.: Kramar, M., Duh, M.), Univerza v Mariboru, Pedagoška fakulteta, Maribor, Slovenija, pp. 145-152

Prof. dr. sc. Ana Pintarić, full professor

Institution: Faculty of Philosophy, Osijek

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Born in Osijek (1944). Completed her postgraduate studies in 1984 at the Faculty of Philosophy in Zagreb. Defended her PhD dissertation titled *Methodological approach to literary and film character* in 1987 at the afore-mentioned faculty. She worked as a teacher of Croatian language and literature in elementary and grammar school, as well as teaching advisor for Croatian language and literature at the Ministry of Education and Culture, Institute for Education, Osijek. Since 1987 she has been a teaching associate – mentor in teaching practice to students of Croatian language and literature at the Faculty of Philosophy in Osijek, and since 1993 to present she has been employed full-time. At the Croatian Language and Literature Department she teaches courses in Croatian language teaching and Children's literature. Within postgraduate studies at the Faculty of Philosophy in Osijek *Croatian literature and language in the context of Central European literature and language* she teaches the elective course Croatian children's prose within the European context.

She was appointed the title of assistant professor in philology, branch literature, for the first time in 1993, and the second time the same title in 1994. In 2000 she was given the title of the associate professor in humanistic sciences. She became full professor in humanistic sciences – field linguistics and literature science – in 2004.

The focus of her scientific and professional work is the methodological approach to Croatian language and literature teaching, expressing and creating of media culture, and children's literature. Within the listed areas she produced 60 scientific and professional works and 7 books.

Up to the present she hosted 10 international scientific conferences and co-founded two of them: *Children in war and after*, interdisciplinary international scientific conference, and *Zlatni danci*, scientific conference on children's literature with international participation.

In total up to date she edited 10 almanacs from international scientific conferences and conferences with international participation.

She is editor-in-chief of the magazine for theory and practice in education *Life and School*. Moreover, she is member of the scientific council of the magazine *Diakovensia, theological contributions*, Theology in Đakovo and the editorial board of the magazine *Croatian*, Croatian Philological Society, Zagreb.

Dr. Pintarić is co-author of Croatian language teaching books, workbooks, literature notebooks, and teacher's books for the first, second, third and fourth grade of primary school *Zlatni dani 1, Zlatni dani 2, Zlatni dani 3 i Zlatni dani 4*. (Školska knjiga, Zagreb).

Up to present day she was head coordinator of the scientific project *Croatian children's literature within the European context*. She actively participated in the project *Croatian lexicology* (coordinator: dr. Ljiljana Kolenić), and at the moment participates in the project *Research of readers' interests and information needs of children and youth* (head researcher dr. Srećko Jelušić).

She is member of the committee for defending PhD and Master's theses (at the Faculty of Philosophy in Zagreb), and was appointed mentor for designing of a Master's thesis (at the Faculty of Philosophy in Osijek).

Every year she presents her work at 4-5 Croatian and international scientific conferences.

She was appointed vice dean of the Faculty of Philosophy (former Faculty of Education) twice (1996-1998 and 1998-2000). Dr. Pintarić is presently dean of the Faculty of Philosophy on her second term.

Based on Article 98 of the Constitution of the Republic of Croatia and by the decision of the president of the Republic dr. Franjo Tuđman she was ordained with the Red Danice Hrvatske bearing the image of Ruđer Bošković. In 2004 she was appointed the title of full professor.

Five recent publications proving lecturer's competence for the course:

BOOKS:

Pintarić, Ana: Bajke – pregled i interpretacije, Matica hrvatska Osijek, 1999.

Pintarić, Ana: U svjetlu interpretacije – Roman Striborovim stazama Snježane Grković-Janović, Pedagoški fakultet Osijek, 2003.

Pintarić, Ana: U svjetlu interpretacije – Zlatni danci Jagode Truhelke, Filozofski fakultet Osijek, 2004.

ARTICLES:

Pintarić, Ana: Osječke basne.//Zlatni danci 4 – Basne, Pedagoški fakultet Osijek, 2003., str. 193-207.

Pintarić, Ana: Pjesmopriče o životinjama Dunje Kalilić za male veliše i velike mališe, Knjižnice Grada Zagreba, 2002., str. 56-69.

Mr. sc. Željko Popović, college professor

Institution: Faculty of Teacher Education in Osijek

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Education and degrees

Born 1958 in Zagreb. 1981 B.Sc. degree in Biology and Chemistry at the Faculty of Education, Josip Juraj Strossmayer University in Osijek. M.Sc. in Biology – Hydrobiology on the Postgraduate Study at the Faculty of Science, University of Zagreb.

Ranks

1983 *Assistant*, 1987 *Research Assistant*, 1995 habilitation, 1997 *Lecturer*, 1998 *Senior Lecturer*, 2001 *College Professor* of nature sciences, field biology, 2005 *College Professor* second (permanent) appointment.

Employment, courses

1983 was employed at the Biology Department of the Faculty of Education at the University of Osijek teaching laboratory courses: Lower plants, General botany, Field work for biology and chemistry second year students, as well as partly Special botany I (lower plant lectures), Limnology, and Cytology lab-work. After establishing of the Teacher Training College, which was a part of the Faculty of Education, from 1995 works at both institutions, at the end of 2000 at the Teacher Training College teaching the following courses: Nature and science, Field work, Ecology and hygiene, Methodology of science and society – practical work.

New courses

Created programmes for Limnology as a facultative obligatory course for biology and chemistry students at the Faculty of Education in Osijek; Basics of Ecology, Ecology and Hygiene, and Field Work for students at Teachers Training College in Osijek.

Projects

1984-1989 "Biological and ecological investigations of "Kopački rit" – phytoplankton research and lower plants research of the Nature Reserve "Kopački rit" and Slavonia and Baranja region,
1996 "Teaching for Environment" – biological waste treatment,
1997-1998 "Revitalisation of Stara Drava" – phytoplankton ecology,
From 1998 "Leaves anatomy of damaged trees of the abies (*Abies alba* Mill.) " – leaf anatomy of the damaged abies trees in the Risnjak National Park in the comparison to air pollution.

Study abroad

1985 Gent, Belgium; 1987 Lund, Sweden (scholarship of Swedish National Institute), phytoplankton research.

Publications and activities

Thirteen scientific and two professional papers, contributed at eighteen scientific and professional meetings and congresses in Croatia and elsewhere with eleven published abstracts. Gave several public and invited lectures on ecological topics and two round tables. Led ecological and botanical summer courses. Was a member of the editorial board of the Limnological Reports (Vol. 33), Proceedings of the 33rd IAD (International Association for Danube Research) Conference in Osijek 2000. A member of several scientific and professional associations.

Five recent publications proving lecturer's competence for the course:

- BAČIĆ, T. and Ž. POPOVIĆ, 1998: Preliminary report on epicuticular wax surface condition on stomata of *Abies alba* Mill. needles from National park "Risnjak" in Croatia. Acta Biologica Cracoviensia Series Botanica, Vol. **40**:25-31.
- POPOVIĆ, Ž., 1999: Terenska nastava na učiteljskom studiju. Zbornik radova znanstvenog skupa "125 godina poslije", Ur.: M. Matas i H. Vrgoč, Hrvatski pedagoško književni zbor, Zagreb i Visoka učiteljska škola, Petrinja, 62-65.
- HORVATIĆ, J., F. JOVIĆ, Ž. POPOVIĆ, 2000: Model of the algal growth potential (AGP) of *Chlorella kessleri* FOT et NOV. in vitro samples from lake Sakadaš by miniaturized bioassay. Proceedings of the 33th IAD Conference, Osijek, Limnological Reports, Vol. **33**:81-88.
- BAČIĆ, T., Z. UŽAREVIĆ, LJ. GRGIĆ, J. ROŠA and Ž. POPOVIĆ, 2003: Chlorophylls and carotenoids in needles of damaged fir (*Abies alba* Mill.) from Risnjak National Park in Croatia. Acta Biologica Cracoviensia Series Botanica, Vol. **45**/2:87-92.
- POPOVIĆ, Ž., 2004: Prirodoslovlje u školovanju učitelja u Osijeku. U: Učiteljska škola u Osijeku. Ravnatelj, profesori i maturanti 1893.-1965.

Mirna Radišić, senior lecturer

Institution: Faculty of Teacher Education in Osijek

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M. Radišić was born in Osijek in 1970 where she completed her primary and secondary education. In 1995 she graduated from the Faculty of Education in Osijek and received a degree in English language and literature and German language and literature. In 1996 she was awarded QTS. Until 1999 she worked for different schools (private and public) as a foreign language teacher. In 1999 she became a full-time lecturer at the Teacher Training College in Osijek. Also, as part of her in-service training she took the following courses: "Reading and Writing for Critical Thinking" (1999-2000), "Advanced Teacher Training Course" (2000) and "New Developments in ELT" (2005). Furthermore, she is working towards a master's degree in ELT at the Faculty of Philosophy, University of Zagreb. M. Radišić participated in the Tempus Project *Communicative Competence in Language Pluralistic Environment 2001/2003*, and is currently the Croatian coordinator of the Tempus Project *Foreign Languages at Primary Level: Training of Teachers 2004/2007*. From 2001 she has been the Osijek Branch President of the Croatian Association of English Teachers (HUPE) and a member of the organizing committee of annual HUPE conferences. From 2001 she has been in the Organizational Committee of the conference with international participation "Children and Foreign Languages Today" organized by the Teacher Training College and Faculty of Philosophy in Osijek. She was also actively involved in the organization of two summer schools supported by British Council Croatia and A. S. Hornby Educational Trust (*Language and Materials Development for Teachers of Science through English/Teaching Very Young Learners* in 2003 and *Leadership and Facilitation Skills for ELT Professionals* in 2005). In April 2003 she gave a lecture at the Department for Early Speech Development in Zagreb (*Teaching Foreign and Native Language: Grammar through Games?*), and in December 2004 she gave a talk at a HUPE branch meeting in Osijek about the development of writing skill with young learners of English.

Five recent publications proving lecturer's competence for the course:

- Radišić, M. (1999). Pjesmica kao okosnica sata u ranom učenju engleskog jezika. *Život i škola* 1-2, 153-163.
- Radišić, M. (2001). Children's Literature and Cross-Curriculum Teaching. U: Jemeršić, J., Davies, M., Davies, R. (ur.), *Have Fun Learning English, Conference Proceedings, ELT Conference for Teachers of English to Young Learners*, 42-47. Zagreb: The British Council Croatia.
- Radišić, M. (2004). Kako pristupiti razvijanju vještine pisanja u prvom razredu osnovne škole na nastavi engleskog kao stranog jezika? *Život i škola* 12 (2/2004), str. 33-41.
- Radišić, M. (2004). Textbook analysis: Games for young learners of English. U: Kučanda, D., Brdar, M., Berić, B. (ur.) *Teaching English for Life: Studies to Honour Professor Elvira Petrović on the Occasion of Her Seventieth Birthday*, 105-112. Osijek: Faculty of Philosophy.
- Vodopija, I., Radišić, M. (2000). Dramatizacija u nastavi materinskog i stranog jezika za učenike mlađe dobi. U: Kramar, M., Duh, M. (ur.), *Didaktični in metodični vidiki nadaljnega razvoja izobraževanja*, 313-317. Maribor: Pedagoški fakultet Sveučilišta u Mariboru.

Dražen Rastovski, lecturer

Institution: Faculty of Teacher Education in Osijek

e-mail address: drastovski@vusos.hr, web page: www.vusos.hr/

Dražen Rastovski was born on April 8, 1970 in Osijek where he attended primary and high school. He graduated at the Faculty of Kinesiology in Zagreb in 1998 and earned the title of a Physical Education (PE) Teacher, specialized in water sports. In 2001 he enrolled in an aftergraduate programme in Kineziology (education module). His thesis for gaining his Master's degree is titled «The influence of specially programmed activities on some anthropological features in preschool children». He became a Social Sciences lecturer (field-Education) and started teaching Kinesiology as a part of Physical Education in 2003. In 1999 Dražen began to run a swimming school for children of all ages at *Gradski bazeni* in Osijek. He worked as an External Associate at Teacher Training College from 2001. till 2004 when he became a lecturer in PE. He is also teaching PE Methodology. In 2002, he included swimming as an elective course and also a swimming test for freshmen which helps students to become even better teachers. Dražen participated in various scientific meetings and he published seven scientific works in the field of Kinesiology. He is a member of Croatian Association of Kineziology Teachers and Advisors-Supervisors. In the year 2004 he won an annual Croatian Recreational Sports Association award for his overall contribution in swim training. He was appointed member of a committee for the making of a swim training plan.

Five recent publications proving lecturer's competence for the course:

- Rastovski, D.(2000.): Popratni sadržaji na bazenu kao sredstva i pomagala kod obuke neplivača.: Zbornik radova savjetovanja o obuci neplivača, Hrvatski savez sportske rekreacije, Čakovec, str. 37-39
- Rastovski, D.(2001): Praćenje psihološkog opterećenja kod djece pri obuci neplivača.: Zbornik radova 10. ljetne škole kineziologa RH Rovinj.
- Rastovski, D.; Filipović, V.; Kraljević, Z.(2002): Neki od uzroka neznanja plivanja kod odraslih osoba.: Zbornik radova savjetovanja o obuci neplivača, Hrvatski savez sportske rekreacije, Split, str. 58-59
- Rastovski, D.; Kraljević, Z.; Filipović, V.(2002): Interes studenata Pedagoškog Fakulteta u Osijeku za nastavu TZK. Zbornik radova 11. ljetne škole kineziologa RH Rovinj.
- Rastovski, D.; Filipović, V.; Kraljević, Z.(2002): Plivanje u učiteljskom i predškolskom studiju, Zbornik sažetaka, Znanstveno – stručni skup Treći dani Mate Demarina VUŠ-Petrinja.

Mr. sc. Vladimir Redžep, lecturer

Institution: HEP, Osijek

e-mail address: Vladimir.Redžep@hep.hr, web page: www.hep.hr

Vladimir Redžep was born in 1949 in Branjin Vrh, Beli Manastir municipality. He completed his primary and secondary school education in Beli Manastir and obtained his BSc degree in Mathematics from the Department of Mathematics, University of Zagreb. In 1992 Vladimir Redžep obtained his MSc degree in Computing from the Faculty of Electrical Engineering and Computing, University of Zagreb (dissertation titled *Nonlinear least squares problem as applied to function analysis*, under supervision of Dr. Alfred Žepić, full professor). He is head of the Management information system department of the Osijek HEP d.d. (Croatian National Grid Company) branch. He has been involved in programming, system engineering, as well as organisation and design of information systems. He has attended many Croatian and international seminars, such as Birmingham, UK, 1985 – Operating Systems, London, UK, 1986 – Computer Architecture of UNIVAC, Zurich, Switzerland, 1987 – Oracle RDBMS management, Vienna, Austria, 1988. – Applications Programming Support ORACLE.

His fields of interest include: programming languages, data structures, numerical methods, information system design and operating systems.

Vladimir Redžep has taught the following parts of courses at the Faculty of Education in Osijek and the Teacher Training College: Data Structures, Information Systems, Fundamentals of Computing, Computer Practicum, Introduction to Computer Science, Software Engineering, Information System Design.

Vladimir Redžep is a part-time staff member.

Appointment pending.

Five recent publications proving lecturer's competence for the course:

Primjena grafičkih mogućnosti PC računala prilikom rješavanja nelinearnog problema najmanjih kvadrata, *Ekonomski Vjesnik* 2/1989.

Definiranje optimalnog proizvodnog programa mesne industrije, *Ekonomski Vjesnik* 2/1989.

Optimalni proizvodni program za mesne industrije, Zavod za ekonomska istr, Osijek, 1989.

Metoda analitičkog procjenjivanja nivoa organizacije po procesnim funkcijama, ZEI Osijek, 1986.

Prikupljanje i obrada podataka u medicinsko sociološkim istraživanjima, *Privreda*, 31/1987.

Mr. sc. Tomislav Rudec, lecturer

Institution: Faculty of Teacher Education in Osijek

e-mail address: tomo@ffos.hr, web page: www.vusos.hr/

Tomislav Rudec was born in Osijek, February 16, 1972. He completed his primary and secondary school education in Čepin and Osijek, respectively. After finishing secondary school, he did his military service in the armed forces (JNA), and then took part in the Croatian War of Independence. In 1996 Tomislav Rudec obtained his BSc degree in Mathematics and Computer Science from the Faculty of Education in Osijek where he started to work in the same year. In 2001 he obtained his MSc degree from the Department of Mathematics, University of Zagreb (with the thesis titled "The k -server problem", under supervision of Dr. Robert Manger, full professor). In 2000 he was appointed assistant at the newly founded Department of Mathematics in Osijek .

Appointment pending.

Five recent publications proving lecturer's competence for the course:

T. Rudec, An application of various algorithms for solving the k -server problem. *Mathematical Communications-Supplement I (2001)*, pp.233-238.

T.Rudec, Josipov problem. *Osječka matematička škola 1 (2001)*, pp.75-78.

T.Rudec, Upotreba računala u nastavi matematike u prva četiri razreda osnovne škole. *Matematika i škola, 2005.*, pp. 118-119, 122.

Šimošić Draženka, lecturer

Institution: Faculty of Teacher Education in Osijek

e-mail address: drazenka.simosic@vusos.hr, web page: www.vusos.hr/

D. Šimošić, born in Osijek in 1974. Attended the Secondary School of Economics (business correspondence) for three years and due to the war circumstances finished the fourth year in Zagreb, "IX. Grammar School". In 1992 enrolled The Faculty of Education of Osijek, Department of the English language and literature and German language and literature. First working experience in 1997 in Erdut, as an interpreter for the military training course of the Transitional Police, organized by ICITAP. As senior student found employed as English teacher at "Franjo Krežma" primary school. Graduated from college in 1998, level of competence VII:/1. Five-year experience working with children continued through different primary schools ("LASLOVO", "Dobriša Cesarić, "Ivan Filipović"). From fall 1999 to spring 2000 attended Advanced Teacher Training Course in the methodology of Teaching English, in Osijek, In May 2000, while employed at "Ivan Filipović" primary school, got her licensure by passing the state exam in Zagreb. In July of the same year, enrolled in In-service Course and Teacher Training in England, organized by SOL. Since October 2004 employed as English language teacher at the Faculty of Philosophy (85%), the Department of Foreign Languages, and Teacher Training College (15%).

Mr. sc. Mara Šumanović, senior lecturer

Institution: Faculty of Teacher Education in Osijek

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Mara Šumanović was born in Metković on 7th March, 1950 where she finished elementary and secondary school. In 1974 she graduated from the Zagreb Faculty of Physical Training and in 1988 won a Master's degree in kinesiology. As a physical training teacher she worked at the Nursing school in Zagreb (1974-1975), and then in Osijek, at the Sara Bertić grammar school (1975-1977) and Braća Ribar grammar school (1977-1979.) In 1979 she started working at the Faculty of Education in Osijek, teaching physical training methodology to the class teacher study. After this study separated from the Faculty and become Teacher Training College, she has been working as a senior lecturer for the courses of kinesiology and physical training methodology, as well as for elective courses in sports and extracurricular sports activities. On several occasions she was the head of the study and now she is the head of the dislocated Teacher Training College in Slavonski Brod and part-time teacher study. She participated in creating the 4-year teacher study program (1992). She made programmes for the physical training methodology, kinesiology, sports and extracurricular sports activities within the teacher study. As a mentor she has been supervising students in writing their graduation theses. Several times she worked as a subcontractor at the Kinesiology Faculty in Zagreb, at the Recreation Study for the course in systematic kinesiology. In 1992 the Ministry of Education appointed her an examiner for the course of physical training methodology for apprentice teachers' certifications. 1988-1998 she was the member of the presidency of the PT Teachers Association. Since 1992 she has been a member of the Governing Board for children's and youth sports Osijek. When young, and especially during her study, she was active in handball. From 1969-1975 she was the first-team player of the most successful women's handball team - Lokomotiva from Zagreb with which she was winning state championships and the vice-championship of Europe in 1975, the biggest success in the history of the women's sport in the state. Several times she coached the handball representation of Josip Juraj Strossmayer University in Osijek. As a reward for her professional efforts, the Croatian Kinesiology Association awarded her with the Card of thanks with the golden badge. For her sports efforts as a member of HC Lokomotiva 1975, she received the Reward of the town of Zagreb.

Five recent publications proving lecturer's competence for the course:

- Šumanović, M.; Špigel, Đ.; Šumanović, V.(1996.): Odnos studenata prema tjelesnoj i zdravstvenoj kulturi, Zbornik radova 3. konferencije o sportu Alpe-Jadran, Rovinj str.199-203.
- Katić, R.; Viskić-Štalec, N.; Dizdar, D.; Šumanović, M.(1998.): Utjecaj posebno programirane nastave tjelesnog odgoja na morfološki i motorički razvoj dječaka. Sport u teoriji i praksi, Sarajevo,1998. 3/2 str.13-19.
- Šumanović, M.; Gošnik, J.; Mršo, M.(2000.) :Integrirano učenje i tjelesna i zdravstvena kultura. Zbornik radova 1.međunarodni znanstveni posvet "Otrok v gibanju", Ljubljana, Slovenija.
- Šumanović,M.; Šumanović,V.(1995.) :Tjelesna i zdravstvena kultura i zdravlje mladih. Zbornik radova 4. ljetne škole PFKH, str.36-38.
- Jurić, M.; Šumanović, M.; Viskić-Štalec, N. (1997.): Učinak posebno programirane nastave tjelesne i zdravstvene kulture na neka antropološka obilježja učenika drugog razreda osnovne škole. Zbornik radova 6. ljetne škole PFKH, str. 156-158.

Mr. sc. Gordana Todorović, senior lecturer

Institution: Faculty of Teacher Education in Osijek

e-mail address: gtodorovic@ffos.hr ; web page: www.vusos.hr

G. Todorović was born in Sarajevo in 1949. After she had completed her primary and secondary education in Derventa, she enrolled the Faculty of Philology, Department of German Language and Literature in Belgrade. Her final year she spent at Humbolt University in Berlin. Her first position was in September 1973 at the School of Economics (high school) in Brčko. In 1977 she got the position at the Academy of Education in Osijek as a lecturer. She held a course in *German Language Grammar II (syntax)*. After the Academy transformed into a Faculty of Education, as a lecturer she delivered a course in *German Language Grammar I (morphology)*, *German Language Grammar II (syntax)* and *German Language Practice* to students of German language and literature. Since 1988 she has been working for the university department for foreign languages, teaching students from the Faculty of Medicine, Faculty of Education and Faculty of Civil Engineering. In 1997 she became a senior lecturer. Since 1999 she also teaches students of the Music Academy Zagreb (Osijek Department). Further, she teaches at the Teacher Training College in Osijek since 2003, giving courses in *German Language Grammar I and II*. As a part of her professional continuous development G. Todorović takes part in numerous scientific and vocational conferences and seminars in Croatia and in the German-speaking countries. Her last visit to Germany, Freiburg, was in 2003 thanks to a scholarship of the Goethe Institute.

Five recent publications proving lecturer's competence for the course:

Sveučilišni udžbenik: *Deutsch für Studenten der Medizin, Zahnmedizin und Biologie*. Osijek: Pedagoški fakultet, 2002, 230 str.

Damir Tomić, lecturer

Institution: I. Grammar School, Osijek

e-mail address: dammir@email.htnet.hr; web page: www.vusos.hr

Damir Tomić was born in 1970 in Berlin where he lived until he was seven. He completed his primary and secondary school education in Djakovo. He is a BSc degree holder in mathematics and computer science. Since 1994 he has been working as a highschool computer science teacher in Osijek. Since 2004 he has been a part-time staff member at the Teacher Training College in Osijek where he gives lectures in the courses Fundamentals of Computer Science and Introduction to Computing. In 2004 he enrolled in the postgraduate studies programme in information sciences at the Faculty of Organisation and Informatics in Varaždin. He is married with two children.

From 1995 to 2004 Damir Tomić conducted courses in computer science for gifted primary and secondary school pupils. He headed the Winter School of Computer Science for two years (workshops in multimedia and film). For a longer period of time he was engaged in the Committee for competitions in programming for primary and secondary school pupils of both the city of Osijek and the County. In 2003 he received a Slavonia and Baranya County award in the field of technical education for successful work with young people and outstanding results as an author.

His interests include photography and film, to which he relates computer science through digital processing of video films. So far he has shot about thirty short films of various genres, some of which were included in film festivals in Croatia and abroad and received many awards.

The following two achievements should be specially stressed: Participation in the official programme at the Days of the Croatian Film, the winning award of the jury at the international one-minute film festival in Požega in 2003.

Damir Tomić is head of the following amateur video groups: VK Mursa and High School I in Osijek and FKK Djakovo.

Appointment pending.

Five recent publications proving lecturer's competence for the course:

Works shown in official programmes which are deposited in the Archive of the Croatian Film Association in Zagreb.

Nebo nad Osijekom, Posebna nagrada na državnoj reviji filma i videa, Zadar 2000.

Jedne noći, službeni program na državnoj reviji filma i videa, Split 2002.

Homoeroidi, službeni program na državnoj reviji filma i videa, Split 2002. i I. nagrada publike na 7. reviji filma u Osijeku 2003.

Samo nesporazum, I. nagrada stručnog žirija na 11. međunarodnoj reviji jednogminutnog filma, Požega 2003.

Kada podigneš zid, službeni program na državnoj reviji filma i videa, Osijek 2004.

Doc. dr. sc. Irena Vodopija, assistant professor

Institution: Faculty of Teacher Education in Osijek

e-mail address: ivodopija@vusos.hr , web page: www.vusos.hr

Irena Vodopija finished elementary school and grammar school in Osijek. She graduated at the Faculty of Philosophy in Zagreb in Literature and Pedagogy. She was awarded her Master's Degree in 1985, and her PhD in philology at the Faculty of Philosophy in Zagreb in 1991.

In 1980 she was employed at the Faculty of Education in Osijek, and after the founding of Teacher Training College in Osijek and establishing of Teacher Studies and Pre-School Teacher Studies, she performed the function of the dean in the period from 1998 to 2003. At the Teacher Training College and the Faculty of Philosophy in Osijek, as an assistant professor she is in charge of courses in Croatian language, Croatian language teaching and Communication basics.

In the academic year 1993/1994 and 1994/1995 she taught as the guest professor at the Croatian Language Department in Pecs, Hungary.

Her special interest is in conducting and perfecting of language activities. Accordingly, she is the organizer of professional and scientific assemblies Child and Language and the editor of the collection of papers of the same title. She is the head of the project Child and Language and coordinator of project assignments in Tempus projects: *Communication competence in a multilingual environment* and *Future and role of a teacher*.

Moreover, she is the organizer of several scientific and professional conferences, and regularly takes part in scientific Croatian language assemblies in Pecs and Szombathely in Hungary.

She is in charge of the module *Language communication* at the postgraduate specialized interdisciplinary studies of the Josip Juraj Strossmayer University in Osijek: *Regional cooperation and EU integration*.

Member of Matica hrvatska, Croatian Language Department of the Osijek branch of MH.

President of the Croatian Literary Society in Osijek.

Five recent publications proving lecturer's competence for the course:

Vodopija, I. (2003.) *Basna u Danici ilirskoj*. U Zlatni danci 4, Basne, Zbornik radova s međunarodnoga znanstvenoga skupa. Osijek: Pedagoški fakultet, Osijek, Filozofski fakultet Pečuh, MH Osijek, str. 79-86.

Vodopija, I. (2003.) *Dijete i predčitalačko doba*. U Dijete i djetinjstvo, Zbornik radova, Babić, N. i Irović, S. (ur.), Osijek: Visoka učiteljska škola u Osijeku, str. 380-385.

Vodopija, I. (2003.) *Biti učitelj hrvatskoga ne samo na satu hrvatskoga*. U Dijete i jezik danas-učitelj hrvatskoga jezika i učitelj stranoga jezika za učenike mlađe školske dobi, Zbornik radova s međunarodnoga stručnoga i znanstvenoga skupa. Vodopija, I. (ur.). Osijek: Visoka učiteljska škola u Osijeku, str. 13-18.

Vodopija, I. (2004.) *Čitateljske navike, interesi i svjetonazor mladih*. U Bognar, L., Hugo, M., Jerkelund, C., Munjiza, E., Peko, A., Vodopija, I., Problemi mladih Slavonije i Baranje. Osijek: Filozofski fakultet i Visoka učiteljska škola u Osijeku, str. 111.-119.

Gertraud Zaneletti, college professor

Institution: Pädagogische Akademie in Graz

e-mail address: zaneletti@utanet.at, web page: www.pa.asn-graz.ac.at

Gertraud Zaneletti was born in 1946 in Graz. After finishing elementary and secondary school, she was educated in a teacher training school for 5 years. From 1967 to 1984 she worked as a primary school teacher. From 1975 she was the District advisor in the field of German teaching theory and conducted numerous seminars. 1984 she started working for the *Pädagogische Akademie* (the Teacher Training School) in Graz since she was a primary teacher in a partnership school. In 1987 she started working with students as well, teaching, among other courses, English teaching theory. From 1993 she has been a full-time employee of the Teacher Training School. She has been offered the position of Head teaching advisor for four times, but she decided to refuse since she did not want to lose contact with students and pupils. She has published on topics related to art and to German teaching theory. She has written eight student books which are used by students of the Teacher Training School.

Ivana Živić, lecturer

Institution: OŠ «Grigor Vitez», Osijek

e-mail address: zivic_i@yahoo.co.uk; web page:

Ivana Živić was born in Osijek. In the year 1994 she finished the First Grammar School (I. Gimnazija) in Osijek. She enrolled Faculty of Education, Department for English language and literature and German language and literature, in September 1994. During her studies she took part in different activities of the Department, as well as in seminars on English and German language teaching methods, in Croatia and abroad. She attended German language summer course at the Augsburg University, and seminar about European Union in Hamburg. Graduated in October 1999. Before graduating, in 1998 and 1999, she worked in the Primary school «Retfala» in Osijek, where she taught English three groups of children, as an experiment with young learners of English. After finishing College, since November 1999 to September 2001, she worked in the First private grammar school «Gaudeamus» in Osijek. She did her traineeship in «Gaudeamus» and passes the state exam in January 2001. In the school year 2001/2002 she taught English and German in the Third Grammar School (III. Gimnazija) in Osijek. During this school year she spent two months in Dresden, Germany, attending a German language course at Goethe Institute, who she got a scholarship from, after recommendation of KDV, the Croatian association of German teachers. In the year 2002 she received HMC (Headmasters' and Headmistresses' Conference) scholarship in Great Britain, and spent the whole school year in Wales, teaching English and German in a private school in Colwyn Bay in North Wales. She worked with non-British pupils, mostly with pupils from Hong Kong. She helped them overcome difficulties with their English when attending science lessons. Together with the pupils she attended biology, chemistry physics and geography lessons, and helped them acquire material and new language structures. She actively participated in the school life, which is a boarding school, and learned a lot about Great Britain and their school system. After coming back, since September 2003, she worked again at the Third Grammar School and the Catering school in Osijek. Since the beginning of the school year 2004/2005 she has worked at the Primary school «Grigor Vitez» in Osijek, teaching English and German. She has also worked at the Teacher Training College in Osijek, where she has taught Oral practice.

In the school year 1999/2000 she attended and finished advanced course in English language teaching methods, organized by open society Croatia. In April 2002 she passed the exam and became and authorized court interpreter for English and German at County court in Osijek. As a court interpreter she has translated different texts into English and Croatian, concerning medicine, physics, law, as well as different legal documents. Active member of HUPE (Croatian association of English teachers). Attended many seminars and lectures of Croatian and foreign lectures on English language and literature.

Željka Živković, lecturer

Institution: OŠ "Svete Ane", Osijek

e-mail address: ; web page:

She was born 21. October 1954 in Travnik, Bosnia and Herzegovina. She graduated at the Faculty of Philosophy in Zagreb in Psychology and German language undergraduate course.

Since 1979 she has been a professor of Psychology and German language at the School of Catering, Osijek and as psychologist in several elementary schools in Osijek. As a psychologist at School of St. Anne, Osijek she has been working since 1988. So far she has had 24 years of working experience in education.

She is co-ordinator of education and implementation of CAP programme-prevention of child violence by Association of Parents "Step by Step" in Zagreb as well as supervisor of UNICEF programme named "For safe and stimulating school environment". Since 2002 along with her colleague Sanja Brajković, she gave education for teachers "I can do it - work on decrease of anxiety and increase of self-respect among elementary school children". This programme was published as one of 14 other programmes in "Standards in programmes of preventing behavioural disorders among children and youth", Zagreb 2003. This year, Ministry of Science, Education and Sports will finance 4 seminars for teachers that were substracted out of this programme.

In 2004, she was elected as psychology teacher on Teacher Training College in Osijek. She gives seminars in Developmental Psychology that part of Class Teacher course.

Five recent publications proving lecturer's competence for the course:

Živković, Ž. (2004). *Pamtim, pamtiš, pamti – Vježbe i savjeti za bolje pamćenje i učenje, Knjiga 1; Pamtimo, pamtite, pamte - Vježbe i sa-vjeti za bolje pamćenje i učenje, Knjiga 2.*Jastrebarsko: Naklada Slap

Živković, Ž. (2004). *Emocije u razredu.* Đakovo: Tempo

Živković, Ž. i Brajković, S. *Igre suradnje.* Dijete, škola, obitelj. Br. 2, 2004.

Živković, Ž. *Didaktičke igre.* Dijete, škola, obitelj. Br. 1, 2004.

Živković, Ž. i Brajković, S. (2003). *Ja to mogu.* u Žižak, A i Bouillet, D. (ur.) *Standardi programa prevencije poremećaja u ponašanju djece i mladih.* Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži i Povjerenstvo Vlade RH za prevenciju poremećaja u ponašanju djece i mladih

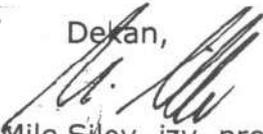
**X. INSTITUTION'S PERMISSIONS
FOR PART-TIME EMPLOYMENT**

Klasa: 602-04/04-12/1015
Ur.broj: 251-378-01/04/2-JD
Zagreb, 27. studenoga 2004.

Na temelju čl. 68. Zakona o znanstvenoj djelatnosti i visokom obrazovanju (*Narodne novine*, br. 123/03) i čl. 37. Zakona o ustanovama (*Narodne novine*, br.76/93), dekan Učiteljske akademije Sveučilišta u Zagrebu dr. sc. Mile Silov, izv. profesor, donosi

ODLUKU

Dr. sc. VLADIMIRU ANDRILOVIĆU, red. profesoru daje se suglasnost da na Visokoj učiteljskoj školi u Osijeku izvodi nastavu iz Pedagoške psihologije (2 sata predavanja i 2 sata seminara tjedno) u akademskoj godini 2004/05.

Dekan,

Dr. sc. Mile Silov, izv. profesor



Dostaviti:

1. Dr. sc. Vladimiru Andriloviću, red. prof.
2. Računovodstvu
3. Kadrovskoj službi
4. Tajnici
5. Arhiva (s prilogom)

OŠ «Dobriša Csarić»
Neretvanska 10
31000 Osijek

VISOKA UČITELJSKA ŠKOLA
Osijek

SUGLASNOST ZA DOPUNSKI RAD

Škola je suglasna da naša djelatnica, Mr.sc.Vesna Buljubašić Kuzmanović, u svoje slobodno vrijeme, radi kao vanjski suradnik na Visokoj učiteljskoj školi u Osijeku.

U Osijeku, 21. listopad 2004.

Ravnatelj škole:

Andrija Vučković, prof.



CENTAR ZA PREDŠKOLSKI ODGOJ

O S I J E K

Broj: sl/o4.

Osijek, 5.11.2004.

VISOKA UČITELJSKA ŠKOLA

O S I J E K

Suglasnost.-

Ova Ustanova daje s u g l a s n o s t gospođici LARI ČAKIĆ, dipl. psiholog, da obavlja dopunski rad na Visokoj učiteljskoj školi u Osijeku u akademskoj 2004/o5.godini.

RAVNATELJICA

Marijana Bučanac, prof.



Marijana Bučanac

Poliklinika za rehabilitaciju slušanja i govora "SUVAG" OSIJEK
31000 Osijek, J. J. Strossmayera 6, Tel/Fax 031 283-738, žr.: 2393000-1102019759

—

VISOKA UČITELJSKA ŠKOLA

31000 OSIJEK
L.Jagera 9

—

UR.BROJ: 381-01-04-1
OSIJEK, 27.10.2004.

Predmet : Suglasnost za dopunski rad
Mr.sc.Geza Dudaš

Poliklinika za rehabilitaciju slušanja i govora "SUVAG" Osijek,
J.J.Strossmayera 6, daje suglasnost za dopunski rad mr.sc.GEZI DUDAŠ u akademskoj
godini 2004/05.

S poštovanjem,

Ravnateljica
Marija Barišić
Margareta Med.
 — 

Osnovna škola Franje Krežme
Školska 3, Osijek

Klasa: 602-02/04-05-01

Urbroj: 2158-11/04-158

IZJAVA

Kojom dajemo suglasnost Kseniji Gal učiteljici engleskog jezika za rad u
VUŠ-u u akademskoj godini : 2004./2005.

S poštovanjem,



Ravnatelj:
Ivan Živić
(Ivan Živić)

U Osijeku: 11. 10. 2004.

Na osnovu članka 12. Statuta zajednice tehničke kulture Osječko-baranjske županije, Izvršni odbor je na svojoj 4. sjednici od 25. rujna 2004. godine donio

ODLUKU
o odobravanju dopunskog rada

I.

Izvršni odbor Zajednice tehničke kulture Osječko-baranjske županije je pod točkom 7. usvojio zamolbu gospodina Branka Hrpke, zaposlenog kao tajnik ZTK OBŽ za dopunski rad u Visokoj učiteljskoj školi u Osijeku.

II.

Dopunski rada se odobrava u maksimalnom trajanju od 6 sati tjedno.

III.

Obvezuje se djelatnik da u slučaju rada u radno vrijeme navedene sate nadoknadi u za to odgovarajuće vrijeme.



Predsjednik:

[Signature]
van Bačani. dpl. ing.

SVEUČILIŠTU J.J. STROSSMAYERA U OSIJEKU
VISOKA UČITELJSKA ŠKOLA
Lorenza Jagera 9.p.p. 144
31000 Osijek

Osijek, 21. listopada 2004.

SUGLASNOST

Centar za mir nenasilje i ljudska prava Osijek. daje suglasnost za djelatnicu mr. sc. Ranku Jindra da i ove akademske godine 2004/2005. kao izvanjski suradnik predaje na Visokoj učiteljskoj školi u Osijeku.

Izvršna direktorica
Branka Kaselj



CENTAR ZA MIR
NENASILJE I
LJUDSKA PRAVA
OSIJEK

misija
Izgradnja društva
temeljenog
na kulturi mira

upravni odbor
Lidija Obad, predsjednica
Spasentja Moro
Milan Ivanović
Nataša Škričić
Veljko Zirojević
Michelle Kurtz
Jelena Zloć

adresa
Županijska 7
HR- 31000 Osijek
Hrvatska

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+385(0)31-206-889
+385(0)31-214-581

e-mail
centar-za-mir@centar-za-mir.hr

web
www.centar-za-mir.hr

kontakt osoba
Jelena-Gordana Zloć

broj žiro računa
Kod Slavonske banke
2393000-1102024101



REPUBLIKA HRVATSKA
SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU
EKONOMSKI FAKULTET U OSIJEKU

31 000 OSIJEK
Gajev trg 7

Telefon: Centrala: (031) 224-400
Dekan: (031) 224-410, Tajnik: (031) 224-412
Fax: (031) 211-804

Zavod za ekonomska istraživanja (031) 224-478, Fax: (031) 209-262
Žiro račun: 2390000 - 1102013378

Klasa: 900-01/04-01/37

Ur. broj: 2158-19-01-04-37

Osijek, 09.09.2004.

Visoka učiteljska škola
L. Jaegera 9
31000 OSIJEK

**Predmet: Suglasnost za izvođenje nastave na Visokoj
učiteljskoj školi u Osijeku u ak.god. 2004/2005.**

Dajemo suglasnost za rad nastavnika našeg Fakulteta, doc.dr.sc. Antoanete Klobučar na kolegiju Diskretna matematika u 1. semestru ak.god. 2004/2005. na Visokoj učiteljskoj školi u Osijeku.

S poštovanjem,



DEKAN

Prof.dr.sc. Ivan Ferencak

HRVATSKO NARODNO KAZALIŠTE
U OSIJEKU

Cijenjeni intendantе,

Od 1992 godine predajem lutkarstvo za predškolski odgoj na Visokoj učiteljskoj školi. Sve obveze i predavanja ne ometaju moj rad u kazalištu. Molim Vas vaše odobrenje.

Zahvaljujem Vam!
Mira Perić Kraljik

Mira Perić Kraljik

U Osijek, 13. listopad 2004. godine.

*ODOBRAVA SE RAD NA
VISOKOJ UČITELJSKOJ ŠKOLI
OD STRANE HNK-a OSIJEK.
god: MIRA PERIĆ-KRALJIK*

*13.10. 2004 g.
INTENDANT:*



[Handwritten signature]



SVEUČILIŠTE J. J. STROSSMAYERA U OSIJEKU
FILOZOFSKI FAKULTET

31000 Osijek, Lorenza Jägera 9
Telefon: 031 211-400 centrala; 031 212-803 dekan
Telefaks: 031 212-514 URL: <http://www.pedos.hr>
E-mail: helpdesk@knjiga.pedos.hr
MB 3014185 žiro račun 2393000-1102018862

Osijek, 15. rujna 2004.

Broj: 5-2004/2005.

SUGLASNOST

za rad u izvanjskoj suradnji

Zaposlenici Filozofskog fakulteta prof. dr. sc. Ani Pintarić, odobrava se rad na Visokoj učiteljskoj školi u Osijeku u statusu izvanjskog suradnika.



Prodekanica

L. Kolenić

Prof. dr. sc. Ljiljana Kolenić

CENTAR ZA PREDŠKOLSKI ODGOJ
O S I J E K

Broj: sl/05.

Osijek, 23.03.2005.godine

VISOKA UČITELJSKA ŠKOLA

Suglasnost.-

Ova Ustanova daje s u g l a s n o s t gospodi ZORI REDŽEP-
-BORAK, prof. pedagogije i psihologije da obavlja dopunski
rad na Visokoj učiteljskoj školi u Osijeku u akademskoj
2004/05.godini.



NAVNA TELJICA

Zorica Bučanac, prof.

Bučanac

I. GIMNAZIJA
ŽUPANIJSKA 4

KLASA: 003-04/04-01/38
URBROJ: 2158-37-01-04-1
Osijek, 15. 11. 2004.

VISOKA UČITELJSKA ŠKOLA OSIJEK

PREDMET: SUGLASNOST

I. gimnazija Osijek daje suglasnost gospodinu Damiru Tomiću, prof. za obavljanje poslova i radnih zadataka na Visokoj učiteljskoj školi u Osijeku (izvanjska suradnja) za akademsku 2004./05. godinu.

Ravnatelj I. gimnazije Osijek
Tugomir Kuduž, prof.



OSNOVNA ŠKOLA « GRIGOR VITEZ »
OSIJEK

Klasa : 602-02/2004-01-04
Urbroj : 2158/19-2004-291
Osijek, 26. listopada 2004. godine

SVEUČILIŠTE J.J. STROSSMAYERA U OSIJEKU
VISOKA UČITELJSKA ŠKOLA
31000 Osijek, Lorenza Jägera 9

Predmet : Suglasnost

Profesorica Ivana Živić radi u Osnovnoj školi « Grigor Vitez » Osijek, na neodređeno puno radno vrijeme.

Osnovna škola « Grigor Vitez » daje suglasnost imenovanoj za dopunski rad na Visokoj učiteljskoj školi u Osijeku u akademskoj 2004./2005. godini.

S poštovanjem,

Ravnatelj :

Mito Katić, prof.



**OSNOVNA ŠKOLA SVETE ANE
U OSIJEKU
31000 OSIJEK
Ul. Svete Ane 2**

Klasa: 602-02/04-09-09
Urboj: 2158/09-04-01/573
Osijek, 25. listopada 2004.

S u g l a s n o s t

Osnovna škola Svete Ane u Osijeku daje suglasnost **Željki Živković,**
prof. psihologije i njemačkog jezika za dopunski rad na Visokoj učiteljskoj
školi u Osijeku u akedemskoj 2004./05. godini.

S poštovanjem,



Ravnateljica:
Zdenka Džanko

**XI. LIST
OF FULL-TIME INSTRUCTORS
OF THE FACULTY OF TEACHER EDUCATION IN OSIJEK**

Table 7. List of full-time instructors of the Faculty of Teacher Education in Osijek.

No.	Lecturer	
FULL PROFESSORS		
1.	prof.dr.sc. Nada Babić	
ASSOCIATE PROFESSORS		
2.	izv.prof. dr.sc. Ivan Balta	
3.	izv.prof.dr.sc. Stanislava Irović	
ASSISTANT PROFESSORS		
4.	doc. dr.sc. Zdenka Kolar Begović	
5.	doc. dr. sc. Edita Borić*	
6.	doc. dr. sc. Davorka Brešan*	
7.	doc. dr. sc. Mirjana Duran, prof. visoke škole	
8.	doc.dr.sc. Margita Pavleković, prof.v.šk.	
9.	doc.dr.sc. Anđelka Peko	
10.	doc.dr.sc. Irena Vodopija	
COLLEGE PROFESSORS		
11.	mr. sc. Nada Lagumdžija	
12.	mr. sc. Željko Popović	
LECTURER, SENIOR		
13.	mr. sc. Mara Šumanović	
14.	Verica Filipović	
15.	Mirna Radišić	
16.	Gordana Todorović	
LECTURER		
17.	mr. sc. Vesnica Mlinarević	
18.	mr. sc. Tomislav Rudec*	
19.	Gordana Ercegovac – Jagnjić	
20.	Dražen Rastovski	
21.	Draženka Šimošić	
ASSISTANTS		
22.	Dr. sc. Željka Nemet	
23.	mr. sc. Ružica Kolar – Šuper	
24.	mr. sc. Marija Sablić	
25.	mr. sc. Dubravka Smajić	
26.	Ivana Đurđević *	
27.	Lana Mayer*	
28.	Lidija Šenk	