



Josip Juraj Strossmayer University of Osijek

FACULTY OF EDUCATION

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COURSE SYLLABUSES

Academic year 2019/20

Undergraduate university

Early and pre-school education studies

Name of the study: **UNDERGRADUATE UNIVERSITY EARLY AND PRE-SCHOOL EDUCATION STUDIES****Osijek****YEAR 1****Academic year 2019/20****I. Winter semester**

Nr	Course	L	S	P	ECTS	Course instructor or course associate
1.	English language I German language I	- -	- -	2 2	2 2	Dr Manuela Karlak, assistant professor Dr Lana Mayer, assistant professor
2.	Croatian language and communication	2	-	2	4	Dr Dubravka Smajić, assistant professor Dr Nina Mance, assistant professor
3.	Philosophy of education	2	1	-	4	Dr Ivica Kelam, assistant professor
4.	Physical education I	-	-	2	1	Jurica Lovrinčević, lecturer
5.	General pedagogy	2	2	-	5	Dr Vesnica Mlinarević, full professor Ružica Tokić, teaching assistant
6.	Pedagogy of early and pre-school education	2	1	-	3	Dr Ksenija Romstein, assistant professor
7.	Music with pre-school based experience	1	-	3	3	Dr Lidija Nikolić, assistant professor Dorijana Škoro, teaching assistant
Free elective-students choose 2						
8.	Pedagogical communication	2	1	-	4	Dr Rahaela Varga, assistant professor
9.	Reading and writing pre-practice	1	-	2	4	Dr Ivana Trtanj, assistant professor

Name of the study: **UNDERGRADUATE UNIVERSITY EARLY AND PRE-SCHOOL EDUCATION STUDIES**

Osijek

YEAR I
Academic year 2019/20

II. Summer semester

Nr.	Course	L	S	P	ECTS	Instructor or course associate
1.	English language I German language I	- -	- -	2 2	2 2	Dr Manuela Karlak, assistant professor Dr Lana Mayer, assistant professor
2.	Computer literacy	1	-	2	3	Dr Zdenka Kolar-Begović, full professor Dr Ana Mirković Moguš, senior assistant Diana Moslavac Bičvić, lecturer
3.	Mathematical culture and communication	1	-	2	3	Dr Ružica Kolar-Šuper, associate professor Željko Gregorović, lecturer
4.	Physical education I	-	-	2	1	Jurica Lovrinčević, lecturer
5.	Pedagogy of early and pre-school education	1	1	-	2	Dr Ksenija Romstein, assistant professor
6.	Kinesiology	2	1	-	4	Dr Zvonimir Tomac, assistant professor Petar Živković, teaching assistant
7.	Music with pre-school based experience	1	-	2	3	Dr Lidija Nikolić, assistant professor ---
8.	Children's literature with media culture	4	2	-	6	Dr Vedrana Živković Zebec, assistant professor Mirta Bijuković Maršić, lecturer
9.	Pre-school based experience I	-	-	2	2	Dr Ida Somolanji Tokić, postdoctoral researcher
	Free elective-students choose 1					
10.	Homeland history	2	1	-	4	Dr Hrvoje Volner, assistant professor Pavao Nujić, teaching assistant

Name of the study: **UNDERGRADUATE UNIVERSITY EARLY AND PRE-SCHOOL EDUCATION STUDIES**
Osijek

YEAR II
Academic year 2019/20

III. Winter semester

Nr.	Course	L	S	P	ECTS	Instructor or course associate
1.	English language II German language II	- -	- -	1 1	1 1	Dr Manuela Karlak, assistant professor Dr Lana Mayer, assistant professor
2.	Physical education II	-	-	2	1	Jurica Lovrinčević, lecturer
3.	Pedagogy of children with special needs	1	1	1	4	Dr Ksenija Romstein, assistant professor
4.	Developmental psychology	2	1	-	4	Dr Lara Cakić, assistant professor
5.	Integrated pre-school curriculum I	2	1	1	4	Dr Vesnica Mlinarević, full professor Dr Ida Somolanji Tokić, postdoctoral research Dr Tijana Borovac, assistant professor
6.	Methodology of kinesiology in integrated curriculum	2	-	1	3	Dr Tihomir Vidranski, associate professor Dr Dražen Rastovski, senior lecturer Daria Župan, lecturer
7.	Music in integrated curriculum	2	-	2	4	Dr Lidija Nikolić, assistant professor Gordana Ercegovac-Jagnjić, senior lecturer
8.	Puppetry	1	-	1	3	Dr Mira Perić, full professor Tena Milić Ljubić, teaching assistant
9.	Pre-school based experience II	-	-	2	2	Dr Ida Somolanji Tokić, postdoctoral research
	Free elective-students choose 1					
10.	Drama games	1	-	2	4	Dr Mira Perić, full professor Tena Milić Ljubić, assistant professor

YEAR II
Academic year 2019/20

IV. Summer semester

Nr.	Course	L	S	P	ECTS	Instructor or course associate
1.	English language II German language II	- -	- -	1 1	1 1	Dr Manuela Karlak, assistant professor Dr Lana Mayer, assistant professor
2.	Physical education II	-	-	2	1	Jurica Lovrinčević, lecturer
3.	Pedagogy of children with special needs	1	1	-	2	Dr Ksenija Romstein, assistant professor
4.	Developmental psychology	1	1	-	2	Dr Lara Cakić, assistant professor
5.	Integrated pre-school curriculum I	-	-	2	2	Dr Ida Somolanji Tokić, postdoctoral research Dr Tijana Borovac, assistant professor
6.	Methodology of kinesiology in integrated curriculum	1	-	2	3	Dr Tihomir Vidranski, associate professor Dr Dražen Rastovski, senior lecturer Daria Župan, lecturer
7.	Music in integrated curriculum	1	-	2	3	Dr Lidija Nikolić, assistant professor Gordana Ercegovac-Jagnjić, senior lecturer
8.	Art education	2	-	1	4	Dr Goran Kujundžić, associate professor
9.	Puppetry	1	-	1	2	Dr Mira Perić, full professor Tena Milić Ljubić, assistant
10.	Pre-school based experience II	-	-	2	2	Dr Ida Somolanji Tokić, postdoctoral research
	Free elective-students choose 2					
11.	Swimming	1	-	2	4	Dr Zvonimir Tomac, assistant professor Zoran Malečić, lecturer Jasenko Alpeza, teaching assistant
12.	Mathematics in play and leisure	1	1	1	4	Dr Ružica Kolar-Šuper, associate professor Željko Gregorović, lecturer

YEAR III
Academic year 2019/20**V. Winter semester**

Nr.	Course	L	S	P	ECTS	Instructor or course associate
1.	Healthcare education	2	2	-	5	Dr Zvonimir Užarević, associate professor Dr Zrinka Ivanišević, postdoctoral researcher
2.	Psychology of learning and teaching	2	2	-	5	Dr Lara Cakić, assistant professor
3.	Methodology of pedagogical research	1	1	1	3	Dr Maja Brust Nemet, assistant professor
4.	Integrated pre-school curriculum II	1	-	2	3	Dr Tijana Borovac, assistant professor Dr Ida Somolanji Tokić, postdoctoral researcher
5.	Art education in integrated curriculum	2	-	1	3	Dr Goran Kujundžić, associate professor
6.	Pre-school based experience III	-	-	3	3	Dr Tijana Borovac, assistant professor
Free elective-students choose 2						
7.	Visual communication and design	1	-	2	4	Dr Marko Šošić, assistant professor
8.	Ecology education in kindergarten	1	-	2	4	Dr Irella Bogut, full professor M. Sc. Željko Popović, college professor

YEAR III
Academic year 2019/20

VI. Summer semester

Nr	Course	L	S	P	ECTS	Instructor or course associate
1.	Methods of pedagogical research	1	1	-	2	Dr Maja Brust Nemet, assistant professor
2.	Family education and partnership with parents	2	1	-	4	Dr Vesnica Mlinarević, full professor Ružica Tokić, teaching assistant
3.	Final paper methodology	-	-	2	3	Dr Alma Škugor, assistant professor
4.	Integrated pre-school curriculum II	1	-	2	3	Dr Tijana Borovac, assistant professor Dr Ida Somolanji Tokić, postdoctoral research
5.	Integrated pre-school curriculum III	-	-	5	4	Dr Goran Kujundžić, associate professor Dr Hrvoje Ajman, teaching assistant Gordana Ercegovic-Jagnjić, Senior lecturer Dr Tijana Borovac, assistant professor
6.	Visual arts in the integrated curriculum	1	-	2	3	Dr Goran Kujundžić, associate professor
7.	Pre-school based experience III	-	-	3	3	Dr Tijana Borovac, assistant professor
Free elective-students choose 2						
8.	English for specific purposes German for specific purposes	1	-	2	4	Dr Manuela Karlak, assistant professor Dr Lana Mayer, assistant professor
9.	Language games	2	-	1	4	Dr Valentina Majdenić, assistant professor



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CLASS: 003-06/19-0/8

REG. NR.: 258-63-0-19-32

Osijek, September 6, 2019

Pursuant to Article 63 of the Act on Scientific Activity and Higher Education (Official Gazette 123/03., 98/03., 105/04., 74/04., 46/07., 45/09., 63/11., 94/13., 139/13., 101/14., 60/15., 131/17.) and Article 42 of the Statute of the Faculty of Education (consolidated text), and in accordance with Article 62 of the Ordinance of Studies and Studying of the Josip Juraj Strossmayer University of Osijek, the Faculty Council of the Faculty of Education (hereinafter referred to as: the Faculty Council), at the 9th meeting in the academic year 2018/19, held on September 16, 2019, under item 3 of the Agenda, unanimously rendered the following

DECISION

- I. **Course syllabuses for the Undergraduate university studies of Early and Pre-School Education for the academic year 2019/20 are accepted.**
- II. **Course syllabuses will be published on the official web page of the Faculty of Education www.foozos.hr.**
- III. **The teaching (lectures, seminars, practice) is entrusted to the full time employees and external associates in the academic year 2019/20 as stated in the Course syllabuses.**
- IV. **Supplementary exam periods in the academic year 2019/20 will be in December 2019 and April 2020.**

Explanation

Pursuant to Article 62 of the Statute of the Faculty of Education (consolidated text) the Course syllabuses for the academic year 2019/20, according to which study programmes at the Faculty are implemented, must be adopted. Furthermore, pursuant to Article 62 of the Ordinance of Studies and Studying of the Josip Juraj Strossmayer University of Osijek, supplementary exam periods that cannot be in September and October are determined by the Course syllabuses of scientific-educational constituents and artistic-educational constituents. The Faculty Council rendered the decision as stated above.

Instructors and course associates
who will instruct courses according to the study programme
Academic year 2019/20

Instructors and course associates**Academic year 2019/20**

Nr.	NAME
	FULL PROFESSORS
1.	Dr Irella Bogut, full professor
2.	Dr Zdenka Kolar-Begović, full professor
3.	Dr Vesnica Mlinarević, full professor
4.	Dr Mira Perić, full professor
5.	Dr Zvonimir Užarević, associate professor
	ASSOCIATE PROFESSORS
6.	Dr Ružica Kolar-Šuper, associate professor
7.	Dr Goran Kujundžić, associate professor
8.	Dr Tena Velki, associate professor
9.	Dr Tihomir Vidranski, associate professor
	Assistant professors
10.	Dr Tijana Borovac, assistant professor
11.	Dr Maja Brust Nemet, assistant professor
12.	Dr Lara Cakić, assistant professor
13.	Dr Manuela Karlak, assistant professor
14.	Dr Ivica Kelam, assistant professor
15.	Dr Valentina Majdenić, assistant professor
16.	Dr Nina Mance, assistant professor
17.	Dr Lana Mayer, assistant professor
18.	Dr Lidija Nikolić, assistant professor
19.	Dr Ksenija Romstein, assistant professor
20.	Dr Dubravka Smajić, assistant professor
21.	Dr Vesna Svalina, assistant professor
22.	Dr Alma Škugor, assistant professor
23.	Dr Marko Šošić, assistant professor
24.	Dr Zvonimir Tomac, assistant professor
25.	Dr Ivana Trtanj, assistant professor
26.	Dr Rahaela Varga, assistant professor
27.	Dr Hrvoje Volner, assistant professor
28.	Dr Vedrana Živković Zebec, assistant professor
	COLLEGE PROFESSOR
29.	M. Sc. Željko Popović
	SENIOR LECTURERS
30.	Gordana Ercegovac-Jagnjić
31.	Dr Dražen Rastovski
	LECTURERS
32.	Mirta Bijuković Maršić
33.	Željko Gregorović
34.	Jurica Lovrinčević
35.	Daria Župan Tadijanov
	SENIOR ASSISTANTS
36.	Dr Ana Mirković Moguš
37.	Dr Ida Somolanji Tokić, postdoctoral researcher
	TEACHING ASSISTANTS
38.	Dr Hrvoje Ajman
39.	Pavao Nujić
40.	Ružica Tokić

External associates**Academic year 2019/20**

Nr.	NAME
1.	Jasenko Alpeza, teaching assistant
2.	Dr Zrinka Ivanišević, postdoctoral researcher
3.	Zoran Malečić, lecturer
4.	Dorijana Škoro, teaching assistant
5.	Petar Živković, teaching assistant

Contents overview of the courses with essential literature

Academic year 2019/20

COURSE SYLLABUS – Children’s literature with media culture

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of Croatian studies
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Children’s literature with media culture
	INSTRUCTOR	Dr Vedrana Živković Zebec, assistant professor
	COURSE ASSOCIATES	Mirta Bijuković Maršić, lecturer
	COURSE STATUS	compulsory / 6 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	II.	
	NUMBER OF LESSONS (per week)	4 L + 2 S	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	The aim of the course is make students media literate, which creates a competence for critical media reception. Introduce students to the most significant representatives of Croatian and world children’s literature, main types and literary genre and evaluation criteria.
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COURSE CONTENT	<p>Lectures; Theatre and children’s theatre: differences in regard to films; The media of new technologies; Acquiring basic concepts of children’s literature, topics and structure; Literary – scientific works; poetry, picture books, illustrated stories, fables, drama texts, stories, fairy tales, legends, anecdotes, comics, journals, children’s novels or novels about childhood; novels according to topics, characters, plot organisation;</p> <p>Seminars; concept and composition.</p> <p>Basic comprehension of media culture; purpose and orientation of media culture courses in relation to education mission. UNESCO’s Declaration on media education. Attitude towards the media; about the concept of ‘media’ and ‘culture’. The history of the media; Communication culture; The concept of mass media; Media classification; Commercial and serious media – characteristics. Television as the most attractive media; message, information. The history of film; Film genre and types.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. define and explain basic characteristics of children’s literature 2. compare the periodic sequence of Croatian and world children’s literature 3. differentiate stylistic-poetic characteristics of literary works for children and young adults 4. recognize the characteristics of the genre system of children’s literature 5. implement theoretical references when analysing literary samples 6. critically evaluate media contents 7. differentiate facts from opinions and viewpoints in different sources 8. describe the development of film history 9. interpret film means of expression 10. analyse film adaptations of literary works
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					Min.	Max.
Class attendance	1	1 - 4 6 - 10	Presence and active participation in classes	Students attendance and participation records	30	60
Writing and	1	5 - 6	Presenting a	Active	30	60

presenting a seminar paper			seminar paper and active participation in discussion on a given topic	listening to seminar presentation and assessment of written seminar papers		
Continuous assessment of reading assignments	0,5	1 - 4	Reading assigned titles	Short written quizzes of reading assignments at the beginning of the class	20	40
Continuous knowledge assessment	3	1 - 4 6 - 10	Test preparation	Written test and essay	75	150
Oral exam	0,5	1 - 4	Preparation for the oral exam and reading assignments	Final exam	20	40
TOTAL	6					350

STUDENTS' OBLIGATIONS	Class attendance	0,5	Class activity	0,5	Seminar paper	1	Experiments	
	Written exam		Oral exam	0,5	Essay	0,5	Research	
	Project		Continuous knowledge assessment	3	Report		Practical work	
	Portfolio							

COURSE LITERATURE	MANDATORY	<p>Čitajmo između redaka – priručnik za razvoj medijske pismenosti, ed. Letinić, Antonija; Horvat, Martina; Sesar, Janja; Markovčić, Janja, Gong i Kurziv, Zagreb, 2016. Available at: https://www.gong.hr/media/uploads/citajmo_između_redaka_interaktivna_knjiga_final-31_1_2017.pdf</p> <p>Hameršak, Marijana, Zima, Dubravka, Uvod u dječju književnost, Leykam International, Zagreb, 2015. Hranjec, Stjepan, Pregled hrvatske dječje književnosti, Školska knjiga, Zagreb, 2006. Mikić, Krešimir, Film u nastavi medijske kulture, Educa, Zagreb, 2001.</p>
	ADDITIONAL	<p>Crnković, Milan, Težak, Dubravka, Povijest hrvatske dječje književnosti od početaka do 1955., Znanje, Zagreb, 2002. Hranjec, Stjepan, Hrvatski dječji roman, Znanje, Zagreb, 1998. Inglis, Fred, Teorija medija, Zagreb, Barbat, 1997. Košir Manca, Zgrablić, Nada, Ranfl, Rajko, Život s medijima, Zagreb, 1999. Majhut, Berislav, Pustolov, siročić i dječja družba: hrvatski dječji roman do 1945., FF press, Zagreb, 2005. McLuhan, Marschal, Razumijevanje medija - Mediji čovjekovi proizvođači, Golden marketing, Zagreb, 2008. Pintarić, Ana, Umjetničke bajke - teorija, pregled i interpretacija, Filozofski fakultet, Matica hrvatska, Osijek, 2008. Zima, Dubravka, Kraći ljudi: povijest dječjeg lika u hrvatskom dječjem romanu, Školska knjiga, Zagreb, 2012.</p>

READING ASSIGNMENTS	SELECTION	<p>Hans Christian Andersen: Bajke (selection) Basne (selection) James M. Barrie: Petar Pan Ljudevit Bauer: Tri medvjeda i gitara Ivana Brlić- Mažuranić: Priče iz davnine; Čudnovate zgode šegrta Hlapića Lewis Carroll: Alica u zemlji čudesa Carlo Collodi: Pinokio Kareli Čapek: Poštarska bajka Anto Gardaš: Duh u močvari; Ljubičasti planet; Izum profesora Leopolda; Bakreni Petar; Tajna zelene pećine Miro Gavran: Zaljubljen do ušiju; Svašta u mojoj glavi; Kako smo lomili noge; Zaboravljeni sin Jacob i Wilhelm Grimm: Bajke (selection) Hrvoje Hitrec: Eko Eko Nada Iveljić: Čuvarice novih krovova Mato Lovrak: Vlak u snijegu; Družba Pere Kvržice Nada Mihelčić: Zeleni pas; Bilješke jedne gimnazijalke Charles Perrault: Bajke (selection) Sanja Pilić: Fora je biti faca, zar ne?; Što mi se to događa?; Ideš mi na živce; Pošalji mi poruku Jasmnika Tihi-Stepanić: Imaš fejs?; Ljeto na jezeru Čiču Sanja Polak: Dnevnik Pauline P.; Drugi dnevnik Pauline P.; Pobuna Pauline P.; Morski dnevnik Pauline P Jens Sigsgaard: Pale sam na svijetu Johanna Spyri: Heidi Sunčana Škrinjarić: Kako sanjaju stvari; Plesna haljina žutog maslačka</p>
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COURSE SYLLABUS – Drama games

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of arts
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Drama games
	INSTRUCTOR	Dr Mira Perić, full professor
	COURSE ASSOCIATES	Tena Milić, teaching assistant
	COURSE STATUS	elective / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	III.	
	NUMBER OF LESSONS (per week)	1L + 2V	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	To qualify students for encouragement and development of children's drama creation in pre-school institutions, to qualify them for drama planning and playing different forms of drama games with pre-school children.
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COURSE CONTENT	<p>Theory: Familiarizing with the process of creation of a play, acquiring basic vocabulary in theatre terminology. History of drama education. Encouraging drama creativity with pre-school children. Psycho-physical maturity of pre-school children in relation with drama play. Definition of drama game and process drama. Drama techniques. Implementation of drama games in pre-school institutions.</p> <p>Practical part: Creation of a drama story. Drama planning, structuring and implementation of drama games and process drama in space.</p> <p>Different games planning: warm-up games, relaxation games, perception games, concentration games; Imagination games; games of sensory memory, games of emotional memory; word games, word concord games, motion games, sound games; individual games, group games; character games; improvisation – the meaning of improvisation in the development of drama games and process drama; monolog, dialog; drama plot: introduction, complication, resolution; drama characters; drama setting.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. evaluate and analyse a theatre play 2. demonstrate the ability of construing drama games 3. demonstrate the ability of construing a process drama 4. encourage and develop continuous care about quality 5. build supporting relationships with children by socializing them and simultaneously individualizing their sociability
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes

TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHODS	POINTS	
					min	max
Practice and lecture attendance	1	1 - 5	Presence at lectures and practice	Attendance records	5	10
Periodic knowledge assessment	2	1 - 5	Test preparation	2 practical test	30	45
Final exam	1	1 - 5	Oral exam preparation	Final exam (oral)	25	45
TOTAL	4				60	100

STUDENTS' OBLIGATIONS	Class attendance	1	Class activity	1	Seminar paper	Experiments	
	Written exam		Oral exam	1	Essay	Research	
	Project		Continuous knowledge assessment		Report	Practical work	1
	Portfolio						

COURSE LITERATURE	MANDATORY	<p>Perić Kraljik, M., (2009.), <i>Dramske igre za djecu predškolske dobi</i>, Osijek: Učiteljski fakultet</p> <p>Gruić, I., (2002.), <i>Prolaz u zamišljeni svijet (procesna drama ili drama u nastajanju)</i>, Zagreb: Golden marketing</p> <p>Scher, Anna - Verrall, Charles, (2005.), „100+ ideja za dramu“. Biblioteka dramskog odgoja. Hrvatski centar za dramski odgoj. Zagreb.</p>
	ADDITIONAL	<p>Gruić, I., Rimac Jurinović, M., (2018.), Kako programi nastavnčkih fakulteta u Hrvatskoj definiraju/shvaćaju dramsko obrazovanje. U: časopis Norma 1/2018., ur. Trajković, B., Sombor: Pedagoški fakultet u Somboru.</p>

COURSE SYLLABUS – Ecology education in kindergarten

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of science
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Ecology education in kindergarten
	INSTRUCTOR	Dr Irella Bogut, full professor
	COURSE ASSOCIATES	M. Sc. Željko Popović, college professor
	COURSE STATUS	elective / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	V.	
	NUMBER OF LESSONS (per week)	1 L + 2 V	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	<p>Acquiring knowledge, skills and abilities necessary for observing, analysing and interpreting facts related to ecology, as well as using this information in the realization of effective nature protection.</p> <p>Students will acquire knowledge on biological and scenic diversity of Croatia, protected areas and nature facilities, areas of special natural values, as well as forms and possibilities of protecting the above mentioned.</p> <p>They will get to know laws on nature protection, activities of the Directorate for Nature protection and the attempts of many associations and organizations for nature protection in the Republic of Croatia.</p>
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COURSE CONTENT	<p>The notion and the meaning of ecology. The development of ecological science. Basic life processes and ecological factors (abiological and biological factors) Ecological organizational levels. Continental and aquatic eco-systems. Nutrition relations in biocoenoses. Soil, sea, water and air pollution and protection. Garbage disposal. Recycling. Protection of ecological eco-systems and bio-diversity. Biological and scenic diversity of Croatia. Protected parts of nature (strict nature reserves, national parks, nature parks). Nature protection – basic principles. Law regulations on nature protection. Measures and processes in nature protection. Promoting nature protection in education. People and nature.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. explain the connections among occurrences in nature and humans and nature 2. use practical knowledge and skills following ecological principles and apply them in the frames of pre-school educators' vocation 3. actively promote nature protection in education 4. implement projects directed at the protection of natural values
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STUDENTS' OBLIGATIONS	Class attendance	0,5	Class activity	0,5	Seminar paper		Experiments	
	Written exam		Oral exam	1	Essay		Research	
	Project		Continuous knowledge assessment	1	Report		Practical work	1
	Portfolio							

Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Lecture and seminar attendance	1	1 - 4	Presence at lectures and seminars	Student attendance record	26	50
Written and presented seminar paper and	2	1 - 4	Writing a report, making a presentation/practical	Attendance record	80	200

practical work			work, presentation			
Final exam (oral)	1	1 - 4	Oral exam preparation	One final exam (Oral)	80	200
Total	4	1 - 4			186	450

COURSE LITERATURE	MANDATORY	Uzelac, V., Lepičnih-Vodopivec, J., Anđić, D. (2014), <i>Djeca – odgoj i obrazovanje – održivi razvoj</i> . Zagreb: Golden marketing – Tehnička knjiga. Uzelac, V. (1990), <i>Osnove ekološkog odgoja</i> . Zagreb: Školske novine.
	ADDITIONAL	Herceg, N., Šiljeg, M., Stanić-Koštroman, S. (2018), <i>Čovjek i okoliš</i> . Zagreb: M.E.P., Knjižara Um. Pap, T., Šarić, Lj., Lončar, I., Domac, J. (2012), <i>Odgoj djece predškolske dobi za održivi razvoj i racionalno korištenje energije</i> . Zagreb: Grad Zagreb, Gradski ured za energetiku, zaštitu okoliša i održivi razvoj, www.eko.zagreb.hr

COURSE SYLLABUS – English language I

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of English and German studies
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	English language I
	INSTRUCTOR	Dr Manuela Karlak, assistant professor
	COURSE ASSOCIATES	-
	COURSE STATUS	compulsory / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	I. and II.	
	NUMBER OF LESSONS (per week)	2P ; 2P	
	TYPES OF INSTRUCTION	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Expand existing knowledge and acquire new knowledge and skills for oral and written communication in the English language (level B1 with elements of B2 according to CEF).
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COURSE CONTENT	Within the course 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, humour and laughter, style and image, beauty. Additionally, students are exposed to various techniques used to develop spontaneous and free expression in the English language. The course includes activities which foster development of language competence and expand students' knowledge of the culture and civilization of English speaking countries.
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COURSE OUTCOMES	Students will be able to: <ol style="list-style-type: none"> 1. use diverse grammar forms and vocabulary at level B2/B2 in oral and written communication 2. take part in conversations on familiar and given topics expressing themselves fluently and spontaneously 3. discuss different topics from everyday life
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<i>Linking of learning outcomes, teaching methods and the assessment of learning outcomes</i>						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Practice attendance	2	1 - 3	Practice attendance	Attendance records	0	25
Class activity	1	1 - 3	Presence at practice	Activity records	0	25
Periodic knowledge assessment (test)	1	1 - 3	Preparation for tests and partial exams	4 tests (written)	30	50
Total	4				60	100

STUDENTS' OBLIGATIONS	Class attendance	2	Class activity	1	Seminar paper		Experiments	
	Written exam		Oral exam		Essay		Research	
	Project		Continuous knowledge assessment	1	Report		Practical work	
	Portfolio		Individual tasks					

COURSE LITERATURE	MANDATORY	Redston, C., Cunningham, G. (2013). Face2Face, upper Intermediate Students Book, Cambridge: CUP.
	ADDITIONAL	<p>Bujas, Ž. (2001). Veliki englesko-hrvatski rječnik. Zagreb: Nakladni zavod Globus.</p> <p>Bujas, Ž. (2001). Veliki hrvatsko-engleski rječnik. Zagreb: Nakladni zavod Globus.</p> <p>Eastwood, J. (1999). Oxford Practice Grammar. Oxford: OUP.</p>

COURSE SYLLABUS – English language II

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of English and German studies
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	English language II
	INSTRUCTOR	Dr Manuela Karlak, assistant professor
	COURSE ASSOCIATES	-
	COURSE STATUS	compulsory / 2 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	III. i IV.	
	NUMBER OF LESSONS (per week)	1P ; 1P	
	TYPES OF INSTRUCTION	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input type="checkbox"/> Individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Expand existing knowledge and acquire new knowledge and skills of oral and written communication in the English language (level B2 according to CEF).
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COURSE CONTENT	Within the course students read and listen to texts from everyday life, i.e. culture and civilization of native speakers of the English language, do speaking and writing exercises, produce their own works in English on familiar issues (personality, humour and laughter, style, 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 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. Students additionally learn to deal with understanding the culture and civilization of English speaking countries (customs, holidays, famous people, etc.).
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. use different grammar forms and vocabulary at B2 level in oral and written communication 2. take part in conversations on known and given topics expressing themselves fluently and spontaneously 3. discuss different topics from everyday life 4. understand customs and similar contents related to English speaking regions
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<i>Linking of learning outcomes, teaching methods and the assessment of learning outcomes</i>						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					<i>min</i>	<i>max</i>
Practice attendance	1	1 - 4	Presence at practice	Attendance records	0	25
Class activity	0,5	1 - 4	Presence at practice	Activity records	0	25
Period knowledge assessment (tests)	0,5	1 - 4	Preparation for tests and partial exams	2 tests (written)	30	50
Total	2				60	100

STUDENTS' OBLIGATIONS	Class attendance	1	Class activity	0,5	Seminar paper		Experiments	
	Written exam		Oral exam		Essay		Research	
	Project		Continuous knowledge assessment	0,5	Report		Practical work	
	Portfolio		Individual tasks					

COURSE LITERATURE	MANDATORY	Redston, C., Cunningham, G. (2013). Face2Face, upper Intermediate Students Book, Cambridge: CUP.
	ADDITIONAL	Bujas, Ž. (2001). Veliki englesko-hrvatski rječnik. Zagreb: Nakladni zavod Globus. Bujas, Ž. (2001). Veliki hrvatsko-engleski rječnik. Zagreb: Nakladni zavod Globus. Eastwood, J. (1999). Oxford Practice Grammar. Oxford: OUP.

COURSE SYLLABUS - English for specific purposes

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of English and German studies
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	English for specific purposes
	INSTRUCTOR	Dr Manuela Karlak, assistant professor
	COURSE ASSOCIATES	-
	COURSE STATUS	Elective / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	VI.	
	NUMBER OF LESSONS (per week)	1L+2P	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> Individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	To qualify students for professional communication in English language on different topics from the field of early and pre-school education, i.e. from the professional field of work.
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COURSE CONTENT	In the framework of this course the students will deal with language analysis of expert texts from the field of early and pre-school education. They will practice the application of different reading text techniques in order to achieve general and/or detailed understanding of the read material. Special attention will be paid to the strategies of understanding written texts. In the field of the development of understanding strategies, prediction of the contents based on formerly acquired knowledge will be practiced, as well as context deduction, distinguishing the basic text ideas and supporting viewpoints and ideas stated in the text, etc. On the text examples from the field of early and pre-school education students will also work on expanding the existing vocabulary, especially on vocabulary acquisition strategies. Finally, the students will develop the skill of talking and discussing diverse expert topics based on the previously read texts and personal knowledge and experience. Taking critical viewpoints towards the professional issues will be encouraged (in the framework of the scheduled topics as: the nature of early childhood development and learning, the development of bodily, cognitive and social skills, children care and health, speech development, the development of children's creative potentials, etc.)
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COURSE OUTCOMES	Students will be able to: <ol style="list-style-type: none"> 1. use different professional text reading techniques in the English language 2. take part in conversation on known and covered topic expressing themselves fluently and spontaneously 3. discuss different topics from the field of pre-school educators' profession 4. critically reflect on professional issues 5. orally present a selected professional topic
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Practice attendance	2	1 - 5	Presence at lectures and practice attendance	Attendance records	0	15
Class activity	0,5	1 - 5	Presence at	Activity records	0	15

			lectures and practice			
Report	0,5	1 - 5	Preparation for oral presentation	Record	0	20
Periodic knowledge assessment (test)	1	1 - 5	Preparation for tests and partial exams	2 tests (written)	30	50
Total	4				60	100

STUDENTS' OBLIGATIONS	Class attendance	2	Class activity	0,5	Seminar paper		Experiments	
	Written exam		Oral exam		Essay		Research	
	Project		Continuous knowledge assessment	1	Report	0,5	Practical work	
	Portfolio		Individual tasks					

COURSE LITERATURE	MANDATORY	Students are given selected materials in class.
	ADDITIONAL	Howard, J. and McInnes, C. (2013) The Essence of Play – A practice companion for professionals working with young children. Routledge: London and New York. Nuttall, Ch. (1996) Teaching Reading Skills in a Foreign Language. Heinemann: Oxford. (selected chapters) New, R. S. and Cochran, M. (eds.) Early Childhood Education: An International Encyclopedia. Greenwood Publishing Group (2008).

COURSE SYLLABUS – Philosophy of education

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of life-long education
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Philosophy of education
	INSTRUCTOR	Dr Ivica Kelam, assistant professor
	COURSE ASSOCIATES	-
	COURSE STATUS	Compulsory / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	I.
	NUMBER OF LESSONS (per week)	2L+1S
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input type="checkbox"/> Individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	<p>The fundamental aim of the course is to provide all student with the insight into the issues of education, in a way that will encourage them to critically contemplate own experience in relation to problem awareness developed through the tradition of philosophy of education. The appropriate level of philosophical education and philosophical skills of contemplating educational issues is considered a relevant assumption of a critical and educationally productive linking of pedagogical, psychological, sociological and other knowledge in an educational act.</p>
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COURSE CONTENT	<ol style="list-style-type: none"> 1. introduction – philosophy of education as a subject and a discipline 2. What is philosophy? 3. the occurrence and development of western philosophy 4. philosophy and other realms of spirituality (myth, science, religion, art, mysticism etc.) 5. education as a formative strength of a citizen – fundamental cultural and social concepts (democracy, state, society, the rule of law, laws, productive capacities, etc.) 6. philosophical understanding of education – historical overview 7. the relationship of philosophy and pedagogy – critical reflection 8. education and the phenomenon of moral 9. the issue of creativity and freedom 10. the phenomenon of play as a philosophical topic 11. the relationship of work and leisure 12. the critique of education system 13. the alternative of learning in the education process – philosophical insights 14. the issue of education and feminism 15. final lecture
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LEARNING OUTCOMES	Students will be able to:
	1. acquire competences in the field of logics in order to recognize properly formed concepts, judgements and conclusions
	2. acquire competences in the field of language philosophy in order to recognize ideological linguistic structures and to critically analyse language as a basic means of educational mediation
	3. acquire competences in the field of philosophy as a science in order to critically analyse a scientific title that will address students
	4. acquire competences in the field of philosophical anthropology in order to question the concept of education in whose realization they will participate via reflection of diverse scientific cognitions
	5. acquire competence in the field of philosophy of history in order to critically evaluate the issue of education in its ever-changing forms considering socially-historical conditionality of education
	6. acquire competences in the field of ethics in order to critically contemplate the moral and values that they will transfer to pupils
	7. acquire competences in the field of philosophy of education in order to critically contemplate given educational problems and educational theories, using historical-philosophical comparisons and syntheses of development

Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING ACTIVITY	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					<i>min</i>	<i>Max</i>
Teaching	0,50	1.-6	Presence at class and active participation	Student records	5	10
Seminar paper	0,50	1.-6.	Writing a seminar paper	Reading and grading seminar papers	5	10
Oral exam	3,00	1.-6	Oral exam preparation	Oral presentation	50	80
Total	4				60	100

STUDENTS' OBLIGATIONS	Class attendance	0,25	Class activity	0,25	Seminar paper	0,50	Experiments	
	Written exam		Oral exam	3	Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	
	Portfolio							

COURSE LITERATURE	MANDATORY	Krznar, Tomislav - Filipović, Nikolina Iris (eds.), Vrč i šalica. Filozofijska vivisekcija problema odgoja i obrazovanja, Učiteljski fakultet Sveučilišta u Zagrebu, Zagreb, 2015. Polić, Milan, Filozofija i odgoj u suvremenom društvu, Hrvatsko filozofsko društvo, Zagreb, 2006. (selected chapters). Polić, Milan, K filozofiji odgoja, Znamen & Institut za pedagoškijska istraživanja, Zagreb, 1993.
	ADDITIONAL	Aristotel, Nikomahova etika, Hrvatska sveučilišna naklada, Zagreb, 1992. Barbarić, Damir (ed.), Čemu obrazovanje. Razmatranje o budućnosti sveučilišta, Matica hrvatska, Zagreb, 2011. Canivez, Patrice, Odgojiti građanina?, Durieux, Zagreb, 1999. Filipić, Petar, Anatomija destrukcije. Politička ekonomija hrvatskoga visokog školstva, Jesenski i Turk, Zagreb, 2014. Fink, Eugen, Igra kao simbol svijeta, Demetra, Zagreb, 2000. Freire, Paolo, Pedagogija obespravljenih, Odras, Zagreb, 2002. Hufnagel, Erwin, Filozofija pedagogike, Demetra, Zagreb, 2002. Legrand, Louis, Moralna izobrazba danas – ima li to smisla?, Educa, Zagreb, 2001. Liessmann, Konrad Paul, Teorija neobrazovanosti: zabluda društva znanja, Naklada Jesenski i Turk, Zagreb, 2008. Lyotard, Jean-Francois, Postmoderno stanje: Izvještaj o znanju, Ibis, Zagreb, 2005. Morin, Edgar, Odgoj za budućnost, Educa, Zagreb, 2002. Nietzsche, Fridrich, Schopenhauer kao odgajatelj, Matica hrvatska, Zagreb, 2003. Nussbaum, Martha C., Ne profitu; zašto demokracija treba humanistiku, AGM, Zagreb, 2012. Platon, Država. Naklada Jurčić, Zagreb, 2009.

COURSE SYLLABUS – Music with pre-school based experience

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of arts
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Music with pre-school based experience
	INSTRUCTOR	Dr Lidija Nikolić, assistant professor
	COURSE ASSOCIATES	Dorijana Škoro, teaching assistant
	COURSE STATUS	compulsory / 6 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	I. and II.	
	NUMBER OF LESSONS (per week)	I. semester: 1 L + 3 P; II. semester: 1 L + 2 P	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Qualify future educators for performing music activities.
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COURSE CONTENT	<p>1. Learn how to sing and play the following children's songs: N. Janev: Zeko, zeko, B. Ibrišimov: Čista cica, I. Lesičkova: Maca, B. Ibrišimov: Pahuljice, J. Kaplan: Lutkina uspavanka, A. Astarđžieva: Proljeće, D. Hristov: Lutkina pjesma, L. Mav: Cicibani, J. Bitenc: Mlin, L. Lulić: Moj djed, P. Ramovš: Dijete pjeva, M. Hynkova: Vrapčić u zimi, L. Županović: Mrav, J. Kaplan: Konjiću haj, M. Krasev: Zima, M. Pirnik: Zvončić, P. Hadžiev: Proljeće, M. Voglar: Mi cicibani, J. Kaplan: Zeko pleše, J. Bitenc: Gusak i guske, J. Bitenc: Patak, A. Hadžiev: Mali vlak, V. Ivannikova: Avion, M. Miletić: Zacvrkuta mali vrapčić, J. Kaplan: Saonice male Sanje, L. Lesičkova: Lastavica, J. Kaplan: Patkina pjesma, J. Bitenc: Hi, konjiću, V. Stojanov: Jesenska pjesma, H. Nedjalkov: Pahuljice, L. Kozinović: Sveti Niko. Ringe raje, Jeste ikad čuli to, Ja posijah lan, O Jelo, Jelice, Teče, teče bistra voda, Igra kolo, Zlatna ptičica, Djeca i maca, Mali ples, Sadila sam bosiljak, Bijela kvočka, Ja posijah repu, Nini, dušo moja, Oj javore, javore, Junak Janko, Spavaj mali Božiću. - remark: the purpose of singing and playing is the acquisition of songs and simultaneous development of students' singing abilities and mastering playing skills.</p> <p>2. Acquire the basics of music theory with the purpose of playing a musical instrument – piano, keyboard or accordion. -musical notation, tact, name of notes and their duration, note pauses, signs for the extension of notes and pauses, measure, rhythm, rhythmic figures, pre-tact and retreat, treble clef, musical alphabet, pre-signs, chords, tempo, dynamics, agogics and articulations signs.</p> <p>3. Get to know by multiple listening, the following compositions and notice musical constituents: -R. Schumann: The Wild Horseman from Album for the Young, op. 68, W. A. Mozart: A Little Night Music K.V. 525, 1. movement, C. Saint-Saëns: Fossils, The Swan, The Elephant from The Carnival of Animals, N. R. Korsakov: Flight of the Bumblebee, P. I. Čajkovski: Dance of the Sugar Plum Fairy and Ples šecerne vile i Trepak from The Nutcracker Orašar, F. Couperin: Tajanstvene prepreke, J. Brahms: Mađarski ples br. 5 u g-molu.</p> <p>4. Learn how to perform the following chants and music games: -Eci peci pec, lš'o medo u dućan, Jedna vrana gakala, Tupa tap, A. Astarđžieva: Spring, Ja posijah lan, Mali ples, Bijela kvočka.</p> <p>5. Acquire the skill of playing the following musical instruments from children's instrumentation: - percussion (sticks, triangle, cymbals, small drum, hand drum, tambourine, rattles) and melodic instruments (metallophone and xylophone).</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> define and differentiate basic concepts from the theory of music analyse music notation recognize, analyse and compare different pieces of music regarding musical genre, formal structure, stylistic period a piece belongs to and other expressive features describe and by hearing recognize musical instruments and performing compositions sing and play children's songs perform chants and music games
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Lecture and seminar attendance	0,5	1 - 6	Presence at lectures and seminars	Attendance records	-	-
Class activity	0,5	1 - 6	Presence at lectures and seminars	Activity records	-	-
Periodic knowledge assessment (tests)	4	1 - 6	Test preparation	4 tests (practical) 6 tests (written)	48	80
Knowledge assessment (final exam)	1	1 - 6	Exam preparation	Written, practical and oral exam	12	20
Total	6	1 - 6			60	100

STUDENTS' OBLIGATIONS	Class attendance	0,5	Class activity	0,5	Seminar paper		Experiments	
	Written exam	0,5	Oral exam	0,5	Essay		Research	
	Project		Continuous knowledge assessment	2	Report		Practical work	2
	Portfolio							

COURSE LITERATURE	MANDATORY	Manasteriotti, V. (1988.) <i>Zbornik pjesama i igara za djecu. Priručnik muzičkog odgoja</i> . Zagreb: Školska knjiga. Završki, J. (1995). <i>Teorija glazbe</i> . Zagreb: Školska knjiga.
	ADDITIONAL	Fučkar, S. (1961.) <i>Muzički odgoj predškolske djece</i> . Zagreb: Školska knjiga. Golčić, I. (1998.) <i>Pjesmarica - za osnovne škole</i> . Zagreb: HKD Sv. Jerolima. Goran, Lj. i Marić, Lj. (1989.) <i>Zapjevajmo složno svi. Zbirka pjesama i igara za djecu predškolske dobi. Priručnik za odgajatelje</i> . Zagreb: Školska knjiga. Goran, Lj. i Marić, Lj. (1991.) <i>Spavaj, spavaj, zlato moje. Zbirka uspavanki i skladbi mirnoga ugođaja</i> . Zagreb: Školska knjiga. Gospodnetić, H. (2015). <i>Metodika glazbene kulture za rad u dječjim vrtićima</i> . Zagreb: Mali profesor. Makjanić, V. i Završki, J. (1974.) <i>Glazbeni odgoj za I, II, III razred osnovne škole</i> . Zagreb: Školska knjiga. Manasteriotti, V. (1977). <i>Muzički odgoj na početnom stupnju</i> . Zagreb: Školska knjiga. Reich, T. (1994.) <i>Glazbena čitanka</i> . Zagreb: Školska knjiga. Rojko, P. (1996.) <i>Metodika nastave glazbe: teorijsko - tematski aspekti</i> . Osijek: Sveučilište Josipa Jurja Strossmayera. Pedagoški fakultet. Rojko, P. (2004.) <i>Metodika glazbene nastave - praksa I. dio</i> . Zagreb: Jakša Zlatar. Rojko, P. (2005.) <i>Metodika glazbene nastave - praksa II. dio</i> . Zagreb: Jakša Zlatar. Županović, I., <i>Tvorba glazbenog djela</i> , Školske novine, Zagreb, 1995.

COURSE SYLLABUS – Music in integrated curriculum

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of arts
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Music in integrated curriculum
	INSTRUCTOR	Dr Lidija Nikolić, assistant professor
	COURSE ASSOCIATES	Gordana Ercegovac-Jagnjić, senior lecturer
	COURSE STATUS	compulsory / 7 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	III. and IV.	
	NUMBER OF LESSONS (per week)	III. semester: 2 L + 2 P; IV. semester: 1 L + 2 P	
	TYPES OF INSTRUCTION	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input checked="" type="checkbox"/> teaching practice </td> </tr> </table>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work
<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input checked="" type="checkbox"/> teaching practice		

COURSE AIMS	Qualify future educators for performing and designing music activities.
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COURSE CONTENT	<p>1. to master methodological outline of the following musical activities by taking into consideration specificity of each field: Singing (intonation, singing skills – volume and development of children’s voice, choice of songs, learning songs by hearing – echo plays, breathing when singing, interpretation, pronunciation, music memory). Listening to music (choosing pieces for listening, procedures during listening, types of listening, motivation for listening, noticing music constituents); Counting rhymes and music plays (rhythm, types of rhymes, acquiring rhymes, types of play (singing play – playing in a row and circle, free style play, mixed play, play accompanied by instruments, music dramatisation), procedure of acquiring music plays). Playing an instrument – playing instruments for children (percussions - sticks, triangles, cymbals, little drums, hand drums, tambourine, rattle) and melodic instruments (metallophone and xylophone) and body as instrument (playing rhythm, playing metre).</p> <p>2. learn how to sing and play the following children’s songs: J. Kaplan: Čestitka majčici, V. Gerčik: Kišica, J. Kaplan: Jagoda, J. Kaplan: Naše kolo veselo, J. Pomahač: Žaba, P. Bergamo: Avanture maloga Juju, J. Bitenc: Svetom Nikoli. Remark: the purpose of singing and playing is to acquire the songs and at the same time develop singing and playing skills.</p> <p>3. Introduce students to the following music pieces and notice music constituents by active and multiple listening: R. Schumann: Radostan seljak iz Albuma za mladež, op. 68, M. P. Musorgski: Ples pilića, W. A. Mozart: Sonata za klavir u A-duru, KV 331, 3. stavak (Alla turca), C. Saint-Saëns: Akvarij, Klokoni, Završna koračnica iz Karnevala životinja, A. Hačaturjan: Ples sa sabljama iz baleta Gajane, L. Boccherini: Menuet iz Gudačkog kvinteta u E-duru, op. 13, br. 5 - 3. st., A. Dvořak: Humoreska, A. Gretry: Magarac I kukavica.</p> <p>4. learn to perform the following counting rhymes and music plays: Ture bure valja, Pliva patka preko Save, V. Janusova/A. Bil'ova: Sve do grada Daruvara, Lazarova/Ruml/Jeřabkova: Ruke, H. Šimoneková: Vlak, V. Janusova/A. Bil'ova: Žabe i roda.</p> <p>5. acquire basic knowledge in the field of Croatian traditional music (customs, instruments and folk costumes) and get to know the following traditional music pieces and notice music constituents: Slavonsko kolo, Drmeš, Ples s ropčecom, Grad se beli preko Balatina, Splitski plesovi.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. independently create and perform musical activities in pre-school institutions 2. perform children’s songs, chants, musical games 3. select and analyse compositions appropriate for pre-school children 4. explain methods and procedures in implementing musical activities in pre-school institutions 5. describe the characteristics of traditional music in Croatia
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Lecture and seminar attendance	0,5	1 - 5	Presence at lectures and seminars	Attendance records	-	-
Class activity	0,5	1 - 5	Presence at lectures and seminars	Activity records	-	-
Periodic knowledge assessment (test)	2	1 - 5	Test preparation	4 tests (written)	24	40
Knowledge assessment (practical work)	2	1 - 5	Preparation for conducting an activity in a pre-school institution	Practical work	18	30
Knowledge assessment (final exam)	2	1 - 5	Exam preparation	Written, practical and oral exam	18	30
Total	7	1 - 5			60	100

STUDENTS' OBLIGATIONS	Class attendance	0,5	Class activity	0,5	Seminar paper		Experiments	
	Written exam	1	Oral exam	1	Essay		Research	
	Project		Continuous knowledge assessment	2	Report		Practical work	2
	Portfolio							

COURSE LITERATURE	MANDATORY	Manasteriotti, V. (1988.) <i>Zbornik pjesama i igara za djecu. Priručnik muzičkog odgoja</i> . Zagreb: Školska knjiga. Manasteriotti, V. (1977). <i>Muzički odgoj na početnom stupnju</i> . Zagreb: Školska knjiga.
	ADDITIONAL	Đerfi-Bošnjak, V. (2001). <i>Ja volim pjesmu, pjesma voli mene</i> . Osijek: Centar za predškolski odgoj. Fučkar, S. (1961.) <i>Muzički odgoj predškolske djece</i> . Zagreb: Školska knjiga. Goran, Lj. i Marić, Lj. (1989.) <i>Zapjevajmo složno svi. Zbirka pjesama i igara za djecu predškolske dobi. Priručnik za odgajatelje</i> . Zagreb: Školska knjiga. Goran, Lj. i Marić, Lj. (1991.) <i>Spavaj, spavaj, zlato moje. Zbirka uspavanki i skladbi mirnoga ugođaja</i> . Zagreb: Školska knjiga. Gospodnetić, H. (2015). <i>Metodika glazbene kulture za rad u dječjim vrtićima</i> . Zagreb: Mali profesor. Makjanić, V. i Završki, J. (1974.) <i>Glazbeni odgoj za I, II, III razred osnovne škole</i> . Zagreb: Školska knjiga. Reich, T. (1994.) <i>Glazbena čitanka</i> . Zagreb: Školska knjiga. Rojko, P. (1996.) <i>Metodika nastave glazbe: teorijsko - tematski aspekti</i> . Osijek: Sveučilište Josipa Jurja Strossmayera. Pedagoški fakultet. Rojko, P. (2004.) <i>Metodika glazbene nastave - praksa I. dio</i> . Zagreb: Jakša Zlatar. Rojko, P. (2005.) <i>Metodika glazbene nastave - praksa II. dio</i> . Zagreb: Jakša Zlatar.

COURSE SYLLABUS – Croatian language and communication

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of Croatian studies
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Croatian language and communication
	INSTRUCTOR	Dr Dubravka Smajić, assistant professor
	COURSE ASSOCIATES	Dr Nina Mance, assistant professor
	COURSE STATUS	compulsory / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	I.
	NUMBER OF LESSONS (per week)	2L+2P
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input checked="" type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	The purpose is to learn grammatical, orthographic and rules for correct speech of contemporary Croatian language by broadening the knowledge of the Croatian grammatical system at all speech levels – phonological, morphological, syntactic and lexical. Acquire all forms of language communication, get acquainted with fundamental bases of language communication. Qualify students for educated communication in a standard language by increasing written and oral level of their communication.
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COURSE CONTENT	Language and speech, language and opinion, linguistic information, linguistic activities. Concept of oral and written culture; linguistic, aesthetic and social aspects of written and oral culture. Communication in kindergarten and out-of-kindergarten context. Linguistic and non-linguistic factors in developing standard language. Linguistic levels and standards (phonological, morphological, syntactic, orthographic and spoken). Croatian phonological system. Speech organs and speech phonetics. Croatian language prosody. Word forms, phoneme and phoneme groups alternation at morphological level. Grammatical sentence structure, transforming grammatical sentence structure, sentence making. Word order. Orthographic and spoken mistakes; reading practice. Phonetic, accent, intonation practice. Oral and written syntactic practice; oral and written essay practice. Oral and written communication practice.
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LEARNING OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. describe and apply the rules of phonological, morphological, syntactic and lexical organization of the modern standard Croatian language 2. apply the acquired phonological-phonetic norm – recognize and describe phonologically and morphologically conditioned alternation and apply acquired rules; apply acquired prosodic norm 3. apply acquired orthographic and pronunciation, as well as grammar norms 4. encourage and develop continuous care of the quality and culture of personal language expression 5. apply previously acquired new language knowledge and skills in spoken communication in the standard Croatian language, estimate the level of their application in own communication, as well as compare it to general application in the public language 6. demonstrate clear and argumentative professional communication in the standard Croatian language using appropriate style in language and out-of-language context; demonstrate the ability of adapting to new communication situations by active application of acquired knowledge and speaking skills; evaluate own communication skills 7. use linguistic literature independently and critically
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<i>Linking of learning outcomes, teaching methods and the assessment of learning outcomes</i>						
TEACHING ACTIVITY	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min.	max.
Teaching	0,4	1.,6	Presence and active class participation	Attendance records	6	9
Test 1	0,6	3.	Written test	Written assessment	8	11
Test 2	1	1.,2.,3.,7.	Written test	Written assessment	11	14
Test 3	0,5	1.,2.,7.	Written test	Written assessment	7	10
Test 4	0,5	1.,2.	Written test	Written assessment	7	10
Oral exam	1	1. - 7.	Oral exam	Oral presentation	11	16
Total	4				50	70

STUDENTS OBLIGATIONS								
	Class attendance	0,2	Class activity	0,2	Seminar paper		Experiments	
	Written exam	1,4	Oral exam	1	Essay		Research	
	Project		Continuous knowledge assessment	1,2	Report		Practical work	
Portfolio								

COURSE LITERATURE		
	MANDATORY	<p>Težak, S.-Babić, S.: Gramatika hrvatskoga jezika, Školska knjiga, Zagreb, 2006.</p> <p>Babić-Finka-Moguš: Hrvatski pravopis, Školska knjiga, Zagreb, 1996.</p> <p>Babić-Ham-Moguš: Hrvatski školski pravopis, Školska knjiga, Zagreb, 2008.</p> <p>Skupina autora: Hrvatski pravopis, Institut za hrvatski jezik i jezikoslovlje, www.pravopis.hr</p> <p>Nikić-Opačić-Zlata: Jezikomjer. Vodič za izbjegavanje najčešćih pogrešaka u hrvatskom standardnom jeziku, Croma, Stobreč, 2006.</p> <p>Opačić, N.: Hrvatski u zagradama. Globalizacijske jezične stranputice, Hrvatska sveučilišna naklada, Zagreb, 2006.</p> <p>Ham – Mlikota – Baraban – Orlić: Hrvatski jezični savjeti, Školska knjiga, Zagreb, 2014.</p>
ADDITIONAL	<p>Ham, S.: Školska gramatika hrvatskoga jezika, Školska knjiga, Zagreb, 2002.</p> <p>Rječnik hrvatskoga jezika, uredio Šonje, J., Leksikografski zavod Miroslav Krleža, Školska knjiga, Zagreb, 2000.</p> <p>Veliki rječnik hrvatskoga standardnog jezika, Jojić, Ljiljana i sur. ur. Zagreb, Školska knjiga, 2015.</p> <p>Hrvatski jezični portal, http://hjp.novi-liber.hr</p> <p>Hudeček-Matković-Ćutuk: Jezični priručnik Coca-Cole HBC Hrvatska, Zagreb, 2011. (http://www.prirucnik.hr/img/Jezicni-prirucnik-Coca-Cole-HBC-Hrvatska-02-2012.pdf)</p> <p>Dulčić, M. (prir.): Govorimo hrvatski. Jezični savjeti, Hrvatski radio, Naprijed d.d., Zagreb, 1997.</p>	

COURSE SYLLABUS – Computer literacy

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of science
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Computer literacy
	INSTRUCTOR	Dr Zdenka Kolar – Begović, full professor
	COURSE ASSOCIATES	Dr Ana Mirković Moguš, postdoctoral researcher Diana Moslavac Bičvić, lecturer
	COURSE STATUS	compulsory / 3 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	II.	
	NUMBER OF LESSONS (per week)	1L+2P	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input checked="" type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input checked="" type="checkbox"/> other _____

COURSE AIMS	<p>Computer literacy is the ability to use a computer and computer programmes with the aim of collecting, analysing, presenting and exchanging information, which is a precondition for further knowledge creation. It is essential to make future educators aware of the necessity of computer literacy for their future more quality work and more successful professional development as well as lifelong learning and active participation in contemporary society. We should bear in mind that basic computer knowledge and skills of a computer literate person are constantly being upgraded and expanded in line with ICT's fast development. Therefore, besides becoming computer literate in the sense of recent technologies, it is necessary to familiarise and direct students towards constant being in touch with trends in ICT. At this course, students, who come with different levels of computer literacy, will acquire, ascertain and/or expand their fundamental digital competences.</p>
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COURSE CONTENT	<p>Basic concepts of IT (basic computer structure, basics of internet searching and e-communication). Using computers and managing files (operational system basics, folders and files). Text processing. Spreadsheets. Presentations. The application of IT in practice and everyday life.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. manage the basic functions of computer systems 2. use Internet services 3. process text 4. create a spreadsheet 5. create presentation material
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STUDENTS' OBLIGATIONS	Class attendance	0,5	Class activity		Seminar paper	0,5	Experiments	
	Written exam		Oral exam	0,5	Essay		Research	
	Project		Continuous knowledge assessment	1	Report		Practical work	0,5
	Portfolio							

<i>Linking of learning outcomes, teaching methods and the assessment of learning outcomes</i>						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Lecture and practice attendance	0,5	1 - 5	Presence at lectures and practice	Attendance reports	0	0
Continuous knowledge assessment	1	1 - 5	Test or written exam preparation	2 tests or a written exam	25	50
Practical work	0,5	1 - 5	Preparation for the presentation of two practical tasks	Practical tasks	15	30
Seminar paper	0,5	1 - 5	Preparation and presentation of a seminar paper	One seminar paper	5	10
Oral exam	0,5	1 - 5	Oral exam preparation	Oral exam	5	10
TOTAL	3				50	100

COURSE LITERATURE	MANDATORY	Grundler, D. et al. (2011). ECDL 5.0 (Windows 7, Office 2010). Varaždin: PRO-MIL, 2011.
	ADDITIONAL	[1] V. Galešev et al., Informatika i računalstvo, SysPrint, Zagreb, 2006 [2] D. Grundler, Kako radi računalo, Pro-mil, Varaždin, 2004 [3] Steve Johnson, MICROSOFT OFFICE 2007 - Na dlanu, MIŠ, Zagreb, 2007

COURSE SYLLABUS – Integrated pre-school curriculum I

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of life-long education
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Integrated pre-school curriculum I
	INSTRUCTOR	Dr Vesnica Mlinarević, full professor
	COURSE ASSOCIATES	Dr Tijana Borovac, assistant professor Dr Ida Somolanji Tokić, postdoctoral researcher
	COURSE STATUS	compulsory / 6 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	III. and IV.	
	NUMBER OF LESSONS (per week)	III. semester: 2 L+ 1 S+1 P; IV. semester: 2 P	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Qualify students for contemporary methodological activity design, structuring time and space and for partnership with parents. Train students for monitoring and evaluating processes and programme effects. Prepare students for autonomous acquisition and implementation of expert-methodological knowledge and skills.
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COURSE CONTENT	Communication competence of pre-school children, General and specific conditions for successful communication between pre-school educators and children (social relationships, styles and excellence of communication, functional characteristics of children's and adults' speech, specific procedures of supporting and helping children in everyday communication situations). Language games (expressive, metalinguistic function, developmental sequence, possibilities of support and motivation). Observation and evaluation of linguistic and communication competence of pre-school children. Implicit theories of parents and teachers: similarities and differences, continuity, discontinuity of education. Implicit pedagogy of pre-school educators and construing a motivating environment for playing and learning (space, time, roles, interaction). "Visibility" of implicit pedagogies. Integrated pre-school curriculum.
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> analyse, understand and implement national documents and theoretical framework in early education construe and evaluate a motivating environment and plan different activities in an institutional context create an educational context to be motivational – developmental, tailored for all children and each child construe an integrated curriculum in the sense of replying to children's developmental and educational needs resize, analyse and evaluate educational activities for children and personal educational practice
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS Min	POINTS Max
Oral presentation, problem-based learning, simulations, demonstrations, project learning	1	1 - 5	Presence at lectures and seminars; joining in discussions, team practical work	Attendance records, evaluation and self-evaluation of team tasks	10	20
Seminar paper	1	1 - 4	Write and present a	Evaluation and self-	10	20

			paper as part of group work	evaluation		
Periodic knowledge assessment (test and team practical work)	3	1 - 5	Preparation for the test and team practical tasks	1 test (written) and practical tasks	30	40
Final exam	1	1 - 5	Final exam preparation	Oral exam	10	20
TOTAL	6				60	100

STUDENTS' OBLIGATIONS	Class attendance	0,5	Class activity	0,5	Seminar paper	1	Experiments	
	Written exam	1	Oral exam	1	Essay		Research	
	Project		Continuous knowledge assessment	2	Report		Practical work	1
	Portfolio							

COURSE LITERATURE	MANDATORY	<p>Slunjski, E. (2001): Integrirani predškolski kurikulum: rad djece na projektima. Zagreb. Mali profesor.</p> <p>Slunjski, E. (2015). Izvan okvira : kvalitativni iskoraci u shvaćanju i oblikovanju predškolskog kurikuluma, Zagreb : Element.</p> <p>Petrović-Sočo, B. (2007) Kontekst ustanove za rani odgoj i obrazovanje - holistički pristup. Zagreb. Mali profesor</p> <p>Mlinarević, V. (2009). Projektno učenje u dječjem vrtiću, U: Zbornik radova 4. stručni i znanstveni skup Dječji vrtić - mjesto učenja djece i odraslih. Osijek: Centar za predškolski odgoj i Fakultet za odgojne i obrazovne znanosti.</p>
	ADDITIONAL	<p>Miljak, A. (2009). Življenje djece u vrtiću. Zagreb. MEIĆ ROTOOFFSET.</p> <p>Moon, B. (2001). A Guide to the national Curriculum. Oxford, New York: Oxford University Press.</p> <p>Mlinarević, V. (2000). Kompetencija odgojitelja i autonomija djeteta, U: Zbornik radova sa znanstvenog kolokvija s međunarodnim sudjelovanjem Interakcija odrasli – dijete i autonomija djeteta, 43-150, Sveučilište J.J. Strossmayera u Osijeku, Visoka učiteljska škola u Osijeku, Sveučilište u Rijeci, Visoka učiteljska škola u Rijeci.</p> <p>Slunjski, E. (2016), Izvan okvira 2: promjena: od kompetentnog pojedinca i ustanove do kompetentne zajednice učenja. Zagreb: Element.</p>

COURSE SYLLABUS – Integrated pre-school curriculum II

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of social science
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Integrated pre-school curriculum II
	INSTRUCTOR	Tijana Borovac, assistant professor
	COURSE ASSOCIATES	Dr Ida Somolanji Tokić, postdoctoral researcher
	COURSE STATUS	compulsory / 6 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	V. and VI.
	NUMBER OF LESSONS (per week)	V. semester 1L+2P ; V. semester 1L+2P
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input checked="" type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> other

COURSE AIMS	<p>Qualify students for contemporary methodological activity design, structuring time and space and for partnership with parents. Train students for monitoring and evaluating processes and programme effects. Prepare students for autonomous acquisition and implementation of expert-methodological knowledge and skills</p>
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COURSE CONTENT	<p>Methodological approach to the development of children’s self-image – characteristics and constituents of self-image, personal identity development, gender and cultural identity, the development of children’s self-confidence and autonomy, the development of the self as a member of different social groups; Children’s activities, procedures and work forms of pre-school educators on the development of children’s self-image. Social interaction and socio-emotional development of children in institutional conditions – emotion control, social knowledge and social understanding, social skills and predispositions, peer status and friendship, adaptation period; making sense of similarities and differences – me and others, the development of agreeing, cooperation and empathy; Pre-school educators’ procedures that encourage/disturb the building of children’s socio-emotional competence. Sensory-motor and cognitive development of children in institutional conditions – programme, activity design and material selection. Pre-school educators’ scaffolding in children’s learning – modifications in accordance with individual levels and learning styles of a child/children. “Initial mathematics training”: the development of logical-mathematical structures, orientation in space and time, logical operations with real-life objects, classification and seriation, the concept of number sets and numbers, the concept of geometric shapes and structures, measures and measuring; Types, ways and effects of “pedagogical intervention”; Planning and design of learning/teaching activities; Game as a teaching activity and method; Didactic materials – “ready-made” materials and pre-school educators’ material design for “initial mathematical training”. Children’s exploration behaviour in the context of interaction with adults and peers – circumstances and procedures of promoting developmentally more mature exploration forms. Holidays, walks, excursions, visits – organizational principles, educational potentials and effects. “Risk” calculation and organizational procedures of achieving the optimal level of children’s safety during excursion, walk, visit organization; The comprehensiveness of environmental education and its reflections in research.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. create and evaluate appropriate educational environment in which a child has an opportunity to realize diverse interactions with space, materials, other children and adults in an institutional context 2. shape educational process so that each activity simultaneously supports different aspects of a comprehensive children’s development and unifies different areas of their learning 3. demonstrate skills of integrating knowledge, skills and abilities acquired during studying as an assumption of integrated curriculum construction 4. implement principles and ways of observation and evaluation of the educational process and the reflection of own pedagogical practice 5. analyse, understand and compare national documents to the educational practice
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Oral presentation, problem-based learning	1	1 - 5	Presence at class and listening	Attendance records, students' class activity	15	20
Discussion, reading and content analysis task	1	1 - 5	Discussion, literature analysis	Students' activity in class	5	10
Project	2	1 - 5	Project preparation, implementation and portfolio development	Portfolio	25	40
Continuous knowledge assessment	1	1 - 5	Preparation for knowledge assessment	Test	10	20
Final exam	1	1 - 5	Final exam preparation	Oral exam	5	10
Total	6				60	100

STUDENTS' OBLIGATIONS	Class attendance	x	Class activity	x	Seminar paper		Experiments	
	Written exam		Oral exam	x	Essay	Research	Research	
	Project		Continuous knowledge assessment	x	Report		Practical work	x
	Portfolio	x						

COURSE LITERATURE	MANDATORY	<ol style="list-style-type: none"> Borovac, T. (2016) Kronološka dob djece kao strukturalni aspekt institucijskog predškolskog odgoja. U: Mlinarević, V. Vonta, T., Borovac, T. (ed.) Rani i predškolski odgoj i obrazovanje-izazovi i perspektive. Dječji vrtić Osijek i Fakultet za odgojne i obrazovne znanosti u Osijeku. Osijek (87-94). Cvetković-Lay, J. (1995) Pomognite djetetu da razvije pozitivnu sliku o sebi (57-70) U: Ja hoću i mogu više, Zagreb: Alinea Došen-Dobud, A. (2008) Predškola. Zagreb: Alinea Katz G.L., Mc Clellan E.D. (1999) Poticanje razvoja dječje socijalne kompetencije. Educa. Zagreb Stokes Szanton, E. (2000) Kurikulum za jaslice, razvojno primjereni program za djecu od 0 do 3 godine, Zagreb: Udruga Korak po korak. (35-56). Irović, S. (1993) Razvojne dimenzije dječje eksploracijske aktivnosti, Život i škola, 1: (15-27.) Irović, S. (1994) Dječja znatiželja i eksploracijsko ponašanje u kontekstu vršnjačke interakcije, Napredak, 1: 42-50. Maleš, D., Stričević, I. (1991) Dijete u razdoblju pred polazak u školu. (134-159). U: Druženje djece i odraslih, Zagreb: Školska knjiga. Slunjski, E. (2010) Mogućnost razvoja matematičkog mišljenja i učenja u samoorganiziranim aktivnostima djece u vrtiću -Magistra ladertina, 5(5) (89-100) Somolanji – Tokić, I., Kretić Majer, J. (2015). Dijete kao aktivno sudionik polaska u školu. Život i škola: časopis za teoriju i praksu odgoja i obrazovanja, 60 (1), 103 – 110
	ADDITIONAL	<ol style="list-style-type: none"> Čudina - Obradović, M. (2002) Matematika prije škole. Zagreb, Školska knjiga. Došen-Dobud, A. (2005) Malo dijete veliki istraživač. Zagreb: Alinea Hitrec, G. (1991) Kako pripremiti dijete za školu, Zagreb: Školska knjiga. Liebeck, P. (1995) Kako djeca uče matematiku, Zagreb: Educa Slunjski, E. (2003) Kad djeca pišu, broje, računaju. Varaždin: Stanek d.o.o Ministarstvo znanosti, obrazovanja i sporta (2015). Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje. Zagreb: Ministarstvo znanosti, obrazovanja i sporta. Ministarstvo znanosti obrazovanja i sporta (2008). Državni pedagoški standardi. Zagreb: Ministarstvo znanosti obrazovanja i sporta. Likierman, H., Muter, V. (2007) Pripremite dijete za školu. Buševac: Ostvarenje Vizek-Vidović, V., Vlahović-Štetić, V. (2002) Kladam se da možeš: Psihološki aspekti početnog poučavanja matematike, Zagreb: Pučko otvoreno učilište Korak po korak.

COURSE SYLLABUS – Integrated pre-school curriculum III

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of social science
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Integrated pre-school curriculum III
	INSTRUCTOR	Dr Goran Kujundžić, associate professor Gordana Ercegovac-Jagnjić, senior lecturer Dr Tijana Borovac, assistant professor Dr Hrvoje Ajman, teaching assistant
	COURSE ASSOCIATES	/
	COURSE STATUS	Compulsory / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	VI.	
	NUMBER OF LESSONS (per week)	5 P	
	TYPES OF INSTRUCTION	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Qualify students for successful implementation of acquired expert-methodological knowledge and skills in different areas of pre-school practice and for a critical reflection (noticing and questioning current issues of pre-school education.)
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COURSE CONTENT	Institutionalised context structure (place, activity 'centres', material, time). Educational process in nurseries, kindergartens, shorter programmes, etc. (types of activities and their relations, educator's and other co-expert roles, interaction between adults and children, and children among themselves). Programme, activity design and choice of teaching aid and materials. Practical and work activities for children – types, developmental effects, encouragement possibilities. Exploration behaviour of children in the context of interaction with adults and peers – circumstances and procedures of promoting developmentally more mature exploration forms. Kindergarten's role in preparing a child for school learning – concept of school 'readiness', preparation activities, developing a child's pre-reading skills, graphomotor exercises, pre-school programmes. Monitoring and evaluating educational effects – reasons, principles, methods. Integrated approach to encouraging a pre-school child's development by using music, art, speech and communication, kinesiology activities, mathematical – logical activities, creativity in all fields of a child's development and activities for encouraging positive self-image.
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> demonstrate skills of integrating knowledge, skills and abilities acquired while studying as an assumption of integrated curriculum construction demonstrate skills of monitoring and evaluation of children's activities, self-evaluate professional activity, personal "theories" and own knowledge of early childhood education shape educational process so that each activity simultaneously supports different aspects of comprehensive children's development and unifies different areas of their learning analyse and argumentatively interpret different educational practices demonstrate the ability of adapting to new and unexpected situations while implementing acquired knowledge, skills and abilities
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Oral presentation, field work	1	1,2,4,5	Practice and field work attendance and active	Attendance records, class activity	20	35

			participation			
Practical work	2	1,2,3,5	Preparation and implementation of practical work	Preparation for practical work	30	45
Group discussion, reading assignment, example analysis, collaborative reading	1	1,2,4,5	Argumentative discussion, portfolio preparation	Portfolio development, oral presentation	10	20
Total	4				60	100

STUDENTS' OBLIGATIONS	Class attendance	x	Class activity	x	Seminar paper		Experiments	
	Written exam		Oral exam		Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	x
	Portfolio	x						

COURSE LITERATURE	MANDATORY	Ministarstvo znanosti, obrazovanja i sporta RH (2014), <i>Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje</i> , (NN 5/2015). (Accessed on: https://www.azoo.hr/images/strucni2015/Nacionalni-kurikulum-za-rani-i-predskolski-odgoj-i-obrazovanje.pdf Slunjski, E. (2013) <i>Integrirani predškolski kurikulum</i> . Zagreb: Mali profesor.
	ADDITIONAL	Findak, V. (1995) <i>Metodika tjelesne i zdravstvene kulture u predškolskom odgoju</i> . Zagreb: Školska Knjiga. Grgurić N., Jakubin M. (1996) <i>Vizualno-likovni odgoj i obrazovanje</i> . Zagreb: Educa. Manasteriotti, V. (1977) <i>Muzički odgoj na početnom stupnju</i> . Zagreb: Školska knjiga. Stokes Szanton, E. (2000) <i>Poticanje emocionalnog razvoja djeteta (35-47)</i> . U: <i>Kurikulum za jaslice, razvojno primjereni program za djecu od 0 do 3 godine</i> , Zagreb, Udruga Korak po korak http://www.korakpokorak.hr/upload/Kurikulum_za_jaslice.pdf Slunjski, E. (2008) <i>Dječji vrtić – zajednica koja uči</i> . Zagreb: Spektar Media Starc, B., Čudina-Obradović, M., Pleša, A., Profaca, B., Letica, M. (2003) <i>Osobine i psihološki uvjeti razvoja djeteta predškolske dobi</i> , Zagreb, Golden marketing-Tehnička knjiga.

COURSE SYLLABUS – Language games

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of Croatian studies
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Language games
	INSTRUCTOR	Dr Valentina Majdenić, assistant professor
	COURSE ASSOCIATES	/
	COURSE STATUS	elective / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	VI.	
	NUMBER OF LESSONS (per week)	2L+1P	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	The aims of the course are to familiarize students with the concept and the role of language games in speech development of children. Students will get to know different types of spontaneous and controlled language games.
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COURSE CONTENT	<ul style="list-style-type: none"> - children's speech development - language and speech - language and language games - creativity and language games - language creativity for early and pre-school children - experiences, skills, abilities and knowledge acquired through language games - listening and speaking games - sound games, rhythmic games, syntactic and semantic games - language games in children's speech development
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COURSE OUTCOMES	Students will be able to: <ol style="list-style-type: none"> 1. recognize language game types 2. select and implement language games with children of a given age 3. link Croatian language knowledge with professional cognitions on the nature of children's play 4. plan and organize language games that will be encouraging for children's speech and language creativity development
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STUDENTS' OBLIGATIONS	Class attendance	0,25	Class activity	0,5	Seminar paper		Experiments	
	Written exam		Oral exam	0,25	Essay		Research	1
	Project		Continuous knowledge assessment	2	Report		Practical work	0
	Portfolio							

Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					Min	Max
Lecture and practice attendance and active participation	0,5	1 - 4	Presence at lectures and seminars	Attendance reports	1	5
Written exam	1	1 - 2	Test preparation, reading assignment, getting to know theory basics	Test	6	10
Game planning and preparation	1	3	Preparation, research, team work, cooperation with local community, plan writing	Written game plan – analysis	6	10
Game implementation	1	4	Game implementation, team work	Practical work analysis according to the pre-set criteria	12	20
Log book	0,5	4	Observing and analysing activities in pre-school institutions	Written review and self-reflection	1	5
TOTAL	4				26	50

COURSE LITERATURE	MANDATORY	<p>Čudina-Obradović, M. (2003). <i>Igrom do čitanja</i>. Igre i aktivnosti za razvijanje vještine čitanja. Zagreb: Školska knjiga.</p> <p>Peti-Stantić, A., Velički, V. (2008). <i>Jezične igre za velike i male</i>. Zagreb: Alfa.</p> <p>Peti-Stantić, A. (2019). <i>Čitanjem do (spo)razumijevanja. Od čitalačke pismenosti do čitateljske sposobnosti</i>. Zagreb: Naklada Ljevak.</p>
	ADDITIONAL	<p>Apel, K., Masterson, J. (2004). JEZIK I GOVOR OD ROĐENJA DO ŠESTE GODINE: Od glasanja i prvih riječi do početne pismenosti – potpuni vodič za roditelje i odgojitelje. Lekenik. Ostvarenje.</p> <p>Oussoren-Voors, R. (2007). Ples pisanja 1. Buševac: Ostvarenje.</p> <p>Oussoren-Voors, R. (2008). Ples pisanja 2. Buševac: Ostvarenje.</p> <p>Posokhova, I. (2007). Kako pomoći djetetu s teškoćama u čitanju i pisanju: praktični priručnik. Buševac: Ostvarenje.</p>

COURSE SYLLABUS – Methodology of kinesiology in integrated curriculum

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of kinesiology
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Methodology of kinesiology in integrated curriculum
	INSTRUCTOR	Dr Tihomir Vidranski, associate professor
	COURSE ASSOCIATES	Dr Dražen Rastovski, senior lecturer Daria Župan Tadijanov, lecturer
	COURSE STATUS	compulsory / 3 + 3 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	III. AND IV.
	NUMBER OF LESSONS (per week)	III. L2+1P+0S; IV. L1+2P+0S
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	To qualify students to understand and implement rules of teaching methodology of kinesiology that are a foundation for planning, programming, implementation, control and evaluation principles of different forms of physical exercising of pre-school children.
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COURSE CONTENT	Concept, definition and subject of Teaching methodology of kinesiology, the aim and tasks of physical education in pre-school children. Physical education curriculum for pre-school children. The characteristics of motor movement in pre-school children. Kinesiology operators: classification, methodology and the organization of implementation in diverse organizational work forms. Methodological approaches, working methods and methodological working procedures. Basic physical education activity (structure, aim and tasks, contents and organization). Morning physical exercise, excursions, walks, summer trips, winter trips, performances and public appearances. Physical education activities outdoors, in the gym, in the water, on the snow and ice, adapted spaces. Educational process. Work planning and programming. Pre-school educators' preparation. Monitoring, checking and evaluation. Practical implementation of organizational work forms.
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COURSE OUTCOMES	<ol style="list-style-type: none"> 1. Students will be able to understand the rules of teaching methodology of kinesiology 2. Students will be able to implement kinesiology principles, methods and methodological organization forms in the pre-school educational process. 3. Students will be able to implement high-level practical skills in kinesiology operators defined by the programme framework of physical education in pre-school children. 4. Students will be able to successfully implement morning physical exercise in pre-school institutions as well as basic physical activity with children of younger, middle and older age groups. 5. Students will be able to plan, programme and implement kinesiology operators in differentiated organizational work forms in physical and health education in pre-school children. 6. Students will be able to evaluate children's achievement in kinesiological activities and motor development.
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS Min	POINTS Max
Lecture and practice attendance	1,5	1 - 6	Presence at lectures and practice	Attendance records	5	10
Periodic knowledge assessment (test)	1,5	1 - 6	Test an partial exam preparation	2 tests (written)	30	45
Final exam	3	1 - 6	Written and oral exam preparation	One final exam (written, oral and a seminar paper)	25	45
TOTAL	6				60	100

STUDENTS' OBLIGATIONS	Class attendance	0,20	Class activity	0,20	Seminar paper	0,20	Experiments	
	Written exam	0,20	Oral exam	0,20	Essay		Research	
	Project		Continuous knowledge assessment	2	Report		Practical work	
	Portfolio							

COURSE LITERATURE	MANDATORY	1. Neljak, B. (2009.). <i>Kineziološka metodika u predškolskom odgoj</i> . Priručnik, Gopal d.o.o., ZAGREB. 2. Findak, V. (1995). <i>Metodika tjelesne i zdravstvene kulture u predškolskom odgoju</i> . Zagreb, Školska knjiga.
	ADDITIONAL	1. Findak, V., I. Prskalo (2004). <i>Kineziološki leksikon</i> , VUŠ, Petrinja. 2. Findak, V. (1992). <i>Metodički organizacijski oblici radau edukaciji, sportu i sportskoj rekreaciji</i> . Hrvatski savez za športsku rekreaciju, Zagreb. 3. Findak, V. (1996). <i>Tjelesna i zdravstvena kultura u predškolskom odgoju</i> . Školska knjiga, Zagreb. 4. Ivanković, A. (1980). <i>Tjelesni odgoj djece predškolske dobi</i> . Školska knjiga, Zagreb. Pejčić, A. (2001). <i>Opće pripreme vježbe za najmlađe</i> . Pedagoški fakultet Rijeka, Rijeka. 5. Pejčić, A., Berlot (1996). <i>Sadržaji tjelesne i zdravstvene kulture u prva četiri razreda osnovne škole</i> . CDM-biblioteka, Rijeka. Pejčić, A. (2005). <i>Kineziološke aktivnosti za djecu predškolske i rane školske dobi</i> . VUŠ Sveučilišta u Rijeci, Rijeka

COURSE SYLLABUS - Kinesiology

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of kinesiology
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Kinesiology
	INSTRUCTOR	Dr Zvonimir Tomac, assistant professor
	COURSE ASSOCIATES	Petar Živković, teaching assistant
	COURSE STATUS	compulsory / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	I.	
	NUMBER OF LESSONS (per week)	2L+1S	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	<p>Qualify students for understanding basic kinesiology regularities, based on which are the principles of planning, programming, realisation, evaluation of different exercise processes in the field of kinesiology education. A special aim is to qualify students for the implementation of kinesiology operators, especially the ones which are used in work with pre-school children.</p>
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COURSE CONTENT	<p>Concept and definition, development and structure of kinesiology; Implementing kinesiology regularities in education of pre-school children; The influence of kinesiology enticements on anthropological characteristics of pre-school children; The influence of kinesiology enticements on health; Basic principles of managing the process of exercising; The examples of transformation processes in work with pre-school children;</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. understand the structure of kinesiology and its relations with other sciences 2. evaluate and analyse anthropological characteristics of pre-school children 3. implement basic kinesiological rules in different organizational work forms with pre-school children
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STUDENTS' OBLIGATION	Class attendance	X	Class activity	X	Seminar paper	X	Experiments	
	Written exam	X	Oral exam	X	Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	
	Portfolio							

TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS Min/max	
Class attendance	0,5	1 - 5	Class presence	Attendance reports	0	20
Seminar paper	0,5	1 - 5	Writing a seminar paper	Seminar paper presentation and discussion	5	20
Continuous knowledge assessment	2	1 - 5	Preparation for knowledge assessment	2 partial tests	36	60
Oral exam	1	1 - 5	Oral exam preparation	Final oral exam	10	50
Total	4				41	150

COURSE LITERATURE	MANDATORY	<ol style="list-style-type: none"> 1. Prskalo, I. (2001): Osnove kineziologije, Visoka učiteljska škola Petrinja, Petrinja. 2. Caput-Jogunica, R. (2009). Kineziologija - priručnik za studente Učiteljskog fakulteta-dislocirani studij u Slavonskom Brodu Skripta. (Odsjek za društvene znanosti – nastavni recenzirani materijal). Učiteljski fakultet,
	ADDITIONAL	<ol style="list-style-type: none"> 1. Findak, V., Prskalo, I. (2004) Kineziološki leksikon, Visoka učiteljska škola Petrinja, Petrinja. 2. Ivanković, A. (1982) Tjelesni odgoj djece predškolske dobi, Školska knjiga Zagreb. 3. Milanović, D. i sur. (1997): Priručnik za sportske trenere, FFK, Zagreb 4. Mišigoj-Duraković, M. (1999): Tjelesno vježbanje i zdravlje, Zagreb. 5. Kališ, S. (2000): Fitness za djecu – praktični savjeti za roditelje. Zagreb, Gopal, 6. Mraković, M. (1994.): Fitko – Programiranje i kontrola procesa vježbanja, FFK, Zagreb

COURSE SYLLABUS – Physical education I

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of kinesiology
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Physical education I
	INSTRUCTOR	Jurica Lovrinčević, lecturer
	COURSE ASSOCIATES	/
	COURSE STATUS	compulsory / 2 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	I. and II.
	NUMBER OF LESSONS (per week)	2P ; 2P
	TYPES OF INSTRUCTION	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	<p>The aim of the course is to revise and expand existing knowledge and learn new kinesiology subject matters, to educate students in self-exercise programme in recreational sense, to develop the habit of continuous exercising in order to achieve health protection and better quality of life.</p>
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COURSE CONTENT	<p>Programme subject matters will be realized according to gyms and sports terrains at disposal depending on the seasons and weather conditions. Those are the following sports: basketball, volleyball, indoor football, indoor hockey and badminton. Dance structures: regional dances, social dances, modern dance. Yoga, Pilates, martial arts, bowling, skating, roller skating, jogging, fitness and similar according to students' interests.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. select and apply kinesiology operators necessary for the implementation of the exercise process 2. point at the importance of physical activity in everyday life 3. expand basic theoretical and practical motor knowledge
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STUDENTS' OBLIGATIONS	LEARNING OUTCOMES	ECTS		LEARNING OUTCOMES	ECTS		LEARNING OUTCOMES	ECTS		LEARNING OUTCOMES	ECTS
	Class attendance	1 - 3	1	Class activity	1 - 3	0,5	Seminar paper	1 - 3	0,5	Experiments	
	Written exam			Oral exam			Essay			Research	
	Project			Continuous knowledge assessment			Report			Practical work	
	Portfolio										

COURSE LITERATURE	MANDATORY	Sekulić, D; Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji : uvod u osnovne kineziološke transformacije, Split: Fakultet prirodoslovno-matematičkih znanosti i kineziologije. http://www.kifst.unist.hr/~dado/index_files/OKT_gray_02-11-2010.pdf
	ADDITIONAL	<p>Jukić, I., Marković, G. Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 2005.</p> <p>Milanović, D. Teorija treninga / Zagreb: Kineziološki fakultet Sveučilišta, 2013.</p> <p>Priručnik za sportske trenere / Vladimir Findak... [Et al.] ; urednik Dragan Milanović ; Zagreb : Fakultet za fizičku kulturu Sveučilišta u Zagrebu, 1997.</p> <p>Anderson, B. Fitness za sve (programi treninga za žene i muškarce) Zagreb: Gopal, 2000.</p> <p>Anderson, B. Stretching (vježbe istezanja za svakodnevni fitness, trčanje, plivanje, tenis, biciklizam, skijanje, košarku, rukomet, nogomet i ostale sportove) Zagreb: Gopal, 2006.</p> <p>Perkov, D. Body building (tehnika izvođenja vježbi). Zagreb: Astroida, 1998.</p>

COURSE SYLLABUS – Physical education II

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of kinesiology
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Physical education II
	INSTRUCTOR	Jurica Lovrinčević, lecturer
	COURSE ASSOCIATES	/
	COURSE STATUS	compulsory / 2 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	III. and IV.
	NUMBER OF LESSONS (per week)	2 P; 2 P
	TYPES OF INSTRUCTION	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	<p>The aim of the course is to revise and expand existing kinesiology subject matters related to Kinesiology culture I, to learn new ones, to educate students in self-exercise programme in recreational sense, to develop the habit of continuous exercising in order to achieve health protection and better quality of life.</p>
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COURSE CONTENTS	<p>Programme subject matters will be realized according to gyms and sports terrains at disposal depending on the seasons and weather conditions. Those are the sports from Kinesiology culture I accompanied by new cognitions and practice at higher level. Sports: basketball, volleyball, indoor football, indoor hockey and badminton. Yoga, Pilates, martial arts, bowling, skating, roller skating, jogging, fitness and similar according to students' interests.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. link the effects of physical activity with the anthropological status 2. organize teamwork 3. link their interests according to given kinesiological activities with the aim of fulfilling the need for movement 4. point at the deterioration or premature decrease of characteristics and abilities due to insufficient physical activity
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STUDENTS' OBLIGATIONS	LEARNING OUTCOMES	ECTS		LEARNING OUTCOMES	ECTS		LEARNING OUTCOMES	ECTS		LEARNING OUTCOMES	ECTS
	Class attendance	1 - 4	1	Class activity	1 - 4	0,5	Seminar paper	1 - 4	0,5	Experiments	
	Written exam			Oral exam			Essay			Research	
	Project			Continuous knowledge assessment			Report			Practical work	
	Portfolio										

COURSE LITERATURE	MANDATORY	Sekulić, D; Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji : uvod u osnovne kineziološke transformacije, Split: Fakultet prirodoslovno-matematičkih znanosti i kineziologije. http://www.kifst.unist.hr/~dado/index_files/OKT_gray_02-11-2010.pdf
	ADDITIONAL	<p>Jukić, I., Marković, G. Kondicijske vježbe s utezima. Zagreb : Kineziološki fakultet Sveučilišta u Zagrebu, 2005.</p> <p>Milanović, D. Teorija treninga / Zagreb: Kineziološki fakultet Sveučilišta, 2013.</p> <p>Priručnik za sportske trenere / Vladimir Findak... [Et al.] ; urednik Dragan Milanović ; Zagreb : Fakultet za fizičku kulturu Sveučilišta u Zagrebu, 1997.</p> <p>Anderson, B. Fitness za sve (programi treninga za žene i muškarce) Zagreb: Gopal, 2000.</p> <p>Anderson, B. Stretching (vježbe istezanja za svakodnevni fitness, trčanje, plivanje, tenis, biciklizam, skijanje, košarku, rukomet, nogomet i ostale sportove) Zagreb: Gopal, 2006.</p> <p>Perkov, D. Body building (tehnika izvođenja vježbi). Zagreb: Astroida, 1998.</p> <p>Tićak, Ksenija - Oblikovanje tijela za žene [programi i vježbe] / Ksenija Tićak ; [ilustracije vj Zagreb: Astroida, 1997. (Donja Lomnica : LDK promet)</p>

COURSE SYLLABUS – Art education

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of arts
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Art education
	INSTRUCTOR	Dr Goran Kujundžić, associate professor
	COURSE ASSOCIATES	/
	COURSE STATUS	compulsory / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	IV.	
	NUMBER OF LESSONS (per week)	2L+1P	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	<p>The aims of the course are acquiring basic knowledge in the field of visual arts, design theory, visual art elements and visual art principles. The development of visual and visual artistic thinking that helps students in perceiving fine art works and creates preconditions for understanding the phenomenon of children's fine artistry, their creativity and creation. Students should acquire knowledge and working techniques in different fine art techniques in all expressive areas. Development of expressive abilities using fine art elements through different techniques.</p>
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COURSE CONTENT	<p>Introduction to the language of art, Artistic elements (point, line, surface, colour, volume and space) Artistic principles (composition, harmony, contrast, proportion, unity, balance, rhythm) Visual art techniques (drawing, painting, graphic and three-dimensional design techniques) Perspective</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. differ and name artistic elements and artistic principles 2. recognize and describe artistic elements in works of art 3. formally analyse a work of art based on the presence of artistic elements 4. demonstrate the way of working with separate artistic techniques 5. differ characteristics of separate artistic techniques according to design field
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Practice and seminar attendance	0,5	1 - 5	Presence at lectures and seminars	Attendance reports	0	10
Active participation in practice / Practical work	1,5	1 - 5	Development of different artistic technique exercises	Exercise folder	30	40
Final exam	2	1 - 5	Oral exam preparation	One final exam (oral)	30	50
TOTAL	4				60	100

STUDENTS' OBLIGATIONS	Class attendance	0,5	Class activity	1	Seminar paper		Experiments	
	Written exam		Oral exam	2	Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	0,5
	Portfolio							

COURSE LITERATURE	MANDATORY	Ivančević, R. (1991), Likovni govor. Zagreb: Profil. Jakubin, M. (1999), Likovni jezik i likovne tehnike. Zagreb: Educa.
	ADDITIONAL	Bačić, M., Bačić, J. (2004), Likovna mišljenja, Zagreb: Školska knjiga. Damjanov, J. (2014) Likovna umjetnost 1. Zagreb: Školska knjiga. Damjanov, J. (2014) Likovna umjetnost 2. Zagreb: Školska knjiga.

COURSE SYLLABUS – Art education in integrated curriculum

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of arts
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Art education in integrated curriculum
	INSTRUCTOR	Dr Goran Kujundžić, associate professor
	COURSE ASSOCIATES	/
	COURSE STATUS	compulsory / 6 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	V. and VI.
	NUMBER OF LESSONS (per week)	V. sem. 2L+1P+0S; VI. sem. 1L+2P+0S
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	<p>The aim of the course is to develop students' competences of basic methodological knowledge that enable the realization of modern educational technology in preschool institutions. To enable them to take into consideration the psychophysical development of children, visual techniques and visual-technical means, which are appropriate for a particular developmental phase of artistic expression and tasks of a particular artistic field when selecting incentives. Apply acquired knowledge in framing critical insights into the effectiveness and appropriateness of teaching methods for pre-schooler children. Ability to encourage the development of children's artistic sensibilities through personal experiences. Awareness of thinking and creating educational content with methodical characteristics. Awareness of the need for continuous improvement in the methodology of visual culture as well as the evaluation and self-evaluation of work.</p>
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COURSE CONTENT	<p>Historical development of visual artistic education Children's creativity and creation Developmental stages of children's artistic expression Teaching methodology of visual arts (teaching methods, social work forms, motive as stimulus, teaching props) Planning, implementation and analysis of artistic activities Evaluation of children's artistic expression Protection and communication of children's art work</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. recognize developmental stages of children's artistic expression 2. select and adapt appropriate teaching methods in organizing artistic activities 3. differentiate children's creative expression from the stereotypical one 4. apply appropriate teaching methods directed at the encouragement of children's creation 5. independently plan and organize artistic activities in pre-school institutions
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Practice and lecture attendance	0,5	1 - 5	Presence at lecture and practice	Attendance records	0	10
Active participation in practice	1	1 - 5	Development of different artistic technique tasks	exercise folder	0	10
Teaching a practice lesson	2	1 - 5	Planning, organizing and teaching a practice lesson in a pre-school institution	Analysis of the student's practice lesson	20	30
Final exam	2,5	1 - 5	Oral exam preparation	One final exam (oral)	40	50
UKUPNO	6				60	100

STUDENTS' OBLIGATIONS	Class attendance	0,5	Class activity	1	Seminar paper		Experiments	
	Written exam		Oral exam	2,5	Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	2
	Portfolio							

COURSE LITERATURE	MANDATORY	Grgurić, N., i Jakubin, M. (1996). Vizualno-likovni odgoj i obrazovanje. Zagreb: Educa. Herceg, L., Rončević, A., Karlavaris, B., (2010). Metodika likovne kulture djece rane i predškolske dobi. Zagreb: Alfa.
	ADDITIONAL	Belamarić, D. (1987), Dijete i oblik. Zagreb: Školska knjiga. Bodulić, V. (1982), Umjetnički i dječji crtež: priručnik za odgajatelje i nastavnike. Zagreb: Školska knjiga. Brešan, D. (2008), Dječja likovna kreativnost od prve do desete godine. Zagreb, Profil.

COURSE SYLLABUS - Puppetry

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of arts
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Puppetry
	INSTRUCTOR	Dr Mira Perić, full professor
	COURSE ASSOCIATES	Tena Milić, teaching assistant
	COURSE STATUS	compulsory / 5 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	III. and IV.
	NUMBER OF LESSONS (per week)	1L + 1P ; 1L + 1P
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Acquiring fundamental knowledge of puppetry branch of theatre art, acquiring fundamental knowledge of puppet types, making and, animating a puppet in a puppetry performance for pre-school children. Developing creative skills in the field of puppetry. Using puppets in educational process.
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COURSE CONTENT	<p>Historical overview of puppetry in Croatia. How is a puppet show created. Basics of puppetry: puppet dramaturgy for children, puppetry directing, puppetry scenography, puppetry music, puppet typology, animator/animation. Pre-school children and scene puppets. Puppets as a therapeutic agent in working with children with disabilities. Body animation (group work). Object animation (group work). Sponge animation (group work). Ginol doll animation (group work). Hand puppet animation (group work).</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. evaluate and analyse a theatre puppet show 2. demonstrate the ability to adapt to new and unexpected puppetry situations by implementing acquired knowledge 3. create different scene puppets 4. demonstrate puppetry etudes (body, object, sponge animation) 5. demonstrate puppetry miniatures (ginol doll, hand puppet) 6. improvise puppetry activities
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COURSE SYLLABUS – Mathematical culture and communication

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of science
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Mathematical culture and communication
	INSTRUCTOR	Dr Ružica Kolar-Šuper, associate professor
	COURSE ASSOCIATES	Željko Gregorović, lecturer
	COURSE STATUS	compulsory / 3 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	II.
	NUMBER OF LESSONS (per week)	1L+2P
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input checked="" type="checkbox"/> distance learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Introduce students to the role of mathematics in society's development. Qualify students for understanding and accurate use of mathematical communication in everyday life. Refresh and expand students' knowledge in the field of basic mathematics needed for the adequate implementation of mathematical concepts in work with pre-school children.
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COURSE CONTENT	<p>Elements of mathematical logic. The concept of judgment. Judgment operations.</p> <p>Sets of numbers. The concept of a set of numbers (subset, equality of sets, partitive sets). Set operations (union, cross section, complement). Cartesian product of sets.</p> <p>Relations. Functions.</p> <p>Numbers. Set of natural numbers. Laws of accounting in the set of natural numbers.</p> <p>Clever calculating by selecting an appropriate method. Assessing the accuracy and meaningfulness of the results. Inductive inferring.</p> <p>Shapes and space: Describing the position and direction by using own orientation and simple coordinates (e.g. square mesh). Recognizing and classifying simple shapes (triangle, rectangle, hexagon, octagon). Sketching simple geometric objects and their meshes (cube, cuboid, roller and cone). Solving problems in the context of position and direction.</p> <p>Measuring. Length, mass and volume measuring through history. Size comparison. Measuring by relative units, a constant non-standard unit and a standard unit.</p> <p>Data. Using simulation to determine the approximate probability of events. Conducting simpler empirical probability research and probability evaluation of a concrete accidental event.</p> <p>Finding all the combinations or sequence in situations with a small number of variables. Reading and presenting data in bar and pie charts.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. explain basic judgment operations 2. perform operations with sets of numbers and Cartesian product of sets 3. define basic figures in the plane and space 4. sketch geometric objects meshes 5. use measure units and make connections among them 6. explain basic probability concepts 7. use different data presentations
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STUDENTS' OBLIGATIONS	Class attendance	1.5	Class activity		Seminar paper		Experiments	
	Written exam		Oral exam	0,5	Essay		Research	
	Project		Continuous knowledge assessment	1	Report		Practical work	
	Portfolio							

<i>Linking of learning outcomes, teaching methods and the assessment of learning outcomes</i>						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Lecture and practice attendance	1.5	1 - 7	Presence at lectures and practice	Attendance reports	0	4
Periodic knowledge assessment (test)	1	1 - 7	Test preparation	2 tests (written)	25	48
Final exam	0.5	1 - 6	Oral exam preparation	One final exam (oral)	25	48
Total	3				50	100

COURSE LITERATURE	MANDATORY	R. Kolar-Šuper, Matematička kultura i komunikacija, skripta (dostupno na Loomen-u)
	ADDITIONAL	S. Kurepa, Uvod u matematiku, Tehnička knjiga, Zagreb, 1975. M. Polonijo, Mala geometrija, Profil, 2001. J. Strnad, Metrom i aršinom-Izlet u svijet najvećih i najmanjih razdaljina, Školska knjiga, Zagreb, 1990.

COURSE SYLLABUS – Mathematics in play and leisure

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of science
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Mathematics in play and leisure
	INSTRUCTOR	Dr Ružica Kolar Šuper, associate professor
	COURSE ASSOCIATES	Željko Gregorović, lecturer
	COURSE STATUS	elective / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	IV.	
	NUMBER OF LESSONS (per week)	1 L + 1 S + 1 P	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input checked="" type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	To qualify students for popularization of mathematics among pre-school children and the encouragement of mathematical gift of every child.
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COURSE CONTENT	<p>Games with the purpose of acquiring basic mathematical concepts (games with didactical material, group games, memory games).</p> <p>Solving mathematical tasks while acquiring basic mathematical concepts and practising basic mathematical relations (concrete practical problems, picture problems, experimenting, working on project).</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 8. give examples of mathematical games 9. use popular scientific literature as a motivation for appropriate mathematical contents 10. create mathematical games 11. use appropriate computer programmes 12. design problem situations with the aim of acquisition of mathematical relations
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STUDENTS' OBLIGATIONS	Class attendance	1.5	Class activity		Seminar paper		Experiments	
	Written exam		Oral exam	1	Essay		Research	
	Project	1.5	Continuous knowledge assessment		Report		Practical work	
	Portfolio							

<i>Linking of learning outcomes, teaching methods and the assessment of learning outcomes</i>						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					<i>min</i>	<i>max</i>
Lecture and practice attendance	1.5	1 - 5	Lecture and practice attendance	Attendance report	0	4
Project	1.5	1 - 5	Project preparation	Assessment of project presentation	25	48
Final exam	1	1 - 5	Preparation for written and oral exams	One final exam (oral)	25	48
Total	4				50	100

COURSE LITERATURE	MANDATORY	M. Polonijo: Um caruje, Školska knjiga, Zagreb, 1994 (V. izdanje) M. Pavleković, Matematika i nadareni učenici – razvoj kurikula na učiteljskim studijima za prepoznavanje, izobrazbu i podršku darovitih učenika, Element, Zagreb, 2009.
	ADDITIONAL	M. Polonijo, Matematička bojanka, Školska knjiga, Zagreb, 2000. M. Peteh: Matematika i igra za predškolce, Alinea, Zagreb, 2008.

COURSE SYLLABUS – Methodology of pedagogical research

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of life-long education
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Methodology of pedagogical research
	INSTRUCTOR	Dr Maja Brust Nemet, assistant professor
	COURSE ASSOCIATES	/
	COURSE STATUS	compulsory / 3+2 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	V., VI.
	NUMBER OF LESSONS (per week)	1L+1S+1P ; 1L+1S
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	<p>On the bases of knowing and understanding theoretical orientations of education, students develop competences for understanding and interpreting education, they master educational theories, methods and procedures. Introducing students to understanding quantity and quality approaches when researching pedagogical matters and qualifying them for autonomous carrying out of simpler research in preschool practice. Mastering formal and informal techniques for data collection. Qualifying students for data analysis and interpretation. Developing ethics in carrying out research: objectivity, confidentiality, respect for examinees. Training for observing and understanding empirical data in expert works and for presenting research results.</p>
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COURSE CONTENT	<p>Methodology of pedagogical research in the system of pedagogical disciplines, in educational system for pre-school educators and their pedagogical work. Qualitative and quantity approach to research. Types of research: basic and applied. Developmental and action. Descriptive and causative. Transversal and longitudinal. Empirical experimental and empirical non-experimental research. Research of the past, present and future of education. Research stages. Research project. Procedures and instruments of data collection: types, characteristics, implementation. Experimental, quasi-experimental, ex-post-facto and action research. Ethnographic procedures. Case study. Qualitative and quantitative data analysis. Data interpretation. Errors in interpretation. Scientific theories (hypothetical and proved), scientific regularities. Research report. Types of report. Compiling a report. Publishing. Implementation of research results.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. acquire, describe and interpret basic methodological phenomena 2. analyse and critically evaluate professional and scientific literature 3. design a research outline and conduct pedagogical research 4. apply research techniques from the field of qualitative, quantitative and mixed methodology 5. conduct futurological research
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Class attendance	0,5	1 - 5	Presence at lectures and seminars	Attendance record	5	5
Class activity	0,5	1 - 5	Development of critical and divergent thinking through discussion	Argumentative discussion	0	5
Project	1	1 - 5	Project presentation	Oral presentation	10	20
Continuous knowledge assessment	1	1 - 5	Written exam preparation	2 tests (written)	20	20
Exam (written)	2	1 - 5	Exam writing	Written exam	25	50
Total	5				60	100

STUDENTS' OBLIGATIONS								
	Class attendance	0,5	Class activity	0,5	Seminar paper	1	Experiments	
	Written exam		Oral exam		Essay		Research	1
	Project		Continuous knowledge assessment	2	Report		Practical work	
Portfolio								

COURSE LITERATURE		
	MANDATORY	<ol style="list-style-type: none"> Cohen, L., Manion, L., Morrison, K. (2007). <i>Metode istraživanja u obrazovanju</i>. Zagreb: Naknada Slap. Dubovicki, S. (2017). Futurološke metode istraživanja. In S. Opić; B. Bognar; S. Ratković (ur.), <i>Novi pristupi metodologiji istraživanja odgoja</i> (str. 203-221). Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu, 2017. Dulčić, A. (ur.) (2003). <i>Etički kodeks istraživanja s djecom</i>. Zagreb: Vijeće za djecu Vlade Republike Hrvatske, Državni zavod za zaštitu obitelji, materinstva i mladeži. https://www.ufzg.unizg.hr/wp-content/uploads/2013/12/Eticki-kodeks-istrazivanja-s-djecom.pdf Mužić, V. (2004). <i>Uvod u metodologiju istraživanja odgoja i obrazovanja</i> (2. prošireno izdanje). Zagreb: Educa.
ADDITIONAL	<ol style="list-style-type: none"> Dubovicki, S. (2019). Professors' Views on the Relationship Between the Curriculum of the Teacher Education and the Development of Students' Creativity Based on the Delphi Method – Longitudinal Research. U D. Krzysztof i D. Ewa (ur.), <i>What is new in the Field of Education?</i> (str. 61-81). Warsaw: Publishing House of The Maria Grzegorzewska University Dubovicki, S. (2019). Futuristic Research Methods as an Encouragement for Predicting The Teaching of The Future. U M. Damir i U. Arata (ur.), <i>Proceedings From International Conference Education and Training as Basis for Future Employment</i> (str. 17-30). Osijek (Croatia) & Wakayama (Japan): Faculty of Education, Josip Juraj Strossmayer University of Osijek & Faculty of Economics, Wakayama University. Dubovicki, S. (2019). Methodological Creativity in Pedagogical Research – Global Challenge. U M. Carmo (ur.), <i>Education and New Developments 2019</i>, Vol. II (str. 36-40). Lisbon, Portugal: InScience Press, 2019. Dubovicki, S., Mlinarević, V., Velki, T. (2018). Istraživački pristupi i metodološki okviri u istraživanjima budućih učitelja. <i>Nova prisutnost</i>, 16(3), 595-611, doi:10.31192/np.16.3.11 	

COURSE SYLLABUS – Final paper methodology

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of life-long education
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Final paper methodology
	INSTRUCTOR	Dr Alma Škugor, assistant professor
	COURSE ASSOCIATES	-
	COURSE STATUS	compulsory / 3 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	VI.	
	NUMBER OF LESSONS (per week)	15 P	
	TYPES OF INSTRUCTION	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Preparing students for final paper writing.
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COURSE CONTENT	<ul style="list-style-type: none"> - selection and identification of final paper topic - parts of final paper – cover, introductory pages, text body, conclusion - structure of the paper, theoretical and empirical parts of final paper - writing style, finding and using sources, primary and secondary sources, citations and paraphrasing - exactness and ethics in using sources, bibliography listing – ways of citing sources, citing papers available online - empirical research outline: aim, sample, data collection procedures, quantitative and qualitative data analysis, conclusion - technical design of a final paper: cover, contents, titles and subtitles, tables and images, appendixes, page design, fonts - public presentation of final paper drafts including discussion involving all students
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. apply formal and informal techniques of data collection 2. analyse and interpret data 3. apply ethics in conducting research and using research data: objectivity, privacy, respecting participants' personality 4. evaluate and compare empirical data in professional literature and in presenting own research results
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Practice attendance	0,5	1 - 4	Presence	Attendance record	5	10
Class participation, individual tasks	1	1 - 4	Class participation and completing individual tasks	Monitoring activities and degree of completeness of individual tasks	15	30
Practical work-draft - final paper	1,5	1-4	Practical work draft	Public presentation of final paper draft	30	60
TOTAL					50	100

STUDENTS' OBLIGATIONS								
	Class attendance	0,5	Class activity	1	Seminar paper		Experiments	
	Written exam		Oral exam		Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	1,5
Portfolio								

COURSE LITERATURE		
	MANDATORY	<p>APA Style Citation , http://writing.articleinsider.com/7502_apa_style_citation.html Matijević, M., Mužić, V. i Jokić, M. (2003). Istraživati i objaviti - elementi metodološke pismenosti u pedagogiji. Zagreb: HPKZ. Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja (2. prošireno izdanje). Zagreb: Educa</p>
ADDITIONAL	<p>How to Prepare an Annotated Bibliography, Cornell University http://www.library.cornell.edu/olinuris/ref/research/skill28.htm Skupni katalog Sveučilišta J. J. Strossmayera u Osijeku http://baza.gskos.hr/ucat/search.html http://www.landmark-project.com/citation_machine/index.php Vujević, M. (2002). Uvođenje u znanstveni rad (6. dopunjeno izdanje). Zagreb: Školska knjiga. http://www.vusos.hr/dokumenti/storage/STATUT%20VU%E6-a.pdf Zelenika, R. (2000). Metodologija i tehnologija izrade znanstvenog i stručnog djela, Rijeka: Ekonomski fakultet Sveučilišta u Rijeci</p>	

COURSE SYLLABUS – German language I

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of English and German studies
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	German language I
	INSTRUCTOR	Dr Lana Mayer, assistant professor
	COURSE ASSOCIATES	-
	COURSE STATUS	compulsory / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	I. i II.	
	NUMBER OF LESSONS (per week)	2 P ; 2 P	
	TYPES OF INSTRUCTION	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	<p>The aim of this course is continuation and acquisition of new knowledge and skills in the field of oral and written communication in the German language. Students find themselves during the classes in situations motivating for spontaneous expression, written or oral, for the development of all language skills, and for practicing grammar forms and vocabulary through the comprehension of written information. The course also encompasses topics concerning culture and civilization of German speaking countries.</p>
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COURSE CONTENT	<p>Within the course students read and listen to texts from everyday life, i.e. culture and civilization of native speakers, do speaking and writing exercises, produce their own works in German. Additionally, students are exposed to various techniques used to develop spontaneous and free expression in the German 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. The course contains development of language competence, as well as the knowledge of culture and civilisation of German speaking countries.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> Globally understand simple, and later on more complex texts on selected topics Apply grammar rules in individual composing of short texts Use newly acquired vocabulary in the conversation on covered topics
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Practice attendance	0,5	1 - 3	Presence at practice	Attendance record		12,5
Class activity	1,5	1 - 3	Presence in practice	Attendance record		37,5
Periodic knowledge assessment (test)	2	1 - 3	Tests and partial exam preparation	2 tests (written)	30	50
Total					60	100

STUDENTS' OBLIGATIONS	Class attendance	0,5	Class activity	1,5	Seminar paper		Experiments	
	Written exam		Oral exam		Essay		Research	
	Project		Continuous knowledge assessment	2	Report		Practical work	
	Portfolio		Individual tasks					

COURSE LITERATURA	<i>MANDATORY</i>	Tatsachen über Deutschland, Herausgeber: Societäts-Verlag. Frankfurt am Main. 2015
	<i>ADDITIONAL</i>	30 Stunden Deutschland. Ernst Klett Sprachen GmbH, Stuttgart, 2005. Hering, A./Matussek, M./Perlmann-Balme, M. (2002): em Übungsgrammatik – Deutsch als Fremdsprache, Ismaning.

COURSE SYLLABUS – German language II

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of English and German studies
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	German language II
	INSTRUCTOR	Dr Lana Mayer, assistant professor
	COURSE ASSOCIATES	-
	COURSE STATUS	compulsory / 2 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	III. i IV.	
	NUMBER OF LESSONS (per week)	1P ; 1P	
	TYPES OF INSTRUCTION	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	<p>The aim of this course is continuation and acquisition of new knowledge and skills in the field of oral and written communication in the German language. Students find themselves during the classes in situations motivating for spontaneous expression, written or oral, for the development of all language skills, and for practicing grammar forms and vocabulary through the comprehension of written information. The course also encompasses topics concerning culture and civilization of German speaking countries.</p>
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COURSE CONTENT	<p>Within the course students read and listen to texts from everyday life, i.e. culture and civilization of native speakers, do speaking and writing exercises, produce their own works in German. Additionally, students are exposed to various techniques used to develop spontaneous and free expression in the German 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. The course contains development of language competence, as well as the knowledge of culture and civilisation of German speaking countries.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply different skills in accordance with grammar rules 2. Adequately express themselves in speaking and writing in the German language using the vocabulary from the topics covered 3. Summarize key messages of more complex texts in the German language.
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Practice attendance	0,25	1 - 3	Presence at practice	Attendance record		12,5
Class activity	0,5	1 - 3	Presence at practice	Attendance record		25
Periodic knowledge assessment (tests)	1,25	1 - 3	Test and partial exam preparation	2 tests (written)	37,5	62,5
Total					60	100

STUDENTS' OBLIGATIONS	Class attendance	0,25	Class activity	0,5	Seminar paper		Experiments	
	Written exam		Oral exam		Essay		Research	
	Project		Continuous knowledge assessment	1,25	Report		Practical work	
	Portfolio		Individual tasks					

COURSE LITERATURE	MANDATORY	Stockfisch, Christina; Stricker, Monika; Meyer, Annette (2008) : Ergebnisseder Studie "Qualitätsanforderungen an ein Fort- und Weiterbildungskonzept für Erzieherinnenund Erzieher", Arbeitspapier, No. 162, Hans-Böckler-Stiftung, Düsseldorf
	ADDITIONAL	Duden (2016): Die schönsten Kindergartengeschichten für starke Kinder, Frankfurt a.M. Hering, A./Matussek, M./Perlmann-Balme, M. (2002): em Übungsgrammatik – Deutsch als Fremdsprache, Ismaning.

COURSE SYLLABUS – German for specific purposes

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of English and German studies
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	German for specific purposes
	INSTRUCTOR	Dr Lana Mayer, assistant professor
	COURSE ASSOCIATES	-
	COURSE STATUS	compulsory / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/2020
	VENUE	Osijek
	SEMESTER	V.
	NUMBER OF LESSONS (per week)	1L+2P
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	To qualify students for professional communication in German language on different topics from the field of early and pre-school education, i.e. from the professional field of work.
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COURSE CONTENT	In the framework of this course the students will deal with language analysis of expert texts from the field of early and pre-school education. They will practice the application of different reading text techniques in order to achieve general and/or detailed understanding of the read material. Special attention will be paid to the strategies for understanding written texts. In the field of development of understanding strategies, prediction of the contents based on formerly acquired knowledge will be practiced, as well as context deduction, distinguishing the basic text ideas and supporting viewpoints and ideas stated in the text, etc. On text examples from the field of early and pre-school education students will also work on expanding the existing vocabulary, especially on vocabulary acquisition strategies. Finally, the students will develop the skill of talking and discussing diverse expert topics based on the previously read texts and personal knowledge and experience. Taking critical viewpoints towards the professional issues will be encouraged (in the framework of the scheduled topics as: the nature of early childhood development and learning, the development of bodily, cognitive and social skills, children care and health, speech development, the development of children's creative potentials, etc.)
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> Understand longer and more complex professional texts in the German language Recognize, understand and correctly use newly acquired professional vocabulary Describe the system of early and pre-school education in Germany
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Practice attendance	0,25	1 - 3	Presence at lectures and practice	Attendance record		6,5
Class activity	1	1 - 3	Presence at lectures and practice	Attendance record		25
Periodic knowledge assessment (tests)	2,75	1 - 3	Test preparation	2 test (written)	41,3	68,5

Total	4					60	100
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STUDENTS' OBLIGATIONS	Class attendance	0,25	Class activity	1	Seminar paper		Experiments	
	Written exam		Oral exam		Essay		Research	
	Project		Continuous knowledge assessment	2,75	Report		Practical work	
	Portfolio		Individual tasks					

COURSE LITERATURE	MANDATORY	Selected texts from the press and websites and practice handouts.
	ADDITIONAL	<p>Franke, P. (2015): Das Berufseinsteiger-Buch für Erzieherinnen, München.</p> <p>Duden (2016): Die schönsten Kindergartengeschichten für starke Kinder, Frankfurt a.M.</p> <p>Hering, A./Matussek, M./Perlmann-Balme, M. (2002): em Übungsgrammatik – Deutsch als Fremdsprache, Ismaning.</p>

COURSE SYLLABUS – Family education and partnership with parents

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of life-long education
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Family education and partnership with parents
	INSTRUCTOR	Dr Vesnica Mlinarević, full professor
	COURSE ASSOCIATES	Ružica Tokić, teaching assistant
	COURSE STATUS	compulsory / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/2020
	VENUE	Osijek
	SEMESTER	VI.
	NUMBER OF LESSONS (per week)	2 L + 1 S
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> other

COURSE AIMS	To acquire knowledge on forms of cooperation with parents, by effective procedures in communication with parents as well as with strategies for encouragement of family participation and their inclusion and to train students for effective cooperation towards pre-school institutions' partnership and family along with professional acceptance and respect of rights and responsibilities of the family for children's development.
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COURSE CONTENT	Place and role of the family in child's development. Aims and the importance of family and pre-school institution cooperation. Parents and educators partnership (partnership's characteristics; Educator's attitudes which discourage cooperation and support; Family and pre-school institution cooperation through mutual informing, knowledge acquisition needed for educating children and living together as children, parents and educators; Communication with parents (basic rules for successful communication with parents, communication in difficult situations); Direct and indirect family participation; Forms of cooperation (individual talks, parents meetings, schools for parents, public discussions, family visits, play rooms, workshops and written forms – parent's corner, written information, newspaper for parents); Parents meetings (lectures, model lessons, meetings for adults and children socialising, communicative meetings); Parents' presence in the group (accepting a family in the group, expectations and rules of behaviour in the group); Educators and parents of a child with special needs; intercultural openness and cultural family values; Leaving kindergarten and going to school (preparing a child for school, mutual kindergarten and school informing about programmes, informing parents).
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Acquire and analyse actual range of theory and practice of mutual relations among the family and institutions in early childhood; 2. Synthesize historical and current theoretical knowledge on family education; 3. Differentiate and compare parental education styles; 4. Analyse basic characteristics of the family and children's' rights; 5. Synthesize and explain forms of cooperation and partnership with parents; 6. Construe and evaluate a topic of a parents' meeting by choice.
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					Min	max
Oral presentation, problem-based learning, simulation, demonstration	1	1 - 6	Presence at lectures and seminars; involvement in discussion, presenting	Attendance record, evaluation and self-evaluation	15	25
Seminar paper	1	4 - 6	Develop and present a piece in a workshop form	Evaluation and self-evaluation	15	25
Period knowledge assessment (test)	1	1 - 6	Test preparation	1 test	15	25
Final exam	1	1 - 6	Oral exam preparation	Oral exam	15	25
TOTAL	4				60	100

STUDENTS' OBLIGATIONS								
	Class attendance	0,5	Class activity	0,5	Seminar paper	1	Experiments	
	Written exam	1	Oral exam	1	Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	
Portfolio								

COURSE LITERATURE		
	MANDATORY	<p>Gordon T. (1996), Škola roditeljske odgovornosti. Zagreb: Poduzetništvo Jakić.</p> <p>Ljubetić, M. (2014). Od suradnje do partnerstva obitelji, odgojno-obrazovne ustanove i zajednice. Zagreb : Element.</p> <p>Višnjić-Jevtić, A. (2018). Izazovi suradnje : razvoj profesionalnih kompetencija odgojitelja za suradnju i partnerstvo s roditeljima. Zagreb: Alfa.</p>
ADDITIONAL	<p>Juul, J. (2008) Vaše kompetentno dijete - prema novim temeljnim vrijednostima obitelji. Zagreb. Naklada Pelago.</p> <p>Ljubetić, M. (2006) Biti kompetentan roditelj. Zagreb. Mali profesor.</p> <p>Mlinarević, V., Tomas, S. (2010). Partnerstvo roditelja i odgojitelja - čimbenik razvoja socijalne kompetencije djeteta. // Magistra Iadertina. 5, 143-158.</p> <p>Pećnik, N., Starc, B. (2010), Rastimo zajedno. Zagreb: Unicef.</p>	

COURSE SYLLABUS – General pedagogy

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of life-long education
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	General pedagogy
	INSTRUCTOR	Dr Vesnica Mlinarević, full professor
	COURSE ASSOCIATES	Ružica Tokić, teaching assistant
	COURSE STATUS	compulsory / 5 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/2010	
	VENUE	Osijek	
	SEMESTER	I.	
	NUMBER OF LESSONS (per week)	2 L + 2 S	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> other

COURSE AIMS	To gain insight into basic concepts of pedagogy, to link them with pedagogical practice and to develop critical thinking for pedagogical issues and the ability of team work for creative solving of pedagogical problem in the culture of pre-school institutions.
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COURSE CONTENT	<p>Pedagogy within the system of sciences. Different orientations within pedagogy. Human theories and theories of society. Humanistic theory and its influence on pedagogy. Methodology: the way to scientific insights. Relationship between theory and practice. Historical, comparative, creative or futurological approach. Theory of upbringing. Upbringing as support within processes of socialisation and individualisation. Existential, social and humanistic approach to upbringing. Violence and non-violence in education (learning as suffering or as joyful creativity). Scientific, artistic and technological education. Theory of educational process: theory of curriculum, child-oriented curriculum. Stages and conditions of educational process (communication, atmosphere, educational ecology, media). The concept of educational institution. Types of institutions. Recognition of different theoretical approaches within work practice. Possibilities and limits of pedagogy. Pedagogical practice. Envisioning pedagogy in the future and one's own role in it.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Analyse and explain basic pedagogical concepts 2. Elaborate on and compare characteristics of directions in pedagogy and educational theory 3. Explain and apply communicational approach to education in early and pre-school education 4. Elaborate on and compare alternative pedagogical concepts 5. Solve and evaluate pedagogical issue in the environment of pre-school institutions and future professional ethics.
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS min max	
Oral presentation, problem-based learning, simulation, project learning	1,5	1 - 5	Presence at lectures and seminars; Involving in discussion, team work	Attendance record, evaluation and self-evaluation	20	30
Seminar paper	1,5	3 - 5	Write and present a paper	Evaluation and self-evaluation	20	30
Periodic knowledge assessment (test)	1	1 - 5	Test preparation	1 test	10	20
Final exam	1	1 - 5	Oral exam preparation	Oral exam	10	20
TOTAL	5				60	100

STUDENTS 'OBLIGATIONS								
	Class attendance	0,5	Class activity	1	Seminar paper	1,5	Experiments	
	Written exam	1	Oral exam	1	Essay		Research	
	Project		Continuous knowledge assessment	0,5	Report		Practical work	
Portfolio								

COURSE LITERATURE		
	MANDATORY	<p>Dufour, B., Curt, W. (EDS.) (2012). <i>Studij odgojno-obrazovnih znanosti</i>. Zagreb: Educa.</p> <p>Gudjons H. (1994). <i>Pedagogija- temeljna znanja</i>. Zagreb: Educa.</p> <p>Matijević, M. (2016). <i>Pedagogija</i>. Zagreb: Školska knjiga.</p> <p>Mijatović, A. (ED.) (1999). <i>Osnove suvremene pedagogije</i>. Zagreb: Hrvatski pedagoško-književni zbor. (dijelovi o ranom odgoju)</p> <p>Previšić, V., Šoljan, N.N., Hrvatić, N. (2007). <i>Pedagogija prema cjeloživotnom obrazovanju i društvu znanja</i>. Zagreb: Hrvatsko pedagojsko društvo.</p>
ADDITIONAL	<p>Matijević, M. (2001). <i>Alternativne škole</i>. Zagreb: Tipex.</p> <p>Mlinarević, V., Brust Nemet, M. (2012). <i>Izvannastavne aktivnosti u školskom kurikulumu</i>. Osijek. Sveučilište J. J. Strossmayera u Osijeku, Učiteljski fakultet.</p> <p>Mušanović, M. (2011). <i>Osnove pedagogije</i>. Rijeka: Hrvatsko futurološko društvo.</p>	

COURSE SYLLABUS – Pedagogy for children with special needs

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of life-long education
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Pedagogy for children with special needs
	INSTRUCTOR	Dr Ksenija Romstein, assistant professor
	COURSE ASSOCIATES	/
	COURSE STATUS	compulsory / 6 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/2020	
	VENUE	Osijek	
	SEMESTER	III. i IV.	
	NUMBER OF LESSONS (per week)	1L+1S+1P ; 1P+1S	
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	<p>Introduce students to theoretical knowledge of pedagogy for children with special needs in kindergarten context. Introduce students to models of education and upbringing of children with special needs.</p>
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COURSE CONTENT	<p>Definitions and terminology of developmental difficulties / special needs; Classification; Etiology and prevalence; Historical position and attitudes towards children with special needs; Legislative acts; Team work in the process of diagnosis, education and rehabilitation; System of education, upbringing and rehabilitation; Philosophy of inclusion and institutionalised pre-school education; Identifying and managing giftedness; Intellectual difficulties and skills for adaptation; Visual impairment; Hearing impairment and communication; Cerebral paralysis and baby handling/ positioning; Autism; Prevention of behavioural disorders – risk factors; Alternative types of communication; Cooperation with parents.</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Generate new ideas and theories on the social status of children with disabilities and their families. 2. Know and critically analyse existing scientific orientations in the rehabilitation and education of children with disabilities. 3. Know and apply one of observation techniques in a micro-environment in accordance with inclusive values. 4. Critically analyse the existing theories of learning and teaching children with disabilities. 5. Know and independently apply elements of specific strategies of teaching children with disabilities.
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STUDENTS' OBLIGATIONS	Teaching method	ECTS	Learning outcomes	Student activity	Assessment method	Points	
						min	max
	Class attendance	2	1 - 5	Regular presence at class	Attendance record	10	20
Independent tasks (social learning)	2	3, 5	Apply one selected ethnographic technique	Handed independent piece of work	5	15	
			Compose one developmental profile of a child	Present developmental profile with suggestions for working with the child	15	25	
Exam	2	1 - 5	Oral exam preparation	Exam record	30	40	
Total	6				60	100	

COURSE LITERATURE		
ADDITIONAL	<ol style="list-style-type: none"> 1. Romstein, K. (2015). Procjenjivanje kvalitete inkluzivnog okruženja. Napredak, 156(4), 401-421. https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=245263 2. Romstein, K. (2017). Zabrinutost roditelja za jezično-govorni razvoj djece. Logopedija, 7(2), 56-60. https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=284063 3. Stančić, V. (1991). Oštećenja vida – biopsihosocijalni aspekti. Zagreb: Školska knjiga. 	

COURSE SYLLABUS – Pedagogical communication

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of life-long education
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Pedagogical communication
	INSTRUCTOR	Dr Rahaela Varga, assistant professor
	COURSE ASSOCIATES	/
	COURSE STATUS	elective / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	I.
	NUMBER OF LESSONS (per week)	2L+1S
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	The aim of the course is to qualify students for successful communication with children and their parents in order to create a positive image of themselves and readiness to cooperate with others. Students will be qualified for understanding non-verbal communication and to use it successfully. Students will master different forms of verbal communication, spoken and written, with special emphasis on story telling. Getting to know elements of violent and non-violent communication and active listening will help develop productive approach to conflicts and non-violent approach to education.
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COURSE CONTENT	Working on oneself: This is me, all my success. Relations with others: Bridge to the others, Stereotypes and prejudice. Nonverbal communication: Body speech, Gestures and mimicry, Dance. Verbal communication: Rhetoric, Conversation, Written communication. Story telling: The role of stories in childhood, Narrative way of speaking, Ways of storytelling. Non-violent speech: YOU and ME speech, Elements of non-violent speech, Non-violent communication. Active listening: Active and passive listening, Empathy, Turning violent speech into non-violent. Conflict and cooperation in education: Conflict anatomy, Conflicts among children, Cooperation in conflict. Productive approach to conflict: Conflict resolution, Mediation. Non-violence in education: Prevalent violence forms, Child-oriented curriculum.
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COURSE OUTCOMES	Students will be able to: <ol style="list-style-type: none"> analyse communication in a pre-school institution recognize the characteristics of own communication in professional environment improve own communication skills (public speaking, active listening, empathy, solving conflicts in an acceptable way etc.) communicate with children/colleagues/parents in a pedagogically acceptable way
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<i>Linking of learning outcomes, teaching methods and the assessment of learning outcomes</i>						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHODS	POINTS	
					Min	max
Oral presentation, dialog method, simulation, role-playing, workshops	1,25	1 – 5	Participation in class activities	Points and attendance records	0	40
Seminar paper and other individual tasks	0,75	3	Write and present a paper	Criteria for written and oral part of the paper	0	10
Written and oral exam	2	1 - 5	Preparation for written and oral exam	Exam	0	50
TOTAL	4				0	100

STUDENTS' OBLIGATIONS	Class attendance	0,25	Class activity	0,5	Seminar paper	0,25	Experiments	
	Written exam	1	Oral exam	1	Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	0,5
	Portfolio		Tasks	0,5				

COURSE LITERATURE	MANDATORY	<p>Bognar, L. (1998), Govor nenasilja, dostupno na http://ladislav-bognar.net/node/136</p> <p>Jindra, R., Peko, A. i Varga, R. (2010), Učimo aktivno slušati (primjer iz interkulturalne zajednice). U: A. Peko, M. Sablić i R. Jindra (ur.). Obrazovanje za interkulturalizam : zbornik radova = Intercultural Education : proceedings. Osijek: Sveučilište Josipa Jurja Strossmayera, Učiteljski fakultet, Nansen Dijalog Centar, 2010. str. 105-119</p> <p>Peko, A. (2000.) Komunikacija. U: Zajedno jači, PRONI centar za socijalno podučavanja, Osijek, 61. – 81.</p> <p>Peko, A. (2002.) Neki putovi pedagoške podrške. U: Zajedno jači 2, PRONI centar za socijalno podučavanja, Osijek, 101. – 115.</p> <p>Peko, A. (2002.) Prema uspješnoj komunikaciji. U: Zajedno jači 2, PRONI centar za socijalno podučavanja, Osijek, 115. – 141.</p> <p>Schultz von Thun, F. (2001.) Kako međusobno razgovaramo 1, EruditA, Zagreb</p> <p>Varga, R. i Somolanji Tokić, I. (2015), Trebaju li nam sustavan odgoj i obrazovanje za aktivno slušanje? Školski vjesnik, 64 (4); 647-660</p>
	ADDITIONAL	<p>Bognar, L., Bagić, A., Uzelac, M. (2000.) Budimo prijatelji, Mali korak, Zagreb</p> <p>Brajša, P. (2000.) Umijeće razgovora, CASH, Pula</p> <p>Langer, I., Schultz von Thun, F., Tausch, R. (2003.) Kako se razumljivo izražavati, EruditA, Zagreb</p> <p>Pease, A. (2002.) Govor tijela, AGM, Zagreb</p> <p>Rosenberg, M.B. (2006.) Nenasilna komunikacija – jezik života, Centar za mir, nenasilje i ljudska prava, Osijek</p> <p>Schultz von Thun, F. (2001.) Kako međusobno razgovaramo 2, EruditA, Zagreb</p> <p>Škarić, I. (2000.) Temelji suvremenog govorništva, Školska knjiga, Zagreb</p> <p>Tatković, N., Diković, M i Tatković, S. (2016), Pedagoško-psihološki aspekti komunikacije. Pula: Sveučilište Jurja Dobrile.</p> <p>Winkler, M., Commichau, A. (2008.) Komunikacijsko psihološka retorika, Kako dobro javno govoriti, izlagati, prezentirati, EruditA, Zagreb</p>

COURSE SYLLABUS – Pedagogy of early and pre-school education

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of life-long education
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Pedagogy of early and pre-school education
	INSTRUCTOR	Dr Ksenija Romstein, assistant professor
	COURSE ASSOCIATES	/
	COURSE STATUS	compulsory / 5 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/2020
	VENUE	Osijek
	SEMESTER	I. and II.
	NUMBER OF LESSONS (per week)	2L+1S ; 1L+1S
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Knowledge of contemporary theoretical approaches to education of pre-school children; Knowledge of developmental effects of raising children in different social- cultural contexts; Knowledge and ability to identify, critically analyse, create and evaluate pre-school programmes; Basic methodological literacy for observing and researching pre-school reality; Knowledge and ability to create developmentally adequate environment; Independence, criticism and creativity in considering theory and practice of pre-school education; Articulating implicit theories of early education.
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COURSE CONTENT	Theoretical-methodological aspects of pre-school pedagogy. Contemporary childhood. Observing and monitoring children in nurseries and kindergartens. Upbringing, education and development in pre-school age. Contemporary pre-school programmes (theoretical bases, models, programme constituents, developmental effects – results of evaluation, possibilities for the implementation of developmentally adequate orientation programme model). Learning and teaching pre-school children. Play, education and creativity. Family and institutionalised pre-school education. Nurseries and kindergartens - institutionalised context of growing up and children's development. Competences of pre-school teachers. Pre-school education and school (child's position in kindergarten and school, forms of cooperation, effects of "preparing" children for learning at school).
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COURSE OUTCOMES	Students will be able to: <ol style="list-style-type: none"> generate new ideas and theories on the interactional nature of children's development in the family and institutional pre-school education (nursery, kindergarten, pre-school) know and critically analyse scientific knowledge on the nature of early childhood development and learning know and critically analyse pre-school programmes of humanistic orientation know and apply one of the techniques of children observation in a micro-environment in line with ethno-psychological theories of children development.
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STUDENTS' OBLIGATIONS	<table border="1"> <thead> <tr> <th rowspan="2">Teaching method</th> <th rowspan="2">ECTS</th> <th rowspan="2">Learning outcomes</th> <th rowspan="2">Student activity</th> <th rowspan="2">Assessment method</th> <th colspan="2">Points</th> </tr> <tr> <th><i>min</i></th> <th><i>max</i></th> </tr> </thead> <tbody> <tr> <td>Class attendance</td> <td>2</td> <td>1 - 3</td> <td>Regular presence at class</td> <td>Attendance record</td> <td>20</td> <td>30</td> </tr> <tr> <td>Individual tasks</td> <td>1</td> <td>4</td> <td>Apply a selected ethnographic technique</td> <td>Submitted individual piece of work</td> <td>10</td> <td>20</td> </tr> <tr> <td>Exam</td> <td>2</td> <td>1 - 4</td> <td>Oral exam preparation</td> <td>Exam record</td> <td>30</td> <td>50</td> </tr> <tr> <td>Total</td> <td>5</td> <td></td> <td></td> <td></td> <td>60</td> <td>100</td> </tr> </tbody> </table>	Teaching method	ECTS	Learning outcomes	Student activity	Assessment method	Points		<i>min</i>	<i>max</i>	Class attendance	2	1 - 3	Regular presence at class	Attendance record	20	30	Individual tasks	1	4	Apply a selected ethnographic technique	Submitted individual piece of work	10	20	Exam	2	1 - 4	Oral exam preparation	Exam record	30	50	Total	5				60	100
	Teaching method						ECTS	Learning outcomes	Student activity	Assessment method	Points																											
		<i>min</i>	<i>max</i>																																			
	Class attendance	2	1 - 3	Regular presence at class	Attendance record	20	30																															
	Individual tasks	1	4	Apply a selected ethnographic technique	Submitted individual piece of work	10	20																															
Exam	2	1 - 4	Oral exam preparation	Exam record	30	50																																
Total	5				60	100																																

COURSE LITERATURE	MANDATORY	<p>1. Babić, N., Irović, S., Krstović, J. (1997). Vrijednosni sustav odraslih, odgojna praksa i odgojni učinci. Društvena istraživanja, 6(4-5), 551-575. https://hrcak.srce.hr/31663</p> <p>2. Babić, N. (2007). konstruktivizam i pedagogija. Pedagogijska istraživanja, 4(2), 217-227. https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=174858</p> <p>3. Babić, N., Kuzma, Z. (2000). Kontinuitet/diskontinuitet u razvoju djetetove autonomije. U: Babić, N., Irović, S. (ur.), Interakcija odrasli – dijete i autonomija djeteta (str. 24-39). Osijek: Visoka učiteljska škola.</p> <p>4. babić, N., Irović, S. (2003). Dijete i djetinjstvo u pedagogijskoj teoriji i edukacijskoj praksi. U: Babić, N., Irović, S. (ur.), Dijete i djetinjstvo: teorija i praksa predškolskog odgoja (str. 13-34). Osijek: Visoka učiteljska škola.</p> <p>5. Babić, N., Irović, S. (2004). Djeca i odrasli u igri. U: Babić, N., Irović, S., Redžep-Borak, Z. (ur.), Rastimo zajedno (str. 15-24). Osijek: Visoka učiteljska škola.</p> <p>6. Šagud, M. (2002). Odgajatelj u dječjoj igri. Zagreb: Školske novine.</p> <p>7. Došen-Dobut, A. (2008). Predškola. Zagreb: Alinea.</p>
	ADDITIONAL	<p>1. Milanović, M. i sur. (2000). Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj. Zagreb: Targa.</p> <p>2. Irović, S. (2008). Vršnjačka interakcija u kontekstu rješavanja spoznajnog zadatka. Pedagogijska istraživanja, 5(1), 36-43. https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=174795</p>

COURSE SYLLABUS - Swimming

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of kinesiology
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Swimming
	INSTRUCTOR	Dr Zvonimir Tomac, assistant professor
	COURSE ASSOCIATES	Zoran Malečić, lecturer Jasenko Alpeza, teaching assistant
	COURSE STATUS	elective / 2 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20									
	VENUE	Osijek									
	SEMESTER	IV.									
	NUMBER OF LESSONS (per week)	1 L+2 P									
	TYPES OF INSTRUCTION	<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> lectures</td> <td><input type="checkbox"/> individual tasks</td> </tr> <tr> <td><input type="checkbox"/> seminars and workshops</td> <td><input type="checkbox"/> multimedia and internet</td> </tr> <tr> <td><input checked="" type="checkbox"/> practice</td> <td><input type="checkbox"/> laboratory</td> </tr> <tr> <td><input type="checkbox"/> distance learning</td> <td><input type="checkbox"/> mentoring</td> </tr> <tr> <td><input type="checkbox"/> field work</td> <td><input type="checkbox"/> other _____</td> </tr> </table>	<input type="checkbox"/> lectures	<input type="checkbox"/> individual tasks	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and internet	<input checked="" type="checkbox"/> practice	<input type="checkbox"/> laboratory	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentoring	<input type="checkbox"/> field work
<input type="checkbox"/> lectures	<input type="checkbox"/> individual tasks										
<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and internet										
<input checked="" type="checkbox"/> practice	<input type="checkbox"/> laboratory										
<input type="checkbox"/> distance learning	<input type="checkbox"/> mentoring										
<input type="checkbox"/> field work	<input type="checkbox"/> other _____										

COURSE AIM	The aim of the course is to acquire necessary theoretical and practical knowledge on body movement in water and on the application of methodological procedures in non-swimmers' instruction as well as methodological procedures and practice in swimming.
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COURSE CONTENT	Teaching methodology basics and swimming practice. Analysis of methodological procedures in swimming, methodological procedures in learning how to swim, water jumping with head or legs first as well as swimming techniques with a start and a turn. Practice methods as a basis for the development of functional and motor abilities. The sequence of teaching technical elements (analytic, synthetic and situational). Swimming contents as a game and exercise. Basic methods of the development of motor abilities dominant in swimming disciplines. The selection of means, load and learning methods. Organizational work forms in the application of swimming contents in education, recreation and kinesitherapy. Assistance to casualties in water. Planning and programming of a swimming practice session within physical education, recreational swimming and rehabilitation process. Using aids in swimming.
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 4. instruct non-swimmers, 5. use swimming with the purpose of recreation, kinesitherapy and sport for pupils 6. assist with drowning rescue
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STUDENTS' OBLIGATIONS	LEARNING OUTCOMES	ECTS		LEARNING OUTCOMES	ECTS		LEARNING OUTCOMES	ECTS		LEARNING OUTCOMES	ECTS
	Class attendance	1 - 3	0,5	Class activity	1 - 3	0,5	Seminar paper			Experiments	
	Written exam			Oral exam			Essay			Research	
	Project			Continuous knowledge assessment			Report			Practical work	1 - 3 1
	Portfolio										

COURSE LITERATURE	MANDATORY	1. Rastovski, D., Grčić-Zubčević, N., Szabo, I. (2016). Kako plivati (University students' book) Fakultet za odgojne i obrazovne znanosti, Osijek
	ADDITIONAL	1. Volčanšek, B. (1996). Sportsko plivanje. (Students' book) Fakultet za fizičku kulturu, Zagreb. Volčanšek, B. (2002). 2. Volčanšek, B. (2002). Bit plivanja. (Students' book) Kineziološki fakultet, Zagreb.

COURSE SYLLABUS – Pre-practice in reading and writing

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of Croatian studies
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Pre-practice in reading and writing
	INSTRUCTOR	Dr Ivana Trtanj, assistant professor
	COURSE ASSOCIATES	-
	COURSE STATUS	elective / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	I.
	NUMBER OF LESSONS (per week)	1L+2P
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	To familiarize students with different types of pre-practice in reading and writing. To qualify students for their implementation.
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COURSE CONTENT	<ul style="list-style-type: none"> - Competence of a pre-school child for pre-practice in reading and writing - Early literacy development (phonological awareness, spelling, written text awareness, vocabulary, story-telling) - Encouraging reading environment (family, kindergarten, library); mediators in children's encounter with books; reading to children and children's reading - Children and fairy tales/stories/picture books - Reading pre-skills (pre-reading activities, reading pre-practice) - Writing pre-skills (writing pre-practice) - Children's literary interests - Reading and writing between children and media.
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COURSE OUTCOMES	Students will be able to: <ol style="list-style-type: none"> 1. differentiate early literacy pre-skills 2. analyse different types of pre-practice that encourage early literacy development 3. prepare and tell a story taking into account speech values 4. evaluate the competence of a pre-school child for reading and writing pre-practice 5. select, harmonize and create a system of reading and writing pre-practice in a pre-school institution
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Class attendance and activity	1	1 - 5	Presence and activity at lectures and practice	Attendance record	10	20
Individual practical work	1	3	Selection, preparation and story telling	Public presentation	10	20
Continuous knowledge assessment (1 test)	1,75	1,2,4,5	Test preparation	1 test (written)	13	25
Final exam (oral)	0,25	1,2,4,5	Written exam preparation	One final exam (written)	1	5
Total	4				34	70

STUDENTS' OBLIGATIONS	Class attendance	0,5	Class activity	0,5	Seminar paper		Experiments	
	Written exam		Oral exam	0,25	Essay		Research	
	Project		Continuous knowledge assessment	1,75	Report		Practical work	1
	Portfolio							

COURSE LITERATURE	MANDATORY	<p>Peretić, M., Padovan, N., Kologranić Belić, L. 2015. Rana pismenost. In <i>Priručnik za prepoznavanje i obrazovanje djece s jezičnim teškoćama</i> (ur. Jelena Kuvač Kraljević), Zagreb: Edukacijsko-rehabilitacijski fakultet, 128.-152. str.</p> <p>Srebačić, I., Hržica, G. 2015. Aktivnosti poticanja jezičnog razvoja. In <i>Priručnik za prepoznavanje i obrazovanje djece s jezičnim teškoćama</i> (ur. Jelena Kuvač Kraljević). Zagreb: Edukacijsko-rehabilitacijski fakultet, 52.-62. str. https://www.bib.irb.hr/765002?&rad=765002</p> <p>Kolić-Vehovec, S. (2003). Razvoj fonološke svjesnosti i učenje čitanja: trogodišnje praćenje. <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 39(1), 17-32.</p> <p>Ščapec, K., Kuvač Kraljević, J. 2013. Rana pismenost kod djece s posebnim jezičnim teškoćama. <i>Hrvatska revija za rehabilitacijska istraživanja</i> 49/1, 120-134 str.</p>
	ADDITIONAL	<p>Velički, V. 2013. <i>Pričanje priča - stvaranje priča. Povratak izgubljenomu govoru</i>, Zagreb: Alfa</p> <p>Čudina-Obradović, M. 2014. <i>Psihologija čitanja: od motivacije do razumijevanja</i>. Zgareb: Golden marketing – Tehnička knjiga.</p> <p>Zaretsky, E., Kuvač Kraljević, J. 2013. Differences in distribution of pre-literacy skills and early literacy achievements among kindergartners with and without language impairment: Does orthography matter?. <i>International journal of language & communication disorders</i></p>

COURSE SYLLABUS – Psychology of learning and teaching

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of social science
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Psychology of learning and teaching
	INSTRUCTOR	Dr Lara Cakić, assistant professor
	COURSE ASSOCIATES	-
	COURSE STATUS	compulsory / 5 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	V.
	NUMBER OF LESSONS (per week)	2L+2S
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other

COURSE AIMS	Introducing students to the theories of children's cognitive development, their application as well as the ways of the encouragement of cognitive development at early and pre-school age.
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COURSE CONTENT	Theories of learning. Memory. Piaget's cognitive development theory. Vygotsky's socio-cultural theory. Cognitive development: data processing perspective. Intelligence. Giftedness. Cognitive development encouragement. School preparation and maturity.
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. recognize developmental changes in pre-school children's cognitive development 2. analyse children's cognitive development from different cognitive development theories' perspectives 3. apply knowledge on cognitive development to the encourage overall development of pre-school children 4. recognize early signs of giftedness in pre-school children 5. analyse children's school readiness 6. carry out activities for the encouragement of school readiness in pre-school children
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Lecture and seminar attendance	0,50	1 - 6	Presence at lectures and seminars	Attendance record	5	10
Seminar paper	0,50	1 - 6	Writing and presenting a seminar paper	Evaluation of the written and presented seminar paper	5	10
Periodic knowledge assessment (test)	2,00	1 - 6	Test and partial exam preparation	2 tests (written)	25	40
Final exam	2,00	1 - 6	Oral exam preparation	One final exam (oral)	25	40
TOTAL	5				60	100

COURSE LITERATURE	MANDATORY	<p>Berk, E. L. (2015). <i>Dječja razvojna psihologija</i>. Jastrebarsko: Naklada Slap. (Odabrana poglavlja)</p> <p>Cvetković Lay, J., Sekulić Majurec, A. (2010). <i>Darovito je, što ću sa sobom?</i> Zagreb: Alinea. (Odabrana poglavlja)</p> <p>Hitrec, G. (1991). <i>Kako pripremiti dijete za školu</i>. Zagreb: Školska knjiga. (Odabrana poglavlja)</p> <p>Vasta, R. , Haith, M. M. Miller, S. A. (2005). <i>Dječja psihologija</i>. Jastrebarsko: Naklada Slap. (Odabrana poglavlja)</p>
	ADDITIONAL	<p>Cvetković Lay, J., Sekulić Majurec, A. (1998). <i>Darovito je, što ću s njim?</i> Zagreb: Alinea. (Odabrana poglavlja)</p> <p>Zarevski, P. (1995). <i>Psihologija učenja i pamćenja</i>. Jastrebarsko Naklada Slap. (Odabrana poglavlja)</p> <p>Wood. D. (1995). <i>Kako djeca misle i uče</i>. Educa, Zagreb. (Odabrana poglavlja)</p>

COURSE SYLLABUS – Developmental psychology

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of social science
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Developmental psychology
	INSTRUCTOR	Dr Lara Cakić, assistant professor
	COURSE ASSOCIATES	-
	COURSE STATUS	compulsory / 6 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	III. and IV.
	NUMBER OF LESSONS (per week)	III. (2L + 1S); IV. (1L + 1S)
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Introducing students to the theories of development, developmental changes and characteristics at early childhood and pre-school age and their application with the aim of the encouragement of the development at early childhood and pre-school age.
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COURSE CONTENT	Research methods in developmental psychology. Biological and environmental factors of development. Theories of development. Motor, speech, cognitive, socio-emotional development. Emotional attachment. Temperament. Development of self-concept. Aggression. Pro-social behaviour. Moral development. The development of gender roles. Peer relationships. Abused and neglected children.
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. analyse research from the field of developmental psychology 2. recognize developmental changes and deviations in pre-school children 3. analyse children's development and behaviour from the perspective of different theories 4. apply knowledge of children's development to encouraging overall pre-school children's development 5. recognize the signs of abuse and neglect in pre-school children 6. Encourage the education of gender non-conforming children.
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Lecture and seminar attendance	0,75	1 - 6	Presence at lectures and seminars	Attendance record	5	10
Seminar paper	0,75	1 - 6	Writing and presenting a seminar paper	Evaluation of written and presented seminar papers	5	10
Period knowledge assessment (test)	2,00	1 - 6	Test and partial exam preparation	3 tests (written)	25	40
Final exam	2,50	1 - 6	Oral exam preparation	One final exam (oral)	25	40
TOTAL	6				60	100

COURSE LITERATURE	MANDATORY	<p>Berk, E. L. (2015). <i>Dječja razvojna psihologija</i>. Jastrebarsko: Naklada Slap. (Odabrana poglavlja)</p> <p>Buljan Flander, G., Kocijan-Hercigonja, D. (2000). <i>Zlostavljanje i zanemarivanje djece</i>. Zagreb: Marko M. (Odabrana poglavlja)</p> <p>Starc, B., Čudina Obradović, M, Pleša, A., Profaca, B., Letica, M. (2004). <i>Osobine i psihološki uvjeti razvoja djeteta predškolske dobi</i>. Zagreb: Golden Marketing-Tehnička knjiga.</p> <p>Vasta, R., Haith, M. M. Miller, S. A. (2005). <i>Dječja psihologija</i>. Jastrebarsko: Naklada Slap. (Odabrana poglavlja)</p>
	ADDITIONAL	<p>Berk, L. E. (2008). <i>Psihologija cjeloživotnog razvoja</i>. Jastrebarsko: Naklada Slap.</p> <p>Duran, M. (2004). <i>Dijete i igra</i>. Jastrebarsko: Naklada Slap.</p>

COURSE SYLLABUS – Pre-school based experience I

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of social science
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Pre-school based experience I
	INSTRUCTOR	Dr Ida Somolanji Tokić, postdoctoral researcher
	COURSE ASSOCIATES	/
	COURSE STATUS	compulsory / 2 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	II.
	NUMBER OF LESSONS (per week)	2P
	TYPES OF INSTRUCTION	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input checked="" type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Qualify students for autonomous implementation of expert-methodological knowledge and skills and for a critical reflection and improvement of pre-school practice.
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COURSE CONTENT	<ul style="list-style-type: none"> Nursery and kindergarten's programmes Lesson plan and programmes for educational groups Educator's administration Nursery/kindergarten premises organisation (outside and inside) Timetable and sequence of daily activities (from admission to leaving home) Cooperation of nursery/kindergarten with parents and local community (planning cooperation, types, ways of realisation) Monitoring whole-day activities on a daily basis and getting involved with mentor's help
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> list basic documents that are the foundation for the work of kindergartens in the Republic of Croatia describe spatial-material and temporal surroundings of a kindergarten with mentor's assistance practice the application of documenting procedures with the aim of evaluation of children's achievements and competence, compiling curriculum and partnership with parents and communication with the wider local community appreciate children's active, integrated and exploration nature of learning show willingness to argumentatively interpret completed pre-school based experience
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOMES	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Kindergarten practicum attendance	1	1 - 4	Presence at practicum	Mentor's evaluation	40	50
Practicum log book	0,5	1 - 5	Writing a log book using literature	Log book record	10	25
Pre-school based experience reflection	0,5	5	Practicum report preparation	Oral presentation of the practicum report	10	25
Total	2				60	100

STUDENTS' OBLIGATIONS	Class attendance	X	Class activity	X	Seminar paper		Experiments	
	Written exam		Oral exam		Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	X
	Portfolio		Practicum log book	X	Oral presentation	X		

COURSE LITERATURE	MANDATORY	Slunjski, E. (2008). Dječji vrtić – zajednica koja uči. Zagreb: Spektar Media. Ministarstvo znanosti, obrazovanja i sporta RH (2014), <i>Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje</i> , (NN 5/2015). (Accessed on: https://www.azoo.hr/images/strucni2015/Nacionalni-kurikulum-za-rani-i-predskolski-odgoj-i-obrazovanje.pdf)
	ADDITIONAL	Zakon o predškolskom odgoju i obrazovanju (NN 10/97 , 107/07 , 94/13 , 98/19) (Accessed on: https://www.zakon.hr/z/492/Zakon-o-pred%C5%A1kolskom-odgoju-i-obrazovanju) Državni pedagoški standard predškolskog odgoja i naobrazbe (NN 63/2008; NN 90/2010) (Accessed on: https://narodne-novine.nn.hr/clanci/sluzbeni/2008_06_63_2128.html)

COURSE SYLLABUS – Pre-school base experience II

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of social science
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Pre-school based experience II
	INSTRUCTOR	Dr Ida Somolanji Tokić, postdoctoral researcher
	COURSE ASSOCIATES	/
	COURSE STATUS	compulsory / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	III., IV.
	NUMBER OF LESSONS (per week)	2P ; 2P
	TYPES OF INSTRUCTION	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input checked="" type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> other

COURSE AIMS	Qualify students for autonomous implementation of expert-methodological knowledge and skills and for a critical reflection and improvement of pre-school practice.
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COURSE CONTENT	<ul style="list-style-type: none"> • Curriculum for educational groups • Educator's administration • Monitoring whole-day activities on a daily basis and participating with mentor's help • Analysing communication / interaction between adults – child/children, child – child/children in everyday situation • Analysing children's play • Using puppets • Programmes of educator's professional development • Cooperation with parents
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LEARNING OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. describe and compare basic documents that are foundations for the work of kindergartens in the Republic of Croatia 2. analyse spatial-material and temporal surroundings of a kindergarten 3. apply different monitoring forms and documentation procedures with the aim of the evaluation of children's achievements and competences, curriculum compiling and partnership with parents and wider local community. 4. support children's active, integrated and exploration nature of learning 5. demonstrate the skills of argumentative interpretation of a completed pre-school practicum
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Kindergarten practicum attendance	2	1 - 4	Presence at kindergarten practicum	Mentor's evaluation	40	50
Practicum log book	1	1 - 5	Writing practicum log book using the literature	Log book record	10	25
Kindergarten practicum reflection	1	5	Preparation of kindergarten practicum report	Oral presentation of the kindergarten practicum report	10	25

Total	4				60	100
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STUDENTS' OBLIGATIONS	Class attendance	X	Class activity	X	Seminar paper		Experiments	
	Written exam		Oral exam		Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	X
	Portfolio		Practicum log book	X	Oral presentation	X		

COURSE LITERATURE	MANDATORY	<p>Slunjski, E. (2008). Dječji vrtić – zajednica koja uči. Zagreb: Spektar Media.</p> <p>Slunjski, E. i suradnici (2015). Izvan okvira- kvalitativni iskoraci u oblikovanju predškolskog kurikulumu. Element: Zagreb.</p> <p>Ministarstvo znanosti, obrazovanja i sporta RH (2014), <i>Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje</i>, (NN 5/2015). (Pristupljeno s: https://www.azoo.hr/images/strucni2015/Nacionalni-kurikulum-za-rani-i-predskolski-odgoj-i-obrazovanje.pdf)</p>
	ADDITIONAL	<p>Zakon o predškolskom odgoju i obrazovanju (NN 10/97, 107/07, 94/13, 98/19) (Pristupljeno s: https://www.zakon.hr/z/492/Zakon-o-pred%C5%A1kolskom-odgoju-i-obrazovanju)</p> <p>Državni pedagoški standard predškolskog odgoja i naobrazbe (NN 63/2008; NN 90/2010) (Pristupljeno s: https://narodne-novine.nn.hr/clanci/sluzbeni/2008_06_63_2128.html)</p> <p>Ujedinjeni narodi (1989), Konvencija o pravima djeteta. (Pristupljeno s: https://www.unicef.hr/wp-content/uploads/2017/05/Konvencija_20o_20pravima_20djeteta_full.pdf)</p>

COURSE SYLLABUS – Pre-school based experience III

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of social science
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Pre-school based experience III
	INSTRUCTOR	Dr Tijana Borovac, assistant professor
	COURSE ASSOCIATES	/
	COURSE STATUS	compulsory / 6 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20	
	VENUE	Osijek	
	SEMESTER	V., VI.	
	NUMBER OF LESSONS (per week)	3P ; 3P	
	TYPES OF INSTRUCTION	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Qualify students for autonomous implementation of expert-methodological knowledge and skills and for a critical reflection and improvement of pre-school practice.
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COURSE CONTENT	<p>Lesson plan and curriculum for educational groups.</p> <p>Educator's administration.</p> <p>Monitoring whole-day activities on a daily basis and participating with mentor's help.</p> <p>Observing a particular child in different situations.</p> <p>Participating in organisation of walks, field trips and visits.</p> <p>Insight into the work of educators' board, expert councils and other kindergarten constituents. Interviewing parents (enrolling a child).</p> <p>One communicative parents meeting, with mentor's help (in the second part of Practical work)</p> <p>Five whole-day practical lessons (two practical lessons in the first part, three in the second part of Practical work)</p>
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COURSE OUTCOMES	<p>Students will be able to:</p> <ol style="list-style-type: none"> interpret collected documentation on a child's learning demonstrate the skill of integrating acquired knowledge, skills and abilities during the studies as an assumption of integrated curriculum construction demonstrate observation and evaluation skills regarding children's activities and possibilities as an assumption of integrated curriculum construction in the sense of addressing his/her developmental and educational needs demonstrate the ability to adapt to new and unexpected situations by actively implementing acquired knowledge, skills and abilities argumentatively interpret completed kindergarten practicum
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Kindergarten practicum attendance	3	2,3,4	Presence at kindergarten practicum	Practicum record – Mentor's evaluation on student's work during practicum	40	50
Compiling practicum log	2	1 - 5	Compiling practicum log	Practicum log book	10	25

book			book using the literature			
Practicum reflection	1	1 - 5	Compiling practicum report	Oral presentation of the practicum report	10	25
Total	6				60	100

STUDENTS' OBLIGATIONS	Class attendance	x	Class activity	x	Seminar paper		Experimental work	
	Written exam		Oral exam		Essay		Research	
	Project		Continuous knowledge assessment		Practicum log book	x	Practical work	X
	Portfolio		Oral presentation	x				

COURSE LITERATURE	MANDATORY	<ul style="list-style-type: none"> • Šagud, M. (2006). <i>Odgajatelj kao reflektivni praktičar</i>. Petrinja: Visoka učiteljska škola • Taloš Lopar, M. i Martić, K. (2015). Dokumentiranje odgojno obrazovnog procesa. <i>Dijete, vrtić, obitelj</i>, 21 (79), 14-15. Preuzeto s https://hrcak.srce.hr/172719 • Vujičić, L. (2015). Pripovjedačko putovanje odgajatelja ili osobna refleksija putem fotografije. <i>Dijete, vrtić, obitelj</i>, 21 (79), 6-8. Preuzeto s https://hrcak.srce.hr/172539 • Ministarstvo znanosti, obrazovanja i sporta RH (2014), <i>Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje</i>, (NN 5/2015). (Pristupljeno s: https://www.azoo.hr/images/strucni2015/Nacionalni-kurikulum-za-rani-i-predskolski-odgoj-i-obrazovanje.pdf)
	ADDITIONAL	<ul style="list-style-type: none"> • Miljak, A.(2009). Življenje djece u vrtiću: novi pristupi u shvaćanju, istraživanju i organiziranju odgojno-obrazovnog procesa u dječjim vrtićima. Zagreb: SM Naklada d.o.o. • Stokes Szanton, E., (2000) <i>Kurikulum za jaslice, razvojno primjereni program za djecu od 0 do 3 godine</i>. Zagreb: Udruga Korak po korak. (35-56). http://www.korakpokorak.hr/upload/Kurikulum_za_jaslice.pdf • Zakon o predškolskom odgoju i obrazovanju (NN 10/97, 107/07, 94/13, 98/19) (Pristupljeno s: https://www.zakon.hr/z/492/Zakon-o-pred%C5%A1kolskom-odgoju-i-obrazovanju) • Državni pedagoški standard predškolskog odgoja i naobrazbe (NN 63/2008; NN 90/2010) (Pristupljeno s: https://narodne-novine.nn.hr/clanci/sluzbeni/2008_06_63_2128.html)

COURSE SYLLABUS – Visual communication and design

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of arts
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Visual communication and design
	INSTRUCTOR	Dr Marko Šošić, assistant professor
	COURSE ASSOCIATES	/
	COURSE STATUS	elective / 4 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	V.
	NUMBER OF LESSONS (per week)	1L+2P
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	The aim of the course is for students to become aware of the link between practical work and visual communication theory and design and their application in artistic activities in kindergarten. Practical work is based on the theoretical knowledge of visual transmission processes. Introducing new values of visual communication enriches students' sensibility, deepens their visual and manual skills and broadens the range of their artistic knowledge and applications of the acquired knowledge and skills in practice.
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COURSE CONTENT	The course encompasses the field of visual communication definitions and historical development, the relations between individuals and the environment, observing as visual thinking, word polysemy and image monosemy, links between material and form, purpose and form, art and industry, modern technology, graphic design method and mass media, informing design and virtual space, object and protection, artistic attributes, from image to script, composition, composition and style, moving image, movement in image, movie frame, editing as composition in time, communication and human relationships, information character of modern technologies of visual communication, linking different media contents, designing interaction and user interface for screen presentation.
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COURSE OUTCOMES	Students will be able to: 1. differentiate fields of visual communications and design 2. apply the elements of visual communication and graphic design in the artistic expression process 3. understand the relation of the form and function in the field of product design 4. apply acquired knowledge in the procedures of visual message formation by presenting via different visual communication media 5. organize artistic activities in kindergarten within which visual communication and design topics interact
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TECHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Practice and lecture attendance	0,5	1 - 5	Presence at lecture and practice	Attendance record	5	10
Active participation in practice	1	1 - 5	Different artistic technique task development	Exercise folder	5	10
Individual task	0,5	1 - 5	Individual task completion from planning to realization	Presentation of the final solution	20	30
Final exam	2	1 - 5	Oral exam preparation	One final exam (oral)	30	50
TOTAL	4				60	100

STUDENTS' OBLIGATIONS	Class attendance	0,5	Class activity	1	Seminar paper		Experiments	
	Written exam		Oral exam	2	Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	0,5
	Portfolio							

COURSE LITERATURE	MANDATORY	Lidwell, W. (2006) Univerzalna načela dizajna. Zagreb: Mate Milković, M, Tomiša, M. (2013). Grafički dizajn i komunikacija. Varaždin: Veleučilište.
	ADDITIONAL	Dorfles, G. (1997). Kič: antologija lošeg ukusa. Zagreb: Golden marketing. Vukić, F. (1996) Stoljeće hrvatskog dizajna. Zagreb: Meandar

COURSE SYLLABUS – Homeland history

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of life-long education
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Homeland history
	INSTRUCTOR	Dr Hrvoje Volner, assistant professor
	COURSE ASSOCIATES	Pavao Nujić, teaching assistant
	COURSE STATUS	elective / 2 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	II
	NUMBER OF LESSONS (per week)	30 L+15 S
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	To indicate the importance of homeland history. To build awareness about national identity values through the definition of key historical periods. To familiarize students with key concepts from the history of Slavonia.
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COURSE CONTENT	Concept and definition, development and structure of historiography, The approach to history topics as issues of national identity building, Key periods in the history of Slavonia, The influence of the Habsbourg Monarchy on the forming of social and economic image of Slavonia, Contemporary position of Slavonia in the Republic of Croatia.
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COURSE OUTCOMES	Students will be able to: <ol style="list-style-type: none"> 1. set causal relationships into spatial-temporal context 2. apply acquired knowledge in education 3. create own props needed for educational purposes 4. argument own attitudes on historical processes in spatial-temporal context
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Linking of learning outcomes, teaching methods and the assessment of learning outcomes						
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					Min	max
Oral presentation, dialog problem-based learning , simulation	1,5	1 - 4	Presence at lectures and seminars; team work	Attendance record	5	10
Seminar paper	0,5	2 - 3	Write and present a paper in workshops	Reading and assessing seminar papers	30	45
Periodic knowledge assessment						
Final exam	1	4	Oral exam preparation	One final oral exam	25	45
TOTAL	4				60	100

STUDENTS' OBLIGATIONS	Class attendance	1	Class activity	0,25	Seminar paper	0,5	Experiments	
	Written exam		Oral exam	0,25	Essay		Research	
	Project		Continuous knowledge assessment		Report		Practical work	
	Portfolio							

COURSE LITERATURE	MANDATORY	Hrvatska povijest, Školska knjiga, Zagreb 2007. (selected chapters)
	ADDITIONAL	<p>D. Matanović, Grad na granici, Slavonski Brod 2008.</p> <p>S. Andrić: Povijest Slavonije u sedam požara, Zagreb 1996.</p> <p>N. Budak, M. Strecha, Habsburzi i Hrvati, Zagreb 2007.</p>

COURSE SYLLABUS – Healthcare education

STUDY PROGRAMME INFORMATION	HIGHER EDUCATION INSTITUTION	Josip Juraj Strossmayer University of Osijek
	FACULTY	Faculty of Education
	DEPARTMENT	Department of sciences
	STUDY PROGRAMME	Undergraduate university studies of Early and Pre-School Education

GENERAL COURSE INFORMATION	COURSE	Healthcare education
	INSTRUCTOR	Dr Zvonimir Užarević, associate professor
	COURSE ASSOCIATES	Dr Zrinka Ivanišević, postdoctoral researcher
	COURSE STATUS	compulsory / 5 ECTS

INSTRUCTION INFORMATION	ACADEMIC YEAR	2019/20
	VENUE	Osijek
	SEMESTER	V.
	NUMBER OF LESSONS (per week)	2L+2S
	TYPES OF INSTRUCTION	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practice <input type="checkbox"/> distance learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring <input type="checkbox"/> other _____

COURSE AIMS	Acquire basic knowledge of children's normal growth and development; Introduce students to contemporary views of pre-school children's healthcare; Acquire basic knowledge of factors which guard and protect physical and mental health, ways of health improvement and responsibility for health, attitudes towards illness, unhealthy and healthy child.
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COURSE ONTENT	The meaning of children's healthcare, who needs it and how to implement it; indicators of children's regular growth and development and factors influencing it; disturbances of growth and development and procedures in a pre-school institution; the most common infectious diseases – sources, ways of spreading in pre-school institutions, early detection, prevention measures which should be undertaken (in kindergartens); vaccination and revaccination – vaccination calendar, indications and contraindications; the most common non-infectious diseases, the first symptoms and ways of discovering them in everyday usual work in pre-school institutions; Natural nutrition – breast feeding, healthy nutrition, hygiene, daily timetable of physical activities; cleaning and disinfection; health education and work with parents; cooperation of educators and medical personnel; first aid procedures in cases of bleeding, choking, fractures, unconsciousness, poisoning, drowning, electricity shock; procedures and educator's tasks in work with disabled children, children with developmental difficulties, suffering from chronic and incurable diseases
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COURSE OUTCOMES	Students will be able to: <ol style="list-style-type: none"> 1. define and describe basic concepts from the field of children's healthcare 2. define and describe concepts and indicators of a normal psychophysical growth and development of children according to the chronological age, as well as factors influencing their growth and development 3. differentiate proper and improper nutrition in healthy and sick children 4. recognize most common children's diseases 5. implement first aid procedures with children in kindergarten and school
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STUDENTS' OBLIGATIONS	Class attendance	1	Class activity	0,5	Seminar paper	1	Experiments	
	Written exam		Oral exam	0,5	Essay		Research	
	Project		Continuous knowledge assessment	2	Report		Practical work	
	Portfolio							

Linking of learning outcomes, teaching methods and the assessment of learning outcomes	TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
						min	max
	Class attendance and participation	1,5	1 - 5	Presence at lectures, practice and seminars	Attendance record	5	10
	Seminar paper	1	1 - 5	Writing and presenting a seminar paper	Oral presentation	5	10
	Continuous knowledge assessment	2	1 - 5	Test preparation	4 tests (written)	30	60
	Oral exam	0,5	1 - 5	Final exam preparation	Final exam (oral)	10	20
	Total	5				50	100

COURSE LITERATURE	MANDATORY	Sindik, J., Rončević, T. (2014). Metode zdravstvenog odgoja i promocije zdravlja. Sveučilište u Dubrovniku, Dubrovnik, dostupno na: http://www.unidu.hr/datoteke/172izb/Knjiga-gotova-metode.pdf
	ADDITIONAL	<p>Mardešić, D. i sur. (2009). Pedijatrija. Školska knjiga, Zagreb.</p> <p>Mićanović, M. (2013). Zdravstveni odgoj. Priručnik za učitelje i stručne suradnike u razrednoj nastavi. Ministarstvo znanosti, obrazovanja i sporta. Agencija za odgoj i obrazovanje, Zagreb, dostupno na: https://www.azoo.hr/images/zdravstveni/Zdravstveni_odgoj_-_Prirucnik_OS_razredna.pdf</p> <p>Mićanović, M. (2013). Zdravstveni odgoj. Priručnik za učitelje i stručne suradnike u osnovnoj školi. Ministarstvo znanosti, obrazovanja i sporta. Agencija za odgoj i obrazovanje, Zagreb, dostupno na: https://www.azoo.hr/images/zdravstveni/Zdravstveni_odgoj_-_Prirucnik_OS_predmetna.pdf</p> <p>Mićanović, M. (2013). Zdravstveni odgoj. Priručnik za učitelje i stručne suradnike u srednjoj školi. Ministarstvo znanosti, obrazovanja i sporta. Agencija za odgoj i obrazovanje, Zagreb, dostupno na: https://www.azoo.hr/images/razno/Kurikulum-1-4-razred-SS-FINAL-s-ispravkom.pdf</p>