Josip Juraj Strossmayer University in Osijek

FACULTY OF TEACHER EDUCATION IN OSIJEK

INTEGRATED UNDERGRADUATE AND GRADUATE FIVE-YEAR UNIVERSITY CLASS TEACHER STUDIES

Master of Primary Education

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FACULTY OF TEACHER EDUCATION IN OSIJEK

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

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

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

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

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

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

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

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

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

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

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

GRADUATE TEACHER STUDIES

• Duration:

ECTS:

5 years

300

Structure of 70% mandatory courses, 30% elective courses



II. PROGRAMMES OF CLASS TEACHER STUDY

Master of Primary Education

1. INTRODUCTION

a) The grounds for the study programme initiative

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

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

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

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

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

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

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

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

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

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

c) Possible partners outside the school system

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

d) Flexibility of the programme with respect to student mobility

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

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

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

2. GENERAL OUTLINE

2.1. Title of study

Teacher studies for teaching children of younger school age

Integrated five-year university undergraduate and graduate studies – Master of Primary Education.

2.2. Agent of study

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

2.3. Duration of study

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

2.4. Enrolment conditions

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

2.5. Graduate study

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

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

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

2.6. Vocational or academic degree awarded

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

3. DESCRIPTION OF PROGRAMMES

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

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

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

Description of the ECTS coefficients assigned

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

1. An insight into the content of each course helps to determine its difficulty and to assign an adequate number of ECTS points.

2. The procedure mentioned in 1 points at the assumed total student workload per each course expressed in hours.

3. The total number of ECTS points per semester is multiplied by the student workload per each course in hours. The result obtained is divided with the total student workload per semester in hours. The final result is the corresponding number of ECTS points for each individual course.

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

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

3.2. Description of each individual course

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

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

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

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

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

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

3.5. List of courses conducted in a foreign language

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

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

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

3.7. Completion of studies

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

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

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

4. CONDITIONS FOR THE IMPLEMENTATION OF THE PROGRAMMES OF STUDY

4.1. Location for the implementation of the programme

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

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

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

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

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

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

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

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

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

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

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

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

4.7. Estimate of the study cost per student.

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

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

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

III. PLANS OF CLASS TEACHER COURSES OF STUDY

Master of Primary Education

Table 1. CLASS TEACHER COURSE OF STUDY with Subsidiary Module A – Developmental Studies

		1. y	vear	2. y	/ear	3. y	year	4. y	/ear	5. y	ear
Course	Code	I.sem.	II.sem.	III.sem.	IV.sem	V.sem.	VI.sem.	VII.sem.	VIII.sem.	IX.sem.	X.sem
		LSPB	L S P B	L S P B	L S P B						
Foreign language I		0 + 0 + 2 2									
Foreign language II			0 + 0 + 2 2								
Foreign language III				0 + 0 + 2 1	0 + 0 + 2 2						
Graduation paper											0 + 5 + 010
Music	UGL2001		1 + 1 + 0 2								
Music teaching I	UGL7011							2+0+25			
Music teaching II	UGL8010								2 + 0 + 2 4		
Instrument practice I	UGL6001			0 + 0 + 1 2	0 + 0 + 1 2						
Instrument practice II	UGL7010					0 + 0 + 1 2					
Music theory	UGL1001	1 + 1 + 0 3									
Children's literature	UHR2100		1 + 1 + 0 3								
Croatian language	UHR1001	2 + 1 + 0 4	2 + 1 + 0 3								
Croatian language culture	UHR3001			1 + 1 + 0 3	1 + 1 + 0 3						
Media studies	UHR2011		1 + 1 + 0 3								
Croatian language teaching I	UHR5001					2 + 0 + 0 3	2 + 0 + 1 4				
Croatian language teaching II	UHR7001							2+0+2 3	1 + 0 + 2 4		
Computers in education	UIN4010				1 + 0 + 1 2						
Internet resources in education	UIN5001					1 + 0 + 0 2	1 + 0 + 0 2				
Word processors	UIN1001	1 + 0 + 1 2									
Logo – programming language	UIN7010							1 + 0 + 0 2			
Educational packages	UIN3001			0 + 0 + 1 1							
Spreadsheet calculator	UIN2001		0 + 0 + 1 2								
Kinesiology	UKI5001					2 + 2 + 0 4					
Physical education	UKI1001	0 + 0 + 2 2	0 + 0 + 2 1								
Teaching kinesiology I	UKI6010						2 + 0 + 0 4				
Teaching kinesiology II	UKI7001							1 + 0 + 2 4	2 + 0 + 2 4		
Kinesiology practice	UKI3001			0 + 1 + 1 2	0+1+1 2						
Visual arts	ULI1001	1 + 0 + 1 2									
Visual art techniques and plastic arts	ULI2010		1 + 0 + 1 2								
Visual arts teaching I	ULI5010							2 + 0 + 1 3			
Visual arts teaching II	ULI6001								2 + 0 + 2 4		
Elementary mathematics	UMA1001	1 + 0 + 1 3	1 + 0 + 1 3								
Mathematics	UMA3001			1 + 0 + 1 3	1 + 0 + 1 3						
Teaching mathematics I	UMA5001					2 + 0 + 0 3	2 + 0 + 1 4				
Teaching mathematics II	UMA7001							2+0+2 3	1+0+1 4		
Statistcs	UMA9010									1 + 1 + 0 3	
Ecology	UPD9001									1 + 1 + 0 2	
Geography	UPD1001	1 + 1 + 0 2									
Croatian history	UPD1010	1 + 1 + 0 2									

Class teacher

Natural and social sciences teaching I	UPD5001	l l				2 + 0 + 0 2					
Natural and social sciences teaching II	UPD7001	l +						1 + 0 + 2 4	1 + 0 + 2 3	 	
Nature science I	UPD1011	1 + 0 + 1 3								l	
Nature science II	UPD3001	1		1 + 0 + 1 3		1	1			1	
Field wok	UPD3010	1		1 + 0 + 0 2	1 + 0 + 0 1		1			1	
Didactics	UPE3001	1		2 + 1 + 0 3	1 + 1 + 0 3	1	1			1	
Ethics and teaching profession	UPE0010	1					T			1	2 + 0 + 1 4
Integrated teaching	UPE0001	1								1	1 + 1 + 0 3
Methodology in education	UPE0011	1									1 + 1 + 0 3
Research in education	UPE9010	l!		<u> </u>						1 + 2 + 0 4	
Pedagogy	UPE1001	2 + 1 + 0 3	1 + 1 + 0 3								
Pedagogy for children with special needs	UPE9001									2 + 2 + 0 4	
Practical work in schools I	UPE3010			0 + 0 + 1 2	0 + 0 + 1 2						
Practical work in schools II	UPE5100					0+0+1 2	0+0+1 2				
Practical work in schools III	UPE7001							0+0+3 3	0+0+3 3		
Practical work in schools IV	UPE9001									0 + 0 + 4 4	
Pedagogical psychology	UPS5001					2+1+0 3	1 + 1 + 0 3				
Developmental psychology	UPS3001			2+0+0 3	2 + 1 + 0 3						
Common courses for Class Teacher course of		24 28	20 24	19 25	18 23	19 24	17 23	22 24	19 23	15 17	12 20
study	ļļ		20		10	• •	11			10 17	1
Subsidiary courses from Module A – Developmental Studies			4 4	5 3	5 5	4 4	5 5	4 6	2 5	6 9	3 6
									-		
World religions	UFI9001									1 + 1 + 0 4	
World religions Music listening I	UFI9001 UGL7001					-		1+1+0 3		1+1+0 4	
World religions Music listening I Music listening II	UFI9001 UGL7001 UHR0001							<u>1+1+0</u> 3		1+1+0 4	0 + 1 + 0 2
World religions Music listening I Music listening II Drama education	UFI9001 UGL7001 UHR0001 UHR4010				1+0+2 3			1+1+0 3		1+1+0 4	0 + 1 + 0 2
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching	UFI9001 UGL7001 UHR0001 UHR4010 UHR0001				1+0+2 3			1+1+0 3		1+1+0 4	0 + 1 + 0 2 1 + 1 + 0 4
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language	UF19001 UGL7001 UHR0001 UHR4010 UHR0001 UHR2010		1+0+1 2		1+0+2 3			1+1+0 3		1+1+0 4	0 + 1 + 0 2 1 + 1 + 0 4
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication	UF19001 UGL7001 UHR0001 UHR4010 UHR0001 UHR2010 UHR0001		1+0+1 2		1+0+2 3			1+1+0 3		1 + 1 + 0 4 2 + 2 + 0 5	0 + 1 + 0 2 1 + 1 + 0 4
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication Extracurricular sports activities	UF19001 UGL7001 UHR0001 UHR4010 UHR0001 UHR2010 UHR0001 UKI6001		1+0+1 2		1+0+2 3		1+0+1 2	1+1+0 3		1 + 1 + 0 4 2 + 2 + 0 5	0 + 1 + 0 2 1 + 1 + 0 4
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication Extracurricular sports activities Swimming	UF19001 UGL7001 UHR0001 UHR4010 UHR0001 UHR2010 UHR0001 UKI6001 UKI3010		1+0+1 2	1+0+2 2	1+0+2 3		1+0+1 2	1+1+0 3		1 + 1 + 0 4 2 + 2 + 0 5	0 + 1 + 0 2 1 + 1 + 0 4
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication Extracurricular sports activities Swimming Visual communication and design	UF19001 UGL7001 UHR0001 UHR4010 UHR2010 UHR2010 UHR0001 UKI6001 UKI3010 UL12001		1+0+1 2 1+1+0 2	1+0+2 2	1+0+2 3		1+0+1 2	1+1+0 3		1 + 1 + 0 4 2 + 2 + 0 5	0 + 1 + 0 2 1 + 1 + 0 4
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication Extracurricular sports activities Swimming Visual communication and design Research in teaching natural and social sciences	UF19001 UGL7001 UHR0001 UHR4010 UHR2010 UHR2010 UHR0001 UK16001 UK13010 UL12001 UPD8001		1+0+1 2 1+1+0 2	1+0+2 2	1+0+2 3		1+0+1 2	1+1+0 3	1+0+1 5	1 + 1 + 0 4 2 + 2 + 0 5	0 + 1 + 0 2 1 + 1 + 0 4
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication Extracurricular sports activities Swimming Visual communication and design Research in teaching natural and social sciences School hygiene	UF19001 UGL7001 UHR0001 UHR0001 UHR2010 UHR0001 UKI6001 UKI3010 ULI2001 UPD8001 UPD6001		1+0+1 2 1+1+0 2	1+0+2 2	1+0+2 3		1+0+1 2 1+0+0 1	1+1+0 3	1+0+1 5	1 + 1 + 0 4 2 + 2 + 0 5	0 + 1 + 0 2 1 + 1 + 0 4
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication Extracurricular sports activities Swimming Visual communication and design Research in teaching natural and social sciences School hygiene Alternative schools	UF19001 UGL7001 UHR0001 UHR0001 UHR2010 UHR2010 UKI6001 UKI3010 UL12001 UPD8001 UPD6001 UPE5001		1+0+1 2 1+1+0 2	1+0+2 2	1+0+2 3	1+1+0 2	1+0+1 2 1+0+0 1	1+1+0 3	1+0+1 5	1 + 1 + 0 4 2 + 2 + 0 5	0 + 1 + 0 2 1 + 1 + 0 4
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication Extracurricular sports activities Swimming Visual communication and design Research in teaching natural and social sciences School hygiene Alternative schools Contemporary teaching strategy	UF19001 UGL7001 UHR0001 UHR0001 UHR2010 UHR2010 UKI6001 UKI3010 UL12001 UPD8001 UPD6001 UPE5001 UPE6001		1+0+1 2 1+1+0 2	1+0+2 2	1+0+2 3	1+1+0 2	1+0+1 2 1+0+0 1 1+1+0 2	1+1+0 3	1+0+1 5	1 + 1 + 0 4 2 + 2 + 0 5	0+1+02 1+1+04
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication Extracurricular sports activities Swimming Visual communication and design Research in teaching natural and social sciences School hygiene Alternative schools Contemporary teaching strategy Theory of curriculum	UF19001 UGL7001 UHR0001 UHR4010 UHR2010 UHR2010 UKI6001 UKI3010 UL12001 UPD8001 UPD6001 UPE5001 UPE6001 UPE4001		1+0+1 2 1+1+0 2	1+0+2 2	1+0+2 3 1 1+1+0 2	1+1+0 2	1 + 0 + 1 2 $1 + 0 + 0 1$ $1 + 1 + 0 2$	1+1+0 3	1+0+1 5	1 + 1 + 0 4 2 + 2 + 0 5	0+1+02 1+1+04
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication Extracurricular sports activities Swimming Visual communication and design Research in teaching natural and social sciences School hygiene Alternative schools Contemporary teaching strategy Theory of curriculum Applied developmental psychology	UF19001 UGL7001 UHR0001 UHR4010 UHR2010 UHR2010 UHR0001 UKI6001 UKI3010 ULI2001 UPD8001 UPD6001 UPE5001 UPE6001 UPE4001 UPS7001		1+0+1 2 1+1+0 2	1+0+2 2	1+0+2 3 1+1+0 2	1+1+0 2	1 + 0 + 1 2 $1 + 0 + 0 1$ $1 + 1 + 0 2$	1+1+0 3	1+0+1 5	1 + 1 + 0 4 2 + 2 + 0 5	0+1+02 1+1+04
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication Extracurricular sports activities Swimming Visual communication and design Research in teaching natural and social sciences School hygiene Alternative schools Contemporary teaching strategy Theory of curriculum Applied developmental psychology Psychology of children's play	UF19001 UGL7001 UHR0001 UHR4010 UHR2010 UHR2010 UHR0001 UKI6001 UKI3010 ULI2001 UPD8001 UPD6001 UPE5001 UPE6001 UPE4001 UPS7001 UPS5010		1+0+1 2 1+1+0 2	1+0+2 2	1+0+2 3 1+1+0 2	1 + 1 + 0 2 1 + 1 + 0 2	1+0+1 2 1+0+0 1 1+1+0 2	1+1+0 3	1+0+1 5	1 + 1 + 0 4 2 + 2 + 0 5	0+1+02 1+1+04
World religions Music listening I Music listening II Drama education Integration and correlation in Croatian language teaching Lexicology and word formation in Croatian language Oral and written communication Extracurricular sports activities Swimming Visual communication and design Research in teaching natural and social sciences School hygiene Alternative schools Contemporary teaching strategy Theory of curriculum Applied developmental psychology Psychology of children's play Abused and neglected children	UF19001 UGL7001 UHR0001 UHR4010 UHR2010 UHR2010 UHR0001 UK16001 UK13010 UL12001 UPD8001 UPD6001 UPE5001 UPE6001 UPE4001 UPS7001 UPS5010 UPS3010		1+0+1 2 1+1+0 2	1+0+2 2 1+1+0 1	1+0+2 3 1+0+2 3 1+1+0 2	1 + 1 + 0 2 1 + 1 + 0 2	1 + 0 + 1 2 $1 + 0 + 0 1$ $1 + 1 + 0 2$	1 + 1 + 0 3	1+0+1 5	1 + 1 + 0 4 2 + 2 + 0 5	0+1+02 1+1+04
World religionsMusic listening IMusic listening IIDrama educationIntegration and correlation in Croatian languageteachingLexicology and word formation in Croatian languageOral and written communicationExtracurricular sports activitiesSwimmingVisual communication and designResearch in teaching natural and social sciencesSchool hygieneAlternative schoolsContemporary teaching strategyTheory of curriculumApplied developmental psychologyPsychology of children's playAbused and neglected childrenElective courses	UF19001 UGL7001 UHR0001 UHR4010 UHR2010 UHR2010 UHR2010 UKI6001 UKI3010 ULI2001 UPD8001 UPD6001 UPE6001 UPE6001 UPE5010 UPS5010 UPS3010		1 + 0 + 1 2 1 + 1 + 0 2 1 + 1 + 0 2 1 + 1 + 0 2 1	$ \begin{array}{c} 1 + 0 + 2 & 2 \\ 1 + 1 + 0 & 1 \\ 1 + 1 + 0 & 2 \end{array} $	1+0+2 3 1+1+0 2 1+1+0 2	1 + 1 + 0 2 1 + 1 + 0 2 1 + 1 + 0 2 1 + 1 + 0 2 1	1 + 0 + 1 2 $1 + 0 + 0 1$ $1 + 1 + 0 2$ $1 + 1 + 0 2$	1+1+0 3	1+0+1 5 1+1+0 2	$ \begin{array}{r} 1 + 1 + 0 & 4 \\ \hline 2 + 2 + 0 & 5 \\ \hline 1 + 1 + 0 & 2 \\ 1 + 1 + 0 & 2 \\ 1 + 1 + 0 & 2 \\ \end{array} $	$ \begin{array}{c} 0+1+0 \ 2 \\ 1+1+0 \ 4 \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ $

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

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

		1. y	/ear	2. y	/ear	3. y	year	4. y	/ear	5. y	/ear
Course	Code	I.sem.	II.sem.	III.sem.	IV.sem	V.sem.	VI.sem.	VII.sem.	VIII.sem.	IX.sem.	X.sem
		L S P B	L S P B	L S P B	L S P B	LSPB	L S P B	L S P B	L S P B	L S P B	L S P B
Foreign language I		0 + 0 + 2 2									
Foreign language II			0 + 0 + 2 2								
Foreign language III				0 + 0 + 2 1	0 + 0 + 2 2						
Graduation paper											0 + 5 + 010
Music	UGL2001		1 + 1 + 0 2								
Music teaching I	UGL7011							2 + 0 + 2 5			
Music teaching II	UGL8010								2 + 0 + 2 4		
Instrument practice I	UGL6001			0 + 0 + 1 2	0 + 0 + 1 2						
Instrument practice II	UGL7010					0 + 0 + 1 2					
Music theory	UGL1001	1 + 1 + 0 3									
Children's literature	UHR2100		1 + 1 + 0 3								
Croatian language	UHR1001	2 + 1 + 0 4	2 + 1 + 0 3								
Croatian language culture	UHR3001			1 + 1 + 0 3	1 + 1 + 0 3						
Media studies	UHR2011		1 + 1 + 0 3								
Croatian language teaching I	UHR5001					2 + 0 + 0 3	2 + 0 + 1 4				
Croatian language teaching II	UHR7001							2 + 0 + 2 3	1 + 0 + 2 4		
Computers in education	UIN4010				1 + 0 + 1 2						
Internet resources in education	UIN5001					1 + 0 + 0 2	1 + 0 + 0 2				
Word processors	UIN1001	1 + 0 + 1 2									
Logo – programming language	UIN7010							1 + 0 + 0 2			
Educational packages	UIN3001			0 + 0 + 1 1							
Spreadsheet calculator	UIN2001		0 + 0 + 1 2								
Kinesiology	UKI5001					2 + 2 + 0 4					
Physical education	UKI1001	0 + 0 + 2 2	0 + 0 + 2 1								
Teaching kinesiology I	UKI6010						2 + 0 + 0 4				
Teaching kinesiology II	UKI7001							1 + 0 + 2 4	2 + 0 + 2 4		
Kinesiology practice	UKI3001			0 + 1 + 1 2	0 + 1 + 1 2						
Visual arts	ULI1001	1 + 0 + 1 2									
Visual art techniques and plastic arts	ULI2010		1 + 0 + 1 2								
Visual arts teaching I	ULI5010							2 + 0 + 1 3			
Visual arts teaching II	ULI6001								2+0+24		
Elementary mathematics	UMA1001	1 + 0 + 1 3	1 + 0 + 1 3								
Mathematics	UMA3001			1 + 0 + 1 3	1 + 0 + 1 3						
Teaching mathematics I	UMA5001					2 + 0 + 0 3	2 + 0 + 1 4				
Teaching mathematics II	UMA7001							2 + 0 + 2 3	1 + 0 + 1 4		
Statistcs	UMA9010									1 + 1 + 0 3	
Ecology	UPD9001									1 + 1 + 0 2	
Geography	UPD1001	1 + 1 + 0 2									
Croatian history	UPD1010	1 + 1 + 0 2									

Class teacher

Natural and social sciences teaching I	UPD5001						2 + 0 + 0	2								
Natural and social sciences teaching II	UPD7001									1 + 0 + 2	2 4	1 + 0 +	2 3			
Nature science I	UPD1011	1 + 0 + 1 3														
Nature science II	UPD3001				1 + 0 + 1 3											
Field wok	UPD3010				1 + 0 + 0 2	1 + 0 + 0 1										
Didactics	UPE3001				2 + 1 + 0 3	1 + 1 + 0 3										
Ethics and teaching profession	UPE0010															2+0+14
Integrated teaching	UPE0001															1 + 1 + 0 3
Methodology in education	UPE0011															1 + 1 + 0 3
Research in education	UPE9010													1 + 2	+ 0 4	
Pedagogy	UPE1001	2 + 1 + 0 3	1 + 1 + 0	03												
Pedagogy for children with special needs	UPE9001													2 + 2	+04	
Practical work in schools I	UPE3010				0 + 0 + 1 2	0 + 0 + 1 2										
Practical work in schools II	UPE5100						0 + 0 + 1	2	0 + 0 + 1 2							
Practical work in schools III	UPE7001									0 + 0 + 3	3 <mark>3</mark>	0 + 0 +	3 3			
Practical work in schools IV	UPE9001													0 + 0	+44	
Pedagogical psychology	UPS5001						2 + 1 + 0	3	1 + 1 + 0 3							
Developmental psychology	UPS3001				2 + 0 + 0 3	2 + 1 + 0 3										
Common courses for Class Teacher		24 28	20	24	10 25	18 23	10 2	1	17 23	22	24	10	23	15	17	12 20
course of study		24 20	20	24	19 25	10 23	19 4	•	17 23	22	24	19	43	15	1/	12 20
Subsidiary courses from Module B –			4	4	2 3	4 5	5	1	6 5	4	6	4	5	6	11	3 1
Subsidiary courses from Module B – Computer Science			4	4	2 3	4 5	5 4	1	6 5	4	6	4	5	6	11	3 4
Subsidiary courses from Module B – Computer Science English for computer users I	UEJ5001		4	4	2 3	4 5	5 4 1 + 0 + 1	2	6 5 1+0+1 2	4	6	4	5	6	11	3 4
Subsidiary courses from Module B – Computer Science English for computer users I English for computer users II	UEJ5001 UEJ7001		4	4	2 3	4 5	5 4 1+0+1	2	6 5 1+0+1 2	4 0+0+1	6 2	4 1+0+	5 1 2	6	11	3 4
Subsidiary courses from Module B – Computer Science English for computer users I English for computer users II Algorithms and data structure	UEJ5001 UEJ7001 UIN9001		4	4	2 3	4 5	5 4 1 + 0 + 1	2	6 5 1+0+1 2	4 0+0+1	6 2	4 1+0+	5 1 2	6 2+0-	11 + 2 5	3 4
Subsidiary courses from Module B – Computer ScienceEnglish for computer users IEnglish for computer users IIAlgorithms and data structureEducational music software	UEJ5001 UEJ7001 UIN9001 UIN8001		4	4	2 3	4 5	5 4 1+0+1	2	6 5 1+0+1 2	4 0+0+1	6 2	4 1+0+ 1+0+	5 <u>1 2</u> <u>1 3</u>	6 2+0-	11 + 2 5	3 4
Subsidiary courses from Module B – Computer ScienceEnglish for computer users IEnglish for computer users IIAlgorithms and data structureEducational music softwareGraphics, animations & films software	UEJ5001 UEJ7001 UIN9001 UIN8001 UIN4001		4	4	2 3	4 5 1+0+1 2	5 4 1+0+1	2	6 5 1+0+1 2	4 0+0+1	6	4 1 + 0 + 1 + 0 +	5 1 2 1 3	6 2+0-	11 + 2 5	3 4
Subsidiary courses from Module B – Computer ScienceEnglish for computer users IEnglish for computer users IIAlgorithms and data structureEducational music softwareGraphics, animations & films softwareComputers in teaching courses	UEJ5001 UEJ7001 UIN9001 UIN8001 UIN4001 UIN6001		4	4	2 3	4 5	5 4 1+0+1	2	6 5 1+0+1 2 1+0+3 3	4 0+0+1	6	4 1 + 0 + 1 + 0 +	5 1 2 1 3	6	11 + 2 5	3 4
Subsidiary courses from Module B – Computer ScienceEnglish for computer users IEnglish for computer users IIAlgorithms and data structureEducational music softwareGraphics, animations & films softwareComputers in teaching coursesComputer data bases	UEJ5001 UEJ7001 UIN9001 UIN8001 UIN4001 UIN6001 UIN7001		4	4	2 3	4 5	5 4 1+0+1	2	6 5 1+0+1 2 1+0+3 3	4 0+0+1 1+0+2	6 2 2 4	4 1 + 0 + 1 + 0 +	5 1 2 1 3	6	11 + 2 5	3 4
Subsidiary courses from Module B – Computer ScienceEnglish for computer users IEnglish for computer users IIAlgorithms and data structureEducational music softwareGraphics, animations & films softwareComputers in teaching coursesComputer data basesComputational practicum	UEJ5001 UEJ7001 UIN9001 UIN8001 UIN4001 UIN6001 UIN7001 UIN2011		4	4	2 3	4 5	5 4 1+0+1	2	6 5 1+0+1 2 1+0+3 3	4 0+0+1 1+0+2	6 2 2 4	4 1 + 0 + 1 + 0 +	5 <u>1 2</u> <u>1 3</u> 	6	11 + 2 5	3 4
Subsidiary courses from Module B – Computer ScienceEnglish for computer users IEnglish for computer users IIAlgorithms and data structureEducational music softwareGraphics, animations & films softwareComputers in teaching coursesComputer data basesComputers in leisure	UEJ5001 UEJ7001 UIN9001 UIN8001 UIN4001 UIN6001 UIN7001 UIN2011 UIN0010		4	4 2 2	2 3	4 5	5 4 1+0+1	L 2	6 5 1+0+1 2 1+0+3 3	4 0+0+1 1+0+2	6 2 2 4	4 1+0+ 1+0+	5 1 2 1 3	6	11 + 2 5	3 4
Subsidiary courses from Module B – Computer ScienceEnglish for computer users IEnglish for computer users IIAlgorithms and data structureEducational music softwareGraphics, animations & films softwareComputers in teaching coursesComputer data basesComputers in leisureIntroduction to computer science	UEJ5001 UEJ7001 UIN9001 UIN8001 UIN4001 UIN6001 UIN7001 UIN2011 UIN0010 UIN2010		4 0+0+2 1+0+1	4 2 2 1 2	2 3	4 5	5 4 1+0+1	l 2	6 5 1+0+1 2 1+0+3 3	4 0+0+1 1+0+2	6 2 2 4	4 1+0+ 1+0+	5 1 2 1 3 	6	11 + 2 5	3 4 1+0+2 4
Subsidiary courses from Module B – Computer ScienceEnglish for computer users IEnglish for computer users IIAlgorithms and data structureEducational music softwareGraphics, animations & films softwareComputers in teaching coursesComputer data basesComputers in leisureIntroduction to computer scienceWeb programming	UEJ5001 UEJ7001 UIN9001 UIN8001 UIN4001 UIN6001 UIN7001 UIN2011 UIN0010 UIN2010 UIN2010		4 0+0+2 1+0+1	4 2 2 1 2	2 3	4 5	5 4 1+0+1 2+0+1	2	6 5 1+0+1 2 1+0+3 3	4 0+0+1 1+0+2	6 2 2 4	4 1+0+ 1+0+	5 1 2 1 3 	6	11 + 2 5	3 4 1+0+2 4
Subsidiary courses from Module B – Computer ScienceEnglish for computer users IEnglish for computer users IIAlgorithms and data structureEducational music softwareGraphics, animations & films softwareComputers in teaching coursesComputer data basesComputers in leisureIntroduction to computer scienceWeb programmingDiscrete mathematics	UEJ5001 UEJ7001 UIN9001 UIN8001 UIN4001 UIN6001 UIN7001 UIN2010 UIN2010 UIN2010 UIN5010 UMA4001		4 0+0+2 1+0+1	4	2 3	4 5 1+0+1 2 1+0+1 3	5 4 1+0+1 2+0+1	2	6 5 1+0+1 2 1+0+3 3	4 0+0+1 1+0+2	6 2 2 4	4	5 1 2 1 3 	6	11 + 2 5	3 4 1+0+2 4
Subsidiary courses from Module B – Computer ScienceEnglish for computer users IEnglish for computer users IIAlgorithms and data structureEducational music softwareGraphics, animations & films softwareComputers in teaching coursesComputer data basesComputers in leisureIntroduction to computer scienceWeb programmingDiscrete mathematicsMathematics and gifted children	UEJ5001 UEJ7001 UIN9001 UIN8001 UIN4001 UIN6001 UIN7001 UIN2010 UIN2010 UIN2010 UIN5010 UMA4001 UMA9001		4 0+0+2 1+0+1	4		4 5 1+0+1 2 1+0+1 3	5 4 1+0+1	2	6 5 1+0+1 2 1+0+3 3	4 0+0+1 1+0+2	6 2 2 4	4 1+0+ 1+0+	5 1 2 1 3 	6	11 + 2 5 + 0 4	3 4 1+0+2 4
Subsidiary courses from Module B – Computer ScienceEnglish for computer users IEnglish for computer users IIAlgorithms and data structureEducational music softwareGraphics, animations & films softwareComputers in teaching coursesComputer data basesComputers in leisureIntroduction to computer scienceWeb programmingDiscrete mathematicsMathematics and gifted childrenIntroduction to linear algebra	UEJ5001 UEJ7001 UIN9001 UIN8001 UIN4001 UIN6001 UIN7001 UIN2010 UIN2010 UIN2010 UIN5010 UMA4001 UMA9001 UMA3010		4 0+0+2 1+0+1	4 2 2 2 1 2	2 3 	4 5 1+0+1 2 1+0+1 3	5 4 1+0+1 2+0+1	2	6 5 1+0+1 2 1+0+3 3	4 0+0+1 1+0+2	6 2 2 4	4	5	6 2+0- 1+1-	11 + 2 5 + 0 4	3 4 1+0+2 4
Subsidiary courses from Module B – Computer Science English for computer users I English for computer users II Algorithms and data structure Educational music software Graphics, animations & films software Computers in teaching courses Computer data bases Computers in leisure Introduction to computer science Web programming Discrete mathematics Mathematics and gifted children Introduction to linear algebra	UEJ5001 UEJ7001 UIN9001 UIN8001 UIN4001 UIN7001 UIN2011 UIN2010 UIN2010 UIN5010 UMA4001 UMA9001	1+1+0 2	4 0+0+2 1+0+1 1+1+0	4 2 2 2 1 2 0 2	2 3 	4 5 <u>1+0+1</u> 2 <u>1+0+1</u> 3 <u>1+1+0</u> 2	$ \begin{array}{c} 5 & 4 \\ \hline 1 + 0 + 1 \\ \hline \hline 2 + 0 + 1 \\ \hline 1 + 1 + 0 \\ 1 + 1 + 0 \end{array} $	2 2 2 2	6 5 1+0+1 2 1+0+3 3 1+0+3 3 1+1+0 2	4 0+0+1	6	4 1 + 0 + 1 + 0 + 1 + 1 + 1 + 1 +	5 <u>1 2</u> <u>1 3</u> <u></u>	6 2 + 0 - 1 + 1 - 1 + 1 - 1 + 1 -	11 + 2 5 + 0 4 + 0 2 + 0 2	3 4 1+0+24 1+1+02 1+1+02 1+1+02

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

Table 3. CLASS TEACHER COURSE OF STUDY with Subsidiary Module C1 – English Language

		1. y	/ear	2.	year	3. y	year	4. y	/ear	5. y	/ear
Course	Code	I.sem.	II.sem.	III.sem.	IV.sem	V.sem.	VI.sem.	VII.sem.	VIII.sem.	IX.sem.	X.sem
		LSPB	LSPB	LSPB	LSPB						
Foreign language I		0 + 0 + 2 2									
Graduation paper											0 + 5 + 010
Music	UGL2001		1 + 1 + 0 2								
Music teaching I	UGL7011							2 + 0 + 25			
Music teaching II	UGL8010								2 + 0 + 2 4		
Instrument practice I	UGL6001			0 + 0 + 1 2	0 + 0 + 1 2						
Instrument practice II	UGL7010					0 + 0 + 1 2					
Music theory	UGL1001	1 + 1 + 0 3									
Children's literature	UHR2100		1 + 1 + 0 3								
Croatian language	UHR1001	2+1+04	2 + 1 + 0 3								
Croatian language culture	UHR3001			1 + 1 + 0 3	1 + 1 + 0 3						
Media studies	UHR2011		1 + 1 + 0 3								
Croatian language teaching I	UHR5001					2 + 0 + 0 3	2 + 0 + 1 4				
Croatian language teaching II	UHR7001							2 + 0 + 2 3	1 + 0 + 2 4		
Computers in education	UIN4010				1 + 0 + 1 2						
Internet resources in education	UIN5001					1 + 0 + 0 2	1 + 0 + 0 2				
Word processors	UIN1001	1 + 0 + 1 2									
Logo – programming language	UIN7010							1 + 0 + 0 2			
Educational packages	UIN3001			0 + 0 + 1 1							
Spreadsheet calculator	UIN2001		0 + 0 + 1 2								
Kinesiology	UKI5001					2 + 2 + 0 4					
Physical education	UKI1001	0 + 0 + 2 2	0 + 0 + 2 1								
Teaching kinesiology I	UKI6010						2 + 0 + 0 4				
Teaching kinesiology II	UKI7001							1 + 0 + 2 4	2 + 0 + 2 4		
Kinesiology practice	UKI3001			0 + 1 + 1 2	0 + 1 + 1 2						
Visual arts	ULI1001	1 + 0 + 1 2									
Visual art techniques and plastic arts	ULI2010		1 + 0 + 1 2								
Visual arts teaching I	ULI5010							2 + 0 + 1 3			
Visual arts teaching II	ULI6001								2+0+24		
Elementary mathematics	UMA1001	1 + 0 + 1 3	1 + 0 + 1 3								
Mathematics	UMA3001			1 + 0 + 1 3	1 + 0 + 1 3						
Teaching mathematics I	UMA5001					2 + 0 + 0 3	2 + 0 + 1 4				
Teaching mathematics II	UMA7001							2 + 0 + 2 3	1 + 0 + 1 4		
Statistcs	UMA9010									1 + 1 + 0 3	
Ecology	UPD9001									1 + 1 + 0 2	
Geography	UPD1001	1 + 1 + 0 2									
Croatian history	UPD1010	1 + 1 + 0 2									
Natural and social sciences teaching I	UPD5001					2 + 0 + 0 2					
Natural and social sciences teaching II	UPD7001							1 + 0 + 2 4	1 + 0 + 2 3		

Class teacher

Nature science I	UPD1011	1 + 0 + 1 3																	
Nature science II	UPD3001				1 + 0	+13													
Field wok	UPD3010				1 + 0	+ 0 2	1 + 0	+01											
Didactics	UPE3001				2 + 1 + 1	+03	1 + 1	+03											
Ethics and teaching profession	UPE0010																		2 + 0 + 1 4
Integrated teaching	UPE0001																		1 + 1 + 0 3
Methodology in education	UPE0011																		1 + 1 + 0 3
Research in education	UPE9010																1 + 2	+ 0 4	
Pedagogy	UPE1001	2 + 1 + 0 3	1 + 1	+03															
Pedagogy for children with special needs	UPE9001																2+2	+04	
Practical work in schools I	UPE3010				0 + 0	+ 1 2	0 + 0	+12											
Practical work in schools II	UPE5100								0 + 0	+ 1 2	0 + 0	+12							
Practical work in schools III	UPE7001												0 + 0 +	3 <mark>3</mark>	0 + 0 + 3	33			
Practical work in schools IV	UPE9001																0 + 0	+44	
Pedagogical psychology	UPS5001								2 + 1 -	+03	1 + 1 -	+03							
Developmental psychology	UPS3001				2 + 0 + 0	+03	2 + 1	+03											
Common courses for <i>Class Teacher</i> course		24 28	18	22	17	22	16	21	10	24	17	23	22		10	22	15	17	12 20
of study		24 20	10	22	17	22	10	21	19	24	17	43	24		19	23	15	17	12 20
Subsidiary courses from Module C1 –			6	6	6	6	8	7	4	4	7	5	4	6	6	7	7	11	4 6
English Language			U	U	U	U	0		-	<u> </u>	'	5	-	U	U	'	,	11	- 0
Children's literature in English language	UEJ4001						2 + 2	+03											
Children's media culture in Eng. language	UEJ6001										2 + 1 + 1	+ 0 2							
English speaking practice I	UEJ2010		0 + 0	+2 2															
English speaking practice II	UEJ3011				0 + 0 - 0	+21	0 + 0	+22											
English speaking practice III	UEJ5010								0 + 0 -	+22	0 + 0 - 0	+21							
English speaking practice IV	UEJ7010												0 + 0 + 1	2 3	0 + 0 + 2	. 2			
English speaking practice V	UEJ9011																0 + 0 -	+23	0 + 0 + 1 2
English language grammar I	UEJ2001		1 + 0	+1 2															
English language grammar II	UEJ3001				1 + 0 -	+ 1 2													
English laguage practice I	UEJ2011		0 + 0	+ 2 2															
English laguage practice II	UEJ3100				0 + 0 - 0	+21	0 + 0	+22											
English laguage practice III	UEJ5011								0 + 0 -	+22	0 + 0 - 0	+ 2 2							
English laguage practice IV	UEJ7011												0 + 0 + 1	2 3	0 + 0 + 2	2			
English laguage practice V	UEJ9100																0 + 0 -	+12	0 + 0 + 2 2
ELT practical work	UEJ9001																0 + 0 -	+23	0 + 0 + 1 2
Teaching English to young learners	UEJ9010																1 + 1 -	+03	
Theories of language acquisition and learning	UEJ8001														2 + 0 + 0	· 3			
Elective courses		1 + 1 + 0 2	1 + 1	+ 0 2	1 + 1 -	+ 0 2	1 + 1	+ 0 2	1 + 1 -	+ 0 2	1 + 1 -	+ 0 2					1 + 1 -	+ 0 2	1 + 1 + 0 2 1 + 1 + 0 2
Total		26 30	26	30	25	30	26	30	25	30	26	30	26	30	25	30	24	30	20 30

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

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

		1. y	1. year		2. year		3. year		/ear	5. year	
Course	Code	I.sem.	II.sem.	III.sem.	IV.sem	V.sem.	Code	I.sem.	II.sem.	III.sem.	IV.sem
		LSPB	LSPB	LSPB	LSPB	LSPB		LSPB	LSPB	LSPB	LSPB
Foreign language I		0 + 0 + 2 2									
Graduation paper											0 + 5 + 010
Music	UGL2001		1 + 1 + 0 2								
Music teaching I	UGL7011							2 + 0 + 25			
Music teaching II	UGL8010								2 + 0 + 2 4		
Instrument practice I	UGL6001			0 + 0 + 1 2	0 + 0 + 1 2						
Instrument practice II	UGL7010					0 + 0 + 1 2					
Music theory	UGL1001	1 + 1 + 0 3									
Children's literature	UHR2100		1 + 1 + 0 3								
Croatian language	UHR1001	2 + 1 + 0 4	2 + 1 + 0 3								
Croatian language culture	UHR3001			1 + 1 + 0 3	1 + 1 + 0 3						
Media studies	UHR2011		1 + 1 + 0 3								
Croatian language teaching I	UHR5001					2 + 0 + 0 3	2 + 0 + 1 4				
Croatian language teaching II	UHR7001							2 + 0 + 2 3	1 + 0 + 2 4		
Computers in education	UIN4010				1 + 0 + 1 2						
Internet resources in education	UIN5001					1 + 0 + 0 2	1 + 0 + 0 2				
Word processors	UIN1001	1 + 0 + 1 2									
Logo – programming language	UIN7010							1 + 0 + 0 2			
Educational packages	UIN3001			0 + 0 + 1 1							
Spreadsheet calculator	UIN2001		0 + 0 + 1 2								
Kinesiology	UKI5001					2 + 2 + 0 4					
Physical education	UKI1001	0 + 0 + 2 2	0 + 0 + 2 1								
Teaching kinesiology I	UKI6010						2 + 0 + 0 4				
Teaching kinesiology II	UKI7001							1 + 0 + 2 4	2 + 0 + 2 4		
Kinesiology practice	UKI3001			0 + 1 + 1 2	0 + 1 + 1 2						
Visual arts	ULI1001	1 + 0 + 1 2									
Visual art techniques and plastic arts	ULI2010		1 + 0 + 1 2								
Visual arts teaching I	ULI5010							2 + 0 + 1 3			
Visual arts teaching II	ULI6001								2 + 0 + 2 4		
Elementary mathematics	UMA1001	1 + 0 + 1 3	1 + 0 + 1 3								
Mathematics	UMA3001			1 + 0 + 1 3	1 + 0 + 1 3						
Teaching mathematics I	UMA5001					2 + 0 + 0 3	2 + 0 + 1 4				
Teaching mathematics II	UMA7001							2 + 0 + 2 3	1 + 0 + 1 4		
Statistcs	UMA9010									1 + 1 + 0 3	
Ecology	UPD9001									1 + 1 + 0 2	
Geography	UPD1001	1 + 1 + 0 2									
Croatian history	UPD1010	1+1+0 2									
Natural and social sciences teaching I	UPD5001					2 + 0 + 0 2					
Natural and social sciences teaching II	UPD7001							1 + 0 + 2 4	1 + 0 + 2 3		

Class teacher

Nature science I	UPD1011	1 + 0 -	+13																		
Nature science II	UPD3001					1 + 0	+13														
Field wok	UPD3010					1 + 0	+ 0 2	1 + 0	+01												
Didactics	UPE3001					2 + 1	+03	1 + 1	+03												
Ethics and teaching profession	UPE0010																			2 + 0 -	+14
Integrated teaching	UPE0001																			1 + 1 -	+03
Methodology in education	UPE0011																			$1 + 1 \cdot$	+0.3
Research in education	UPE9010																	1 + 2 +	- 0 4		
Pedagogy	UPE1001	2 + 1 -	+03	1 + 1	+03																
Pedagogy for children with special needs	UPE9001																2	2 + 2 +	- 0 4		
Practical work in schools I	UPE3010					0 + 0	+12	0 + 0	+12												
Practical work in schools II	UPE5100									0 + 0	+ 1 2	0 + 0	+12								
Practical work in schools III	UPE7001													0 + 0	+ 3 3	0+0+3	3				
Practical work in schools IV	UPE9001																(0 + 0 + 0	- 4 4		
Pedagogical psychology	UPS5001									2 + 1	+03	1 + 1	+03								
Developmental psychology	UPS3001					2 + 0	+03	2 + 1	+03												
Common courses for <i>Class Teacher</i> course of study		24	28	18	22	17	24	16	21	19	24	17	23	22	24	19	23 1	15	17	17	20
Subsidiary courses from Module C2 –				6	6	7	4	0	7	4	4	7	-	4	6	6	7 7	7	11	5	6
German Language				0	0	/	4	0		4	4	'	3	4	0	0	' '		11	5	0
Children's literature in German language	UNJ4001							2+2	+03												
German speaking practice I	UNJ2001			0 + 0	+ 2 2																
German speaking practice II	UNJ3001					0 + 0	+21	0 + 0	+ 2 2												
German speaking practice III	UNJ5001									0 + 0 - 0	+22	0 + 0	+ 2 2								
German speaking practice IV	UNJ7001													0 + 0 - 0	+23	0 + 0 + 2	2				
German speaking practice V	UNJ9001																C) + 0 + 0	2 3	0 + 0 -	+12
German language grammar I	UNJ2010			1 + 0	+12																
German language grammar II	UNJ3010					1 + 0	+ 2 2														
German language practice I	UNJ2011			0 + 0	+22																
German language practice II	UNJ3011					0 + 0	+21	0 + 0	+ 2 2												
German language practice III	UNJ5010									0 + 0 - 0	+22	0 + 0	+21								
German language practice IV	UNJ7010													0 + 0 - 0	+23	0 + 0 + 2	2				
German language practice V	UNJ9010																C) + 0 + 0	23	0 + 0 -	+ 2 2
German culture and civilisation	UNJ6001											2 + 1	+ 0 2								
German language teaching practical work	UNJ9011																C) + 0 + 0	1 2	0 + 0 -	+ 2 2
Teaching German to young learners	UNJ9100																1	l + 1 +	03		
Theories of language acquisition and learning	UNJ8001															2 + 0 + 0	3				
Elective courses		1 + 1 -	+ 0 2	1 + 1	+ 0 2	1 + 1	+ 0 2	1 + 1	+ 0 2	1 + 1 -	+ 0 2	1 + 1	+ 0 2				1	l + 1 +	0 2	1 + 1 + 1 + 1 + 1 + 1 - 1 + 1 - 1 + 1 - 1 + 1 - 1 + 1 - 1 + 1 - 1 + 1 +	+0 2 +0 2
Total		26	30	26	30	26	30	26	30	25	30	26	30	26	30	25 3	30 2	24	30	21	30

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

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

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

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

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

doc. art.	Education in Osijek		
Mr.sc.Davorka Brešaní	Faculty of Teacher		
doc. art.	Education in Osiiek	Visual arts teaching II	ULI6001
Mr.sc.Davorka Brešan´.	Faculty of Teacher		
doc. art.	Education in Osijek	Visual communication and design	UL12001
Mathematics			
Doc. dr. sc. Antoaneta	Faculty of Economics,		TIN () () () ()
Klobučar	Osijek	Discrete mathematics	UMA4001
Doc. dr. sc. Zdenka Kolar-	Faculty of Teacher	Elementery methometics	TIMA 1 0 0 1
Begović	Education in Osijek	Elementary mathematics	UMAIUUI
Doc. dr. sc. Zdenka Kolar-	Faculty of Teacher	Mathematics	11MA 3001
Begović	Education in Osijek		01110001
Doc. dr. sc. Margita	Faculty of Teacher	Mathematics and gifted children	UMA 9001
Pavleković	Education in Osijek		01110 0 0 1
Doc. dr. sc. Margita	Faculty of Teacher	Teaching mathematics I	UMA5001
Pavlekovic	Education in Osijek		
Doc. dr. sc. Margita	Faculty of Teacher	Teaching mathematics II	UMA7001
Paviekovic	Education in Osijek		
Doc. dr. sc. Mirta Benšić	Department of	Statistics	UMA9010
Dog dr. sg. Zdopka Kolar	Faculty of Toochor		
Begović	Education in Osijek	Introduction to linear algebra	UMA3010
Gorman Janguago			
German language	Dädagagiaaba		
Gertraud Zaneletti	Akadomia Graz	Children's literature in German language	UNJ4001
	Teacher training		
Lana Mayer	college in Osijek	German speaking practice I	UNJ2001
	Faculty of Teacher		
Lana Mayer	Education in Osiiek	German speaking practice II	UNJ3001
	Faculty of Teacher	a	
Lana Mayer	Education in Osijek	German speaking practice III	UNJ5001
Long Mayor	Faculty of Teacher	Common specific prestice W	
	Education in Osijek	German speaking practice IV	0107001
Lana Mayer	Faculty of Teacher	German speaking practice V	
	Education in Osijek	German speaking practice v	0100001
Mr.sc. Gordana Todorović,	Faculty of Teacher	German language grammar I	UNJ2010
lecturer	Education in Osijek		
Mr.sc. Gordana Todorović,	Faculty of Teacher	German language grammar II	UNJ3010
lecturer	Education in Osijek		
Lana Mayer	Faculty of Teacher	German language practice I	UNJ2011
	Education in Osijek		
Lana Mayer	Education in Osijek	German language practice II	UNJ3011
	Faculty of Teacher		
Lana Mayer	Education in Osijek	German language practice III	UNJ5010
	Faculty of Teacher	a	
Lana Mayer	Education in Osijek	German language practice IV	UNJ7010
Long Mayor	Faculty of Teacher		
Lana Mayer	Education in Osijek	German language practice v	0NJ9010
Mr.sc. Gordana Todorović,	Faculty of Teacher	German culture and civilisation	UN. T6001
lecturer	Education in Osijek	German culture and ervinsation	0100001
Mr.sc. Gordana Todorović,	Faculty of Teacher	German language teaching practical work	UNJ79011
lecturer	Education in Osijek	Serinan hangaage teaening practical work	01100011
Mr.sc. Gordana Todorovic,	Faculty of Teacher	Geman language (foreign language) I	UNJ1001
lecturer	Education in Osijek		
Ivir.sc. Gordana Todorović,	Faculty of Teacher	Geman language (foreign language) II	UNJ2002
Mr. co. Gordano Todorović			
lecturer	Education in Osiiek	Geman language (foreign language) III	UNJ3100
Mr.sc. Gordana Todorović	Faculty of Teacher		
lecturer	Education in Osiiek	Teaching German to young learners	UNJ9100
	Faculty of Teacher		1111 -0.0.01
wirna Radisic, s. lecturer	Education in Osijek	Theories of language acquisition and learning	UNJ8001

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

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

Table 6. CLASS TEACHER ELECTIVE COURSES IN CATEGORIES											
Instructors	Institution	Elective course	Code								
English language		English language									
Draženka Šimošić, lecturer	Faculty of Teacher Education in Osijek	Drama workshop in English language	IEJS001								
Philosophy		Philosophy									
mr. sc. Marko Tomić, lecturer	Faculty of Theology, Đakovo	Introduction to the Bible	IFIS001								
Music		Music									
Gordana Ercegovac- Jagnjić, lecturer	Faculty of Teacher Education in Osijek	Children's creativity in music	IGLS001								
Croatian language		Croatian language									
Mira Perić-Kraljik', lecturer	HNK Osijek	Children's creativity in drama	IHRS001								
Kinesiology		Kinesiology									
Verica Filipović, s. lecturer	Faculty of Teacher Education in Osijek	Rhythmics and dance	IKISO01								
Visual arts		Visual arts									
Mira Perić-Kraljik', lecturer	HNK Osijek	Puppet making	ILIS001								
doc.mr.sc. Davorka Brešan'	Faculty of Teacher Education in Osijek	Children's creativity in visual arts	ILIS010								
doc.mr.sc. Davorka Brešan'	Faculty of Teacher Education in Osijek	Protection and communication of art heritage in school and kindergarten	ILIS011								
Mathematics		Mathematics	IPES001								
doc.dr.sc. M. Pavlekovic	Faculty of Teacher Education in Osijek	Mathematics in play and leisure activities	IMAS001								
Pedagogy		Pedagogy									
mr. Ranka Jindra', lecturer	Centre for peace, non- violece and human rights, Osijek	Non-violent communication	IPES001								
mr. Vesnica Mlinarević, lecturer	Faculty of Teacher Education in Osijek	Children's projects	IPES010								
Zora Redžep-Borak', s. lecturer	Centre for pre-school education, Osijek	Parenting	IPES011								
izv.prof.dr.sc. Antun Šundalić	Faculty of Economics in Osijek	Sociology in education	IPES100								
Natural and social sciences		Natural and social sciences									
mr. Željko Popović, college prof.	Faculty of Teacher Education in Osijek	Learning about plants and animals	IPDS001								
mr. Željko Popović, college prof	Faculty of Teacher Education in Osijek	Hygiene in school and kindergarten	IPDS010								
mr.sc. Željko Popović, college prof	Faculty of Teacher Education in Osijek	Ecological science education	IPDS011								
izv.prof. dr.sc. Ivan Balta	Faculty of Teacher Education in Osijek	Basic heraldry and symbolics	IPDS100								
Psychology		Psychology									
doc.dr.sc. Vladimir Takšić	Faculty of Philosophy, Rijeka	Emotional intelligence of teachers	IPSS011								
doc. dr. Mirjana Duran, prof. visoke škole	Faculty of Teacher Education in Osijek	Tradition of spontaneous children and youth culture	IPSS001								

VI. PROGRAMMES OF MANDATORY COURSES AND ELECTIVE COURSES FROM MODULES

Computer science

Code	UIN90	01 Course			Algorith	nms and	data str	uct	ures				
Department		D	epartm	ent	of Prima	ry Teacl	her Educ	atio	on				
Study program	n				Class	Teacher	1		Year		V		
Lecturer					mr. sc. \	/ladimir	Redžep,	lec	turer				
Institution						HEP,	Osijek						
Course status			Mar	ndato	ry E	lective fr	<u>om modu</u>	le	Elec	tive	j		
			7	Winte	<u>er semest</u>	<u>er</u>	Su	ımm	er semest	er			
ECTS student wo	orkload co	efficient			5								
Hours weekly			Lectu	res	Seminars	Practice	Lectures So		Seminars Pra		actice		
			2		0	2							
Course objec	tives				•								
The objective of this course is to make students familiar with the importance of algorithms in the													
realisation of computer software support.													
Course description													
Algorithm. Algorithm analysis. Algorithm complexity. Algorithms in pseudo-code. Flowcharting.													
Types of data. Fields and structures. Files. Arithmetic and logic symbols, assigning values to variables. Fields and records. Procedures and functions. Recursions.													
Analysis of va	rious alg	jorithms. In	nplement	tation	of differe	nt algorith	ims in psei	udo-	code and	by			
means of a flo	wchart.	Typical exa	mples of	f algo	rithms: so	rt, recursi	ons, math	ema	tical probl	ems	s.		
Algorithm ana	lysis for	the purpos	e of solv	ing p	roblem tas	ks in prim	ary school	l edu	ication.				
Teaching me	Teaching methods												
Lecture	<u>s</u>	Seminars worksh	s and ops	I	Practice	Indi	vidual proj	<u>Mult</u> and I	<u>Multimedia</u> and Internet				
Distance lea	rning	<u>Office h</u>	ours	La	<u>boratory</u>		Tutorial	Field	Field work				
Student oblig	gations												
Attendance an	nd solvin	ıg individual	ly some	algor	ithms in p	seudo-coc	le.						
Examination	motho	de											
Written	metho	us Ora	al			Fssav			Practic	al			
Individual						20047			1146610				
project	<u>Co</u>	<u>ontinuous a</u>	issessm	ent		Seminar							
Mandatory re	eading												
Budin, L.: Info	ormatika	a za I razred	l gimnazi	ije, El	lement, Za	greb 1997	7.						
Wood, D.: Dat	ta Struc	tures Algorit	thms, an	d Per	formance,	Addison \	Wesley, 19	93.					
Aho,V.A., Hop	croft, J.	E., Ullman,	D.J.,: <i>Da</i>	ata St	ructures a	and Algori	<i>thms,</i> Add	ison	Wesley, 1	.987	7.		
Recommende	ed read	ling	- 4				1076						
Wirth, N.,: Alg	Wirth, N.,: Algorithm + Data Structures = Programs, Prentice-Hall, 1976												
reny, G.: Ush	iove pro	yrann anfa,	SAM5 P	uDIISI	ing, kom	Juterska I	ырпотека,	CdC	ak 2002.				

Code	UIN70	01	Course			Co	omp	outer	data bas	ses			
Department			D	epartm	ent	of Prima	ary 1	Teach	ner Educ	atio	n		
Study program	n					Class	Теа	acher			Year	IV	
Lecturer						Da	ımir	r Tom	ić, lectu	rer			
Institution						IG	ram	nmar S	School Os	ijek			
Course status				Mai	ndato	ту <u>в</u>	lecti	tive fro	om modu	le	Elec	tive	
					Winte	er semest	er		<u>Summer semester</u>				
ECTS student we	orkload co	oefficie	nt								4		
Hours weekly	eekly			Lectu	res	Seminars	Pra	actice	Lectures Se		Seminars	Practice	
	3								1		0	2	
Course objectives													
The objective of this course is to help students acquire knowledge of principles of creating and													
using databases as well as to make them familiar with a standard language of handling databases.													
Course description													
Binary representation and data storage in databases. Tabular data representation. Entities, attributes, keys and relations. Database language (SQL). Database software packages. Examples in MS Access.													
Practical work													
Fourteen two-	hour ex	ercis	ses on c	omputer	s dur	ng which	stud	lent sh	nould:				
a) acquire kno	wieage	nece	essary t	о кпом	now t	ney snoui	a cre	eate ar	na use sim	ipie s	ingle-use	r	
b) gain an ins	iaht inta	ss), a s the	usade (of multir	iser a	nd netwo	rk da	atabase	e systems				
Teaching me	thods		usuge		1001 u		it du		0 0 9 0 00 110	•			
Lecture	<u>s</u>	S	eminars	s and	<u>P</u>	ractice		Individual proj		ect <u>Multi</u>		imedia nternet	
Distance lea	rning	0	Office h	ours	La	boratory			Tutorial		Field	d work	
	-	1											
Student oblig	gations	5											
Practical work	during	exer	cises. O	ral exar	ninati	on.							
Examination	metho	ods											
Written			<u>Ora</u>	<u>1</u>			Es	ssay			<u>Praction</u>	<u>cal</u>	
Individual project	<u>Cc</u>	ontin	uous a	ssessm	ent		Seminar						
Mandatory reading													
M. Varga: Ba	M. Varga: Baze podataka, DRIP Zagreb, 1994												
Recommend	ed read	ding											

Code	UIN40	10 Course		Cor	nputers	in educat	ion					
Department		D	epartment	of Prima	ary Teac	her Educa	ation					
Study program	n			Class	Teacher		Ye	ar	II			
Lecturer				mr	. sc. Ton	nislav Ruo	dec					
Institution												
			Fa	aculty of	Teacher	Educatio	n in Osij	ek				
Course status			<u>Manda</u>	<u>tory</u>								
					Elective f	rom modul	e E	ecti	ve			
			Win	ter semest	er	<u>Sun</u>	<u>nmer sem</u>	este	<u>er</u>			
ECTS student we	orkload co	efficient				2						
Hours weekly			Lectures	Seminars	Practice	Lectures	s Semina	rs F	Practice			
						1	0		1			
Course objectives												
The objective of this course is to make students familiar with the importance and the role												
information technologies in education. Students would also be introduced to advantages and												
drawbacks of	<u>using in</u>	formation te	echnologies l	ooth in tead	ching and i	in learning i	in general.					
History of cor	ription	cionco usin	a oncyclonor	lia dictiona	rioc and	tha Intorna	t in acquiri	20				
knowledge preparations for classes (photo editors PowerPoint Geometer's Sketchpad Hot												
potatoes).	opulatio		(p.:				neccipula,					
Practical work	Practical work: A student should present a topic which is relative to any subject and which he/she											
learned about	by usir	ng a compu	ter or the In	ternet. Exa	imples of	using the t	ools prese	nted	during			
lectures shoul	d be dei	monstrated	by every stu	dent.	-	_						
Teaching methods												
Lecture	<u>s</u>	Seminar	s and	<u>Practice</u>	Indiv	vidual proj	iect <u>M</u>	<u>iltir</u> I Tn	<u>nedia</u> ternet			
Distance lea	rnina	Office h	ours	aboratory		Tutorial	F	Field work				
				,								
Student oblig	gations											
Students mus	t attend	at least 80	% of classes									
Every student	: should	prepare or	ne presentat	ion on the	topic rela	itive to any	/ subject a	t sc	hool or			
apply practica	Illy some	e of the sof	tware packa	ges or tool	s describe	d under co	urse descri	ptio	n while			
Examination	metho	es. de										
Written		Ora	al		Essay		Pra	tica	al			
Individual		ontinuous a	ssessment		, Seminar				_			
project			155C55ment		Schind							
Mandatory r	eading											
Dario Sušanj:	Brzi vo	dič kroz Pov	verPoint 200	2. Sysprint	Zagreb, 2	2003.			Ljiljana			
		ling	MIL, Zagrei) 2002.								
Journal Edupo	int, elec	tronic iourr	al for promo	tina inform	ation tech	nologies in	education	Pub	lisher:			
Hrvatska akad	lemska	i istraživačk	a mreža – C	ARNet			caucation					
Dragan Petrić	: Interne	et, uzduž i p	oprijeko. Sy	sprint, Zag	reb, 2003.							
Microsoft Enca	arta Help		باء استعرف أهما									
nttp://www.b	http://www.bug.hr/ostav/ (izgubljeni pred ekranom)											
Code	UIN0010	Course			C	ompu	uters	s in leisu	re			
---	--	-----------	-------------	-----------------	----------------	----------	--------------	------------------------	-------	-------------	------------	--------
Department		De	epartm	ent	of Prima	ary T	each	er Educ	atio	<u>n</u>		
Study program					Class	Teac	cher			Year		V
Lecturer					mr	. sc. '	Tom	islav Ru	dec			
Institution												
				Fac	culty of	Теас	her	Educatio	on in	ı Osijek		
Course status			Ma	andato	ory							
						<u>E</u>	lectiv mo	<u>ve from</u> dule		Elec	tive	
				Winte	er semest	er		<u>Su</u>	mme	r semes	ter	
ECTS student wor	kload coeffic	ient								4		
Hours weekly			Lectu	res	Seminar	Prac	tice	Lecture	s S	Seminars	Pra	ictice
								1		-		2
Course object	ives				1	1			I			
To present and	describe	the most	basic a	nd th	e most fr	equen	itly us	sed softwa	are a	nd Intern	et p	ages
dedicated to fu	n, leisure	and simp	le activi	ties (drawing,	colour	ing, e	etc.)				
Course descri	ption					<u> </u>						
information on TV programme, news, music and entertainment in general. Computer and cell phone connecting software. Chat pages. Exercises: Students demonstrate their most frequently used fun tools. Discussion about good and bad aspects of the presented tool. Teaching methods												
Lectures		Seminars	and	Р	ractice		Indiv	idual proj	ect	Mult	ime	dia
		worksh	hops							and I	nte	rnet
Distance lear	ning	Office h	<u>ours</u>	La	boratory Tutor					Field	d wo	ork
Student oblig	ations											
Every students	attend at should pre	pare one	present	sses. tation	on the to	pic						
Examination I	methods				1	_				D 11		
Written		Ora	1			Es	say			Practic	<u>cal</u>	
Individual project	Individual <u>Continuous assessment</u> Seminar project											
Mandatory re	ading											
Dragan Petrić:	Internet.	uzduž i p	oprijeko	. Svsi	orint, Zad	reb. 2	2003.					
Recommende	Recommended reading											
Ljiljana Milijaš: http://www.klik http://www.isk http://www.gan	ecommended reading iljana Milijaš: PC Škola – Office XP. PRO MIL, Zagreb 2002. tp://www.klik.hr tp://www.iskon.hr tp://www.garner.hr											

Code	UIN6001	JIN6001 Course Computers in teaching courses											
Department		D	epartm	ent o	of Prim	ary	[,] Teach	ner Educ	atior	<u>1</u>			
Study program	n				Class	; Te	eacher			Year	III		
Lecturer					m	r. se	c. Tom	islav Ru	dec				
Institution				Fac	ulty of	Те	acher	Educatio	on in	Osijek			
Course status			Ma	andato	ry		<u>Electi</u> <u>mc</u>	<u>ve from</u> odule		Elec	tive		
				Winte	r semes	ter		<u>Sur</u>	nme	r semes	<u>ter</u>		
ECTS student wo	orkload coefficie	ent								3			
Hours weekly			Lectu	res	Seminar	s Pi	ractice	Lecture	s S	eminars	Practice		
								1		0	3		
Course objec	tives												
information using IT both	e of this co technology i in organiz	in tea zing an	to mak ching a d condu	e stud as we icting	ll as to classes	dis dis	iar with scuss a	dvantage	ortar s and	ice and d drawb	acks of		
Course desc	ription												
using Powerf contents (ne potatoes). Practical wor student show student show	sing PowerPoint. Working with an LCD projector. Acquisition of data and multimedia ontents (necessary for classes) from the Internet. Geometer's Sketchpad, Hot otatoes). ractical work: Students should work in pairs on presentation of one teaching unit. One cudent should do the teaching by means of classical methods, whereas the second cudent should implement information technology. Finally, there follow analysis and												
comparison of	of these tw	o appro	baches.										
Teaching me	thods	Comin	are and		ractico		Indi	vidual proje	t	Maria	imadia		
Lectu	res	work	shops	<u> </u>	ractice		mai	vidual proje	CL	and I	<u>nternet</u>		
Distance le	earning	<u>Office</u>	<u>hours</u>	La	boratory			Tutorial		Fiel	d work		
Chudant abli													
Student oblig Students mus Every student present it duri	t attend at l t should pr ng exercises	east 80º epare o s.	% of clas	sses. on by	using	Pow	verPoint	or Geom	eter's	Sketch	pad and		
Written	methods	Ora	5		1		Feeav			Practio	-al		
Individual	Contin	<u>010</u>	<u>u</u>				Cominar			Flacin	<u>.ai</u>		
project	Contir	iuous a	ISSESSM	lent		5	eminar						
Mandatawa	andina												
Dario Suša	ni: Brzi vodi	ič kroz F	PowerPoi	int 200)2. Svsn	rint	. Zaoreh	0, 2003.					
Ljiljana Mil	ijaš: PC Ško	la – Offi	ice XP. P	RO MI	L, Zagre	eb 20	, <u>2</u> ag.e. 002.	, 20001					
Recommende	ed reading												
Dragan Pet	rić: Interne	t, uzduž	i poprije	eko. S	ysprint,	Zag	reb, 20	03.					

Code	UIN20	L1	Cou	rse			Com	putatior	nal practi	icum	า	
Department				De	epartn	nent	of Prima	ry Teac	her Educ	atio	n	
Study program	n						Class	Teacher			Year	I
Lecturer							mr. sc. V	'ladimir	Redžep,	lect	urer	
Institution								HEP,	Osijek			
Course status					Man	datory	/ <u>Ele</u>	ective fro	m module	e	Elec	tive
						Winte	er semeste	er	<u>Su</u>	mme	<u>r semes</u>	<u>ter</u>
ECTS student wo	orkload coe	fficie	ent								2	
Hours weekly					Lectu	ires	Seminars	Practice	Lecture	s S	Seminars	Practice
									0		0	2
Course object	tives											
The objective to introduce the total to the test of te	of this c hem to f	our und	se is lame	to t ntal	teach st constit	udent uents	s how to v of persona	vork on co Il compute	omputers o ers.	on the	eir own a	s well as
Course desci	ription											
operating syst packages. Ad components: USB-disk, CD,	perating system (installation and maintenance). Installation and handling of various user software ackages. Adjustment of user environment on personal computers. Introduction to computer omponents: the monitor, the keyboard, the mouse, a printer, a scanner, a disk, a floppy disk, a SB-disk, CD, DVD, CD-RW.											
Teaching me	thods					1						
Lectures	5	<u>s</u>	emiı wor	nars ksh	r <u>s and</u> Pi nops		Practice	Indi	vidual proj	ect	<u>Mult</u> and I	<u>imedia</u> nternet
Distance lea	rning	9	<u>Offic</u>	e h	<u>ours</u>	La	<u>boratory</u>		Tutorial		Field	1 work
Student oblig	gations											
Participation in	n doing e	exe	rcise	s for	r the pu	rpose	of acquiri	ng knowle	dge.			
Examination	metho	ls					1			1		
Written				Ora	1			Essay			Practic	al
Individual	<u>Co</u>	ntii	<u>nuou</u>	is a	ssessm	<u>nent</u>		Seminar				
project												
Mandatory r	eading											
M.Essert, : Mo	oje račur	alo	, Odj	jel z	a mater	natiku	Sveučiliš	ta u Osije	ku, Osijek	2003	3.	
Karbo, M.,: N	lajpriklad	Inij	i prir	učni	ik za Wi	ndows	, Egmont,	Zagreb 2	2002.			
Recommende	ed read	ing										
Gookin, D.,: P	PC-i za sv	'ezi	nalice	9								

Code	UIN8001 Course Educational music software												
Department		D	epartment	of Prin	nar	y Teach	ner Educa	atio	on				
Study program	n			Clas	s T	eacher			Year		Ι		
Lecturer				0	an	nir Tom	ić, lectu	rer					
Institution				I	Gra	ammar S	School Os	ijek					
Course status			Manda	tory		<u>Electi</u>	<u>ve from</u>		Elec	tive	j		
				-	Ļ	<u>mc</u>	<u>dule</u>			_			
			Win	ter seme	ster	-	<u>Sur</u>	nme	er semes	<u>ter</u>			
ECTS student we	orkload coefficie	ent							3				
Hours weekly			Lectures	Semina	rs I	Practice	Lecture	S	Seminars	Pra	actice		
					Τ		1		0		1		
Course object	tives												
The objectiv	e of this	course	is to teach	n studen	ts	how to	process	sou	nds, cop	уa	audio		
records from	n a certain	mediur	m to a com	puter, r	эсо	rd soun	d and ma	ake	music by	' m	eans		
of a compute	er.												
Course desc	ription												
Sound. Soun	id sources.	Sound	in a digital	form. Fi	equ	uency a	nd depth.	Re	cording				
techniques a	nd possibil	ities. A	nalogue an	d digital	sig	nal. For	mats of m	nusi	c records				
Computer au	idio format	s- wav	, mp3, wma	a, aif, mi	d.								
Copying con	tents from	an aud	io cd, a cas	ssette, o	ra.	gramop	hone reco	ord	onto a co	pmp	outer		
In computer	computer formats. Sound processing, Elimination, stressing and reduction of specified												
frequency. C	requency. Changing a sound dynamic range. Processing the left and the right audio												
by moons of		udunuy vr Maki	simulation		of	a comp	utor	ng.	Sound re	COL	ung		
Teaching me			ing music b	y means	01	a comp	uter.						
Lectu	res	Semina	ars and	Practice		Indiv	vidual proi	ect	Mult	ime	dia		
		work	shops						and 1	Inte	rnet		
Distance le	earning	Office	hours <u>I</u>	aborator	L		Tutorial		Fiel	d wo	ork		
Student oblig	gations												
Practical wo	rk in form	n of inc	lividual exe	ercises v	vou	uld be a	issigned.	Stu	idents w	oul	d be		
obliged to d	esign a pr	roject b	y using th	e acquir	ed	knowle	dge, whic	ch v	would the	en	be a		
prerequisite	for the ora	l exami	nation.										
Examination	methods		-			_							
Written		<u>Ora</u>	<u>1</u>			Essay			Practi	<u>cal</u>			
Individual project	<u>Conti</u>	<u>nuous a</u>	ssessment			Seminar							
project													
Mandatory r	Mandatory reading												
R. Riley, Audio	R. Riley, Audio Editing with Cool Edit, PC Publishing, 2002.												
D. Johnson, R Media, 2001.	. Broida, Ho	w to do	everything v	vith mp3	and	d digital n	nusic, Mc (Grav	v- Hill Osb	orn	e		
Recommend	Recommended reading												
D. Ralošić, No	vi sustavi za	a prijenc	os slike i zvu	ka, ŠK, Z	agre	eb, 2003							
T. Vaughan, M	1ultimedia: I	Makina 1	t Work. Osh	orne McG	raw	-Hil, 199	98.						
Web, Cool Edi	t, <u>http://s</u>	upport.	<u>syntrillium</u>	<u>.com/co</u>	oler	dit/docs	<u>.html</u>						
							_						

L

Code	UIN3001	Course			Ed	ucatio	nal packag	jes			
Department		D	epartme	nt c	of Prima	nry Tea	cher Educ	atio	n		
Study program	n				Class	Teach	er		Year	II	
Lecturer					mr.	. sc. To	mislav Ru	dec			
Institution											
				Fac	ulty of [.]	Teache	er Educatio	on in	n Osijek		
Course status			Man	dato	orv						
						Elective	e from modu	le	Elec	tive	
			W	inte	r semest	ter	Su	ımme	er semest	er	
ECTS student we	orkload coeffici	ent			1						
Hours weekly			Lecture	s	_ Seminars	Practic	e Lecture	s c	Seminars	Practice	
			0			1					
			U		0	<u> </u>					
			:								
Ine objectiv	e of this	course	IS to de	mor	istrate a	and tea	cn student	s no	DW to de	al with	
by means of	IT	аскауе		uiu	be neipi	ui ili pi	epaing an	u coi	luucting	Classes	
	rintion										
Practical wo	rk will con	centrat	e on the	foll	owina is	sues: N	vorkina wi	th a	scanner	image	
processing	slide sho	w soft	vare nac	kan	es Pow	erPoint	Geomete	r's	Sketchna	ad Hot	
potatoes.	Shae Sho										
Teaching me	thods										
Lectur	res	Semin	ars and	<u>P</u>	<u>ractice</u>	I	ndividual proje	ect	Mult	imedia	
Distance le	arning	Work Office	shops	ips			Tutorial	Tutorial		<u>nternet</u> 1 work	
	arning	onice	liours	La	boratory		Tutorial				
Student oblig	astions										
Students mus	t attend at	loast 800	% of class	05							
Every student	should hol	d one P	owerPoint	pres	entation	on the	topic of his/	her c	hoice or v	work out	
one lesson pl	lan in deta	il by us	ing one o	of the	e softwa	re packa	ages or too	ls de	scribed in	1 course	
description.		•	5			•	5				
Examination	methods				1			T			
Written		Ora	al			Essay	/		<u>Practic</u>	<u>:al</u>	
Individual	Conti	nuous a	issessme	nt		Semin	ar				
project											
Mandatory r	eading										
		D.	Delat 20	0.0	C	7	2002				
Dario Susanj:		kroz Pow	erroint 20	102.	Sysprint,	Zagreb	, 2003.				
Ljiljana Milijaš	: PC Skola	- Office	XP. PRO M	1IL, 2	Zagreb 20	002.					
Recommend	ed reading										
Journal Edupo	nal Edupoint, electronic journal for promoting information technologies in education, Publisher:										
пrvatska akad	iemska i ist	razivack	a mreza –	CAR	linet						

Code UIN4001 Course Graphics, animations and films software Department Department of Primary Teacher Education													
Department		D	epartmo	ent	of Prima	ary	y Teacł	ner Educa	atio	on			
Study program	n				Class	Te	eacher			Year		II	
Lecturer					Da	am	nir Tom	ić, lectu	rer				
Institution					IC	Gra	mmar S	School Osi	ijek				
Course status	;		Mar	ndat	ory		<u>Electi</u> <u>mc</u>	<u>ve from</u> odule		Elec	tive	ì	
			'	Wint	er semest	ter		<u>Sur</u>	nme	er semes	<u>ter</u>		
ECTS student w	orkload co	efficient								2			
Hours weekly			Lectur	es	Seminar	s P	Practice	Lecture	s	Seminars	Pra	actice	
								1		0		1	
Course object	ctives												
The objective	of this c	ourse is to i	make stu	dent	s familiar	wit	th basic	work on in	nage	e processi	ng,		
simple animat	tions, dig	gital process	sing of vic	leo r	records.								
Course desc	ription	biosta Das	tor and w	octo	r graphics		hotogra	nh and dra	wind	- Compo			
Perspectives. Film formats.	Im formats. Cut, shot, scene. Editing - linear, parallel, retrospective, creative, etc.												
Fundamentals processing of editing proces made film ont	undamentals of photograph and drawing processing. Creating simple animations. Digital rocessing of films. Photograph, animation and material filmed by a digital camera as parts of the diting process. Copying material from a camera onto a computer. Editing. Recording a readynade film onto a medium (tape, disk, cd, dvd). Player. eaching methods												
Teaching me	thods	•					•						
<u>Lecture</u>	S	Seminars worksh	s and ops		Practice		<u>Indiv</u>	<u>vidual pro</u>	<u>iect</u>	<u>Mult</u> and I	<u>ime</u> inte	<u>edia</u> ernet	
Distance lea	rning	<u>Office h</u>	ours	La	boratory	<u>.</u>		Tutorial		Fiel	d w	ork	
Student obli	gations												
Practical work	(in form	n of individ	lual exerc	cises	would b	ea	assigned	I. Students	S WC	ould be of	blig	ed to	
examination.	The proi	iect would b	e an anin	natic	in or a filr	n re	ecorded	on some c	linita	al medium	ີ ເມຍ າ.	2 01 01	
Examination	metho	ds											
Written		<u>Ora</u>	al				Essay			Practi	cal		
Individual	Co	ontinuous a	issessme	<u>ent</u>		S	Seminar						
Mandatory r	Mandatory reading												
A. Bolante, Premiere za Windows i Macintosh, Miš, Zagreb, 2003. P. G. Christiansen, Najprikladniji priručnik za Photoshop 7.0- naučite sami, Egmont, Zagreb, 2004. I. S. Pandžić, Virtualna okruženja- računalna grafika u stvarnom vremenu i njene primjene, Element, Zagreb, 2004.													
Recommend	Recommended reading												
T. Ang, Digita B. Erickson, F 1999. T. Mance, Adc D. Kovačević,	 Ang, Digitalna fotografija, Znanje, Zagreb, 2003. Erickson, F. Romaro, Proffesional Digital Photography, Prentice Hall PTR (ESC Professional), 999. Mance, Adobe Photoshop CS- učionica u knjizi, Miš, Zagreb, 2004. Kovačević, Internet i računalna grafika, Fakultet prometnih znanosti, Zagreb, 2005. 												
T. Vaughan, N	1ultimed	lia: Making I	It Work.	Dsbo	rne McGr	aw-	-Hil, 199	98.					

Code	UIN5001	Course			Interne	et re	esour	ces in ed	luca	tion	
Department		D	epartm	ent o	of Prim	ary	Teach	ner Educ	atio	n	
Study program	n				Class	Теа	acher			Year	III
Lecturer				dr. s	sc. Mari	io Es	ssert,	associa	te p	rofesso	r
Institution											
				Fac	ulty of	Теа	cher	Educatio	n ir	n Osijek	
Course status			Ma	ndate	ory						
						Ele	ective fr	rom modu	le	Elec	tive
			<u> </u>	Winte	r semes	ster		<u>Su</u>	nme	er semest	<u>ter</u>
ECTS student we	orkload coeffic	cient			2					2	
Hours weekly			Lectu	res	Seminar	s Pra	actice	Lecture	S	Seminars	Practice
			1		-		-	1		-	-
Course object	tives										
The objective education.	of this co	ourse is t	o prepa	re stu	dents fo	r the	e usage	e of inforr	natio	on techno	logies in
Course desc	ription										
markers. Sear messages via On-line transla <i>Practical work</i> sending e-ma	harkers. Search engines (google, yahoo). Selecting key words. Electronic mail: e-mail. Sending fax hessages via the Internet: e-fax. Network news. Real-time communication: Windows messenger. In-line translators. On-line encyclopedia. Distance learning. On-line tests and competitions. <i>ractical work:</i> Students should be able to work on the Internet individually: surfing the Net, ending e-mail and e-fax messages, on-line communication.										
Teaching me	thods										
<u>Lecture</u>	<u>s</u>	Seminars worksh	rs and F nops		Practice		<u>Indiv</u>	<u>idual pro</u>	<u>ject</u>	<u>Mult</u> and I	imedia nternet
Distance lea	rning	Office h	<u>ours</u>	La	boratory			Tutorial		Field	d work
Student oblig	gations										
Individual wor	<u>k on the Ir</u>	nternet.									
Written	methous	Ora	al		Γ	E	ssav			Practio	cal
Individual	Con	tinuous a	 Issessme	nt		Se	minar				
project	Con					00	annar				
Mandatory ro	eading	Intorna	t o mel	Luch	Kakal	orist	.i+i2 D	o Mil 200	1		
1κις, Ζ. ,GVOZ	uanovic, I.	, internet	i, e-maii	, web	- како к	OFIST	<i></i> , Pro	0-™III, 200	4.		
Recommend	ed reading	g									
Levine, R.J.,	<u>Levine J</u> , M	Baroud	, C.The	Interr	net for Du	umm	<i>ies</i> , Fo	r Dummie	s; 9	edition, 20	003.

Code	UIN2010	Course]	[ntroduc	tion to o	computer s	cience		
Department		D	epartm	ent	of Prima	ry Teacl	ner Educati	on		
Study program	ı				Class	Teacher		Year	I	
Lecturer					mr. sc. V	'ladimir	Redžep, le	cturer		
Institution						HEP,	Osijek			
Course status			Man	dator	y <u>Ele</u>	ective fro	m module	Elec	tive	
				Winte	er semeste	er	<u>Summ</u>	<u>ner semes</u>	<u>ter</u>	
ECTS student wo	rkload coeffici	ient						2		
Hours weekly			Lectu	res	Seminars	Practice	Lectures	Seminars	Practice	
							1	0	1	
Course object	tives									
The objective fundamental fa they play in ev	of this cou acts pertain ervdav life	urse is to ning to t e.	o introd he impo	uce s rtanc	tudents to e and arch	basic co iitecture c	mputer sciend of computers,	ce termino as well as	logy and the role	
Course descri	iption									
Definitions and Fundamentals terminology. S computers and	l contents. of compute ystems an l number s	Comput er archite d user so ystems.	er system. Von Neumann model of a computer system. ecture (practically - a PC configuration). Operating systems, bas oftware. Basic computer functions. Mathematical foundations of Role and tasks of information systems.							
Teaching met	thods									
Lectures	<u>5</u>	Seminars worksh	s and ops	I	Practice <u>Individual projec</u>			t Mult and I	imedia Internet	
Distance lear	ning	Office h	ours	La	<u>boratory</u>		Tutorial	Field	d work	
Student oblig	ations									
Attendance and	d active pa	articipatio	on in doi	ng pr	actical exe	rcises in c	computer class	sroom.		
Examination	methods									
Written		<u>Ora</u>	<u>al</u>			Essay		Practio	cal	
Individual project	<u>Conti</u>	nuous a	issessm	ent		Seminar				
Mandatory re	ading						_			
Budin, L. , <i>Info</i> Čerić, V, Varga Karbo, M.: Na	ormatika za a, M., Infor jprikladniji	a I razrec macijske i priručni	d gimnaz e tehnolo k za Win	dows	lement, Za <i>i poslovan</i> (prijevod)	igreb 199 iu, Elemei , Egmont	7. nt, Zagreb 20 , Zagreb 2002	04. 2.		
Recommende	d reading	J		-						
Tremblay, J.P. Hill, NY 1989.	, Bunt, R.E	3., Introd	duction t	o Cor	nputer Sci	ence - Ar	Algorithmic	Approach,	McGraw-	

								. -				
Code	UIN7010	Course			Logo -	pro	ogram	ming lar	ngua	ge		
Department		D	epartn	nent o	of Prima	ary	Teach	ner Educa	ation			
Study program	1				Class	Те	acher			Year		IV
Lecturer					mr. sc	. Bi	ranko	Hrpka, le	ectur	er		
Institution			Zajed	nica	tehničk	ke k	ulture	e osbar	. žup	., Osijo	ek	
Course status			<u>Ma</u>	Indato	ory	Ele	ective f	rom modul	e	Elec	tive	
			-	Winte	r semes	ster		Su	mmer	semest	er	
ECTS student wo	orkload coefficie	ent			2							
Hours weekly			Lectu	ires	Seminar	s Pr	ractice	Lecture	s Se	eminars	Pra	ctice
			1		-		-	-		-		-
Course object	tives											
The objective o programming la	f this course nguage, as w	is to int ell as to	roduce s	tudents them m	s to the p ethodolog	orinc gicall	iples of ly for the	programmine work with	ng and junior	l use of graders.	the l	_0G0
Course descr	iption		· · ·						·			
tor starting the f 2. Working in a deletion of the s 3. Drawing of a background colo 4. Positioning discovering the simultaneous wa 5. Unknowns a variables, settin Contents of exe turtle, raising a storage: types geometrical fig in colour and colour, creating turtles: creatin turtle, retrieval printout and re operations, rand handling unknow for setting up recursions: creating trecursions.	turtle, deletir editor, software. geometrical our and the p the turtle a present posite ork with all tu and variable g up and che rcises: 1. Si and lowering t of displays, gures: creat sound instr software for g software for g soft	Ing the convare ret and ware ret ing ures, encil color and work ion of the urtles. is; Condi cking cont tarting L the penci editor; v ing softw ructions: r sound a position tles, word ing condit and inter variables ing condit are for h	ntents on rieval ar , colour ing with e turtle, r itions an inditions, c .ogo and l, repeati writing, s creating and soun ning the king with iO: text gers. 7. s and har ions and mandling	and stor and stor many retrieva d decision d decision d basic ng inst storage, lrawing softwa d effect turtle con individe on the Unkno adling v I decision	splay. age: type for sound turtles: I of many sions: ha making. drawing ructions. retrieval of regula are for de ts. 5. Pos on the giv dual turtle display ar owns anc ariables. s, words	es of wing , cre placi turt ndlir 1 ins 2. W I, an ar an eterm sitio en p es, s nd ir d va 8. C ng. ; anc	displays geomet eating so ing the t des, worl ng unkno truction Vorking d deleti- d irregu nining th blace, dis simultane n the im riables: ondition 9. Basi d lists, d	, editor; wr rical figures ftware with urtle on the king with ind owns, definin ns: basic ins in editor , on of the s lar geometr be backgrou te turtle an scovering the eous work wage, letter creating so ns and dec c types o creating sof	iting, s , deter sound given dividua ng vari structic softw oftwar ical fig nd colu to a pres with al size, b ftware isions f data	storage, r effects. position, al turtles, ables, ha ons for st are retr e. 3. Dr gures. 4. our and rking w ent posit I turtles. basic mat for the p : creating a, funct	retrie he andlir artin ieval the p ith r cion c 6. them ourpo g soft ions ttions	yal, g the l and ng of wing bencil many of the Text atical ose of tware and s and
Teaching me Lectur	<u>thods</u> : <u>es</u>	Semina	ars and	F	ractice		Indiv	vidual proj	ect	Mult	time	<u>dia</u>
Distance le	arning	work: Office	shops hours	la	boratory			Tutorial		and I Fiel	Inter d wo	r net rk
Lectures take	nlace in the	Comput	er class	room								
Student oblig	nations	compu		100111.								
Continuous wo	ork on the a	iven tas	ks by m	eans c	f a com	oute	r and th	ne final exa	amina	tion.		
Examination	methods											
Written		Ora	al				Essay			Practi	cal	
Individual proje	ct <u>Contin</u>	nuous a	ssessm	<u>nent</u>		S	eminar					
Student assess computer and Students are ex- instructions for Students would and decisions ar levels, they are	ment: - asse the final gra (pected to: - colour and reach a high re made in th able to descr	essment ade. individu sound, p er level i ne softwa ibe and a	of know ally crea osition c f they ex re. Stude apply recu	te software trawing pand the ents wo	vare for t s to the ne previou uld be co	the p give us le onside	of solvi purpose en space evel by u ered LO0	ng tasks b of drawing and use u nderstandin GO literate i	geome Inknow g how f, in a	etrical fic vns and conditio ddition to	gures varia ns ar p pre	s, use ables. re set vious
Mandatory re	eading		<u> </u>									
Hrpka, B.: LOO	GO 4.0 prirι	učnik za	učenike	, Penti	um, Vink	kovc	ci, 1997					
Recommende	ed reading											
Gračanac, T. : L Kniewald I.: Pro	OGO prograr gramski jezik	nski jezik <u>< LO</u> GO,	t, Mladosi <u>Mult</u> igraf	t, Zagre , <u>Zagre</u>	eb, 1987. <u>b 19</u> 95.							

Code	UIN20	01 Course			Spr	eadshee	et calcula	tor					
Department		D	epartme	nt o	of Prima	ry Teacl	ner Educa	atio	n				
Study program	า				Class ⁻	Feacher			Year		Ι		
Lecturer					Sa	aša Duka	a, lecture	er					
Institution				Fac	ulty of 1	eacher	Educatio	n ir	ı Osijek				
Course status			Man	dato	ory	Elective f	rom modul	e	Elec	tive	9		
			V	Vinte	r semeste	r	<u>Sun</u>	nme	er semes	ter			
ECTS student wo	orkload co	efficient							2				
Hours weekly			Lecture	es	Seminars	Practice	Lectures	5	Seminars	Pra	actice		
							0		0		1		
Course objec	tives							I					
The objective	of this	course is t	o help stu	Iden	ts underst	and princ	ciples of sp	orea	dsheet ca	lcul	lators		
and master te	chnique	s of working	in Excel.										
Course descr	iption												
Lectures:		debaat and a	historica		miour of a	nroadcho				0 t			
	a spread Colle an	d their cont	a nistorica	1 OVE	and rolat	preausne		f so	visicale, L	LOLU	is,		
functions, Gra	ohs and	l charts.		nuce			5565. 050 0	1 30	ine simple	-			
Practical work.	:												
Seven two-hou	even two-hour exercises on computers during which student should acquire knowledge necessary												
to know how t	know how they should enter data and formulas into cells, save files, input data from text files,												
copy cells with	ı formul	as and relat	ive and al	osolu	ite addres	ses and u	se simple f	unct	ions (sum	n, m	nean		
value) while m	naking g	raphs and p	printing re	sults									
Teaching me	thods												
Lectures	5	Seminars	s and	<u>P</u>	ractice	Indiv	vidual proje	ect	Mult and I	ime	edia		
Distance lear	work:		ours	La	boratory		Tutorial		Field	d w	ork		
	9												
Student oblig	ations												
Students are o	bliged t	to carry out	two indivi	dual	project ta	isks exem	nlifvina tvr	nical	applicatio	ns	eп		
a table of pupi	Is and s	subjects con	taining av	erad	e arades (of both re	spective pu	pils	and resp	ecti	ve ve		
subjects.			cannig ar	0.09	e glaace		opeen e pe						
Examination	metho	ds											
Written <u>Oral</u> Essay <u>Practical</u>													
Individual	Co	ontinuous a	ssessme	nt		Seminar							
project	project												
Mondeterre	adina												
	ading	trijobiti Mici	cocoft Offi	-0.20	03. Micro	knjiga H	nyateka: 7a	aro	h 2004				
Recommende	and read	lina				kiijiya III	ιναιδκά, Ζά	igre	5 2004.				
Liplin, Milijaš	Izobra	zba za nrim	ienu inform	naci	iskih i kon	nunikaciis	kih tehnolo	ogija	: Pro Mil·				
Varaždin 2003				naci_				. giju					

Code	UIN50	10 Course				We	eb prog	Irammin	g		
Department		D	epartm	nent d	of Prim	ary	y Teach	ner Educ	atio	n	
Study program	n				Class	s Te	eacher			Year	III
Lecturer				dr. s	sc. Mar	io I	Essert,	associa	te p	rofessoi	r
Institution							_				
			F	acult	y of Me	echa Arcl	anical hitectu	Enginee re, Zagr	ring eb	and Na	val
Course status			Ma	andato	iry		<u>Electi</u> <u>mo</u>	<u>ve from</u> odule		Elec	tive
				Winte	r seme	ster	<u>r</u>	Su	Imme	er semest	er
ECTS student wo	orkload co	efficient			2						
Hours weekly			Lectu	ires	Semina	rs P	ractice	Lecture	s S	Seminars	Practice
			2		-		1	-		-	-
Course object	tives								Ł		
The objective education.	of this	course is t	o prepa	re stu	dents fo	or th	ne usage	e of inforr	natio	n techno	logies in
Course descu	ription										
Communication. Client programming. HTML (HyperText Markup Language) and XML (extendible Markup Language). CSS (Cascading Style Sheets). Tables, links, images, multimedia. Dreamweaver and FrontPage. Events and object models. Dynamic contents. Fundamentals of JavaScript programming. <i>Practical work:</i> To teach students how to create HTML sites and programme dynamic sites in JavaScript.											
	tnoas	Sominar	and	D	ractico		Indiv	vidual pro	iact	Multi	imodia
Lecture	<u>></u>	worksh	0DS	<u> </u>	actice		<u>11101V</u>		Jeci	and I	nternet
Distance lea	rning	Office h	ours	La	boratory	'		Tutorial		Field	d work
Student oblig	gations										
Individual pra	ctical wo	ork on the Ir	nternet.								
Written	metho	us Ora	<u></u>		1		Fssav			Practic	
Individual	Individual Continuous accossment Seminar										
project			3363511			0	Serrinai				
During the se assessment ir could be repla	mester form c ced by i	students' kr of an exami ndividual se	nowledge nation te minar p	e is as akes p apers.	ssessed blace aft	thro er t	bugh tes the seme	sts and ho ester ends	mew s. Wr	ork, and itten exa	the final mination
Mandatory re	eading	N WEB pro	aramira	nio 7	avodeka	cleri	inta Od	iel za mat	omat	iku Osija	k 2005
L33EIL, M.,	Juvak,		granna	, де, Z	uvuuska	341	ipta, Ou		cinat	iku, Osije	κ, 2005.
Recommende	ed read	ML i oblikuit	te cami	ofolitr	0 14/14/14/	ctra	nice 7	ak Zagra	h 10	05	
Flanagan, D.:	JavaScr	rić, D.: <i>Naučite HTML i oblikujte sami efektne WWW stranice</i> , Znak, Zagreb, 1995. nagan, D.: <i>JavaScript - The Definitive Guide</i> , O'Reilly, USA, 1998.									

Code	UIN1001	Course				Word pr	ocessors						
Department		D	epartme	ent o	of Prima	ry Teach	ner Educa	atior	n				
Study program	n				Class	Teacher			Year		Ι		
Lecturer					S	aša Duka	a, lecture	er	•				
Institution				Fac	ulty of 1	Feacher	Educatio	n in	Osijek				
Course status			Man	dato	ory	Elective f	rom modu	е	Elec	tive			
			<u>w</u>	inte	<u>r semest</u>	<u>er</u>	Su	mme	r semest	er			
ECTS student we	orkload coeffici	ent			2								
Hours weekly			Lecture	es	Seminars	Practice	Lecture	s S	Seminars	Pra	actice		
	2		1		0	1							
Course object	tives												
The objective	of this cou	urse is to	o help stu	Ident	ts acquire	knowledg	ge of word	l prod	cessing p	rinc	ciples		
and enable th	em to work	in a cer	tain text e	ditor	<u>.</u>								
Course desc	ription				- ()	Page 1	dit a can ta AA	VOIN			D ' -		
functions of te MS-WORD edi Croatian!). Te Spreadsheet of Absolute and <i>Practical work</i> Six two-hour	Actions of text editors: (writing, editing, saving, printing). Hardware necessary for text editing. S-WORD editor. Using files. Word processing facilities and some writing tools (Spelling checker in boatian!). Text and page editing. Using tables, figures and diagrams. Printing and printing options. readsheet calculator. Historical overview of development. Excel. Cells and their contents. solute and relative addresses. Using some simple functions. Graphs and charts. <i>actical work.</i> K two-hour exercises on computers during which student should acquire skills and knowledge of ing an MS-WORD editor for text processing. One exercise would be organised as a visit to a												
using an MS-	WORD edit	or for te	ext proces	sing	. One exe	ercise wou	uld be org	anise	d as a v	isit	to a		
Teaching cor	npany which thods	n uses te	ext proces	sing	for publis	ning book	s, journais	or ne	ewspaper	rs.			
Lectu	res	Sem	inars	P	ractice	Indiv	vidual proj	ect	Mult	ime	edia		
		aı works	nd shops						and I	nte	<u>rnet</u>		
Distance le	earning	<u>Off</u> ho	fice urs	Lal	boratory		Tutorial		Field	d wo	ork		
Student oblig	gations					<u> </u>							
table and a te	xt. Oral exa	on text aminatio	processin n.	ng co	onsisting (or two pag	ges with a	COIO	ur pnoto	gra	pn, a		
Examination	methods												
Written		<u>Ora</u>	<u>11</u>			Essay			<u>Practio</u>	cal			
Individual project	Cont	inuous a	ssessmen	t		Seminar							
Mandatory r	eading												
L.A. Ulrich: K	.A. Ulrich: Kako upotrijebiti Microsoft Office 2003; Micro knjiga Hrvatska; Zagreb 2004.												
Kecommend	ed reading	70 0100	ionu inform	maci	ickih i kor	nunikasita	kih tohnoli	aiia :	Dro Mil-				
Varaždin 2003	din 2003.												

Croatian language

Code	UHR2	2100	Course			С	hildren's	literatu	Jre		
Department				Теас	hei	r Studies	Departm	ent			
Study program	n					Class 7	Teacher			Year	I.
Instructor						pro	of.dr.sc A	na Pint	arić		
Institution						Facult	ty of Phil	osophy,	, Osi	jek	
Course status				Mand	ato	ory El	ective froi	n modu	le	Elec	tive
				W	/int	er semest	er	<u>Su</u>	ımm	er seme	<u>ster</u>
ECTS student	workload	d coef	ficient							3	
Hours weekly				Lecture	s	Seminars	Practice	Lectur	es S	Seminars	Practice
								1		1	0
Course object	tives								I		
Introducina st	tudents	to the	e most sig	nificant	rep	resentativ	es of Cro	atian ar	nd w	orld liter	ature for
children, basic	types /	genre	s of work	s of litera	tur	e and crite	eria for th	eir asses	ssme	nt.	
Course desc	ription										
Lectures. Chi	ildren's li	iteratu	ire as a te	erm. Type	s /	genres. L	iterary sci	entific re	eadir	ngs. Pictu	re books
(types, criteria	a and eva	aluatio	on). Story	, fairytale	e, fa	able (distii	nction, as	sessmen	nt crit	teria, the	natic
and structural	level, m	ost si	gnificant i	represent	ativ	ves). Poeti	ry (distinc	tion, spe	ecific	s, types,	most
significant rep	resentat	ives).	Novel (di	stinction,	tyŗ	pes / genr	es, thema	tic and s	struc	tural leve	l, most
significant rep	resentat	ives).	Plays (dis	stinction,	ori	ginal texts	, adaptati	ons of p	rose	works, m	iost
significant rep	resentat	ives).	Animalist	ICS (distin		on, thema	tic and st	ructurai	level	i, most si	gnificant
representative	s). Sciei	ice IIC	ctinction	thomatic	nen an	d structur	al loval m	level, III	USL S	nt	
representative	-s). Com	ics (ui	sunction,	thematic	an		ai ievei, ii	iost sigi	iiiica	iii.	
Seminar. De	finition of	ofas	seminar n	aper. Co	mp	osition: ii	ntroductio	n. statir	na th	ne purpo	se, topic
development,	conclusi	on, ab	stract, w	orks cited	, ke	ey words.		,			, cop.o
Teaching me	thods					<i>'</i>					
Lecture	es	Se	minars a	nd	Pra	ctice	Individ	ual proj	ect	Mult	imedia
		W	<u>vorkshop</u>	<u>s</u>						and 1	nternet
Distance lea	arning	<u>Of</u>	fice hou	r <u>s</u> La	abo	ratory	Ti	utorial		Fiel	d work
Student oblig	gations										
Students are e	expected	to pr	oduce a s	eminar pa	аре	er.					
Examination	method	ls			-						
Written			<u>Oral</u>				Essay			Practio	al
Individual pro	oject	Contir	nuous asse	essment		<u>S</u>	<u>eminar</u>				
Mandatory r	eading										
Pintarić, Ana:	Bajke, p	regled	l i interpro	etacije, M	atio	ca hrvatsk	a Osijek,	1999.			
Crnković, Mila	an – Tež	ak, D	ubravka:	Pregled	hrv	atske dje	čje knjiže	vnosti o	d po	očetaka d	o 1955.,
Znanje, Zagre	b, 2002.										
Recommend	ed read	ing		7		7	200				
Hranjec, Stjep	an: Hrva	atski c	ijecji rom	an, Znanj	e, 4	Zagreb, 19	998. 	niožono	Culu		.: 4
Matica bruatel			pretacije	- roman	Str	IDOFOVITI S	stazama S	njezane	Grk	JAIC-Jauo	vic,
	(a, usijer	(, 200 Lintor	J. protacijo	- Zlatni c	lan	ci lagodo	Trubolko	Filozofel	ki fal	ultot Oc	ijok
2004	U svjetit	1 milei	pretacije		an	ci Jayoue	nuneike,	FIIOZOISI	KLIAP	cuitet, Os	цек,
Poezija i dietij	nistvo, zl	bornik	. ur. Javo	r <i>.</i> R., Kni	ižni	ice Grada	Zagreba.	2002.			
Zlatni danci 1	– Život i	djelo	Jagode T	ruhelke,	zbo	rnik, ur. M	lartinčić, i	J., Hacke	enbe	rger, D.,	HAZU,
Zavod za znar	nstveni ra	ad Osi	jek, 1998	•							
Zlatni danci 2	- Prinos	Osije	ka dječjoj	književn	ost	i, zbornik,	ur. Pintai	⁻ ić, A., P	edag	joški faku	ltet
Osijek, 2000.										¥	
Zlatni danci 3	– Bajke	od da	vnina pa (do naših d	lan	na, zbornik	k, ur. Pinta	arić, A., I	Peda	goški fak	ultet
Usijek, 2001.	Dest	_l		untra utili A	~	a da a s¥lat c			0.2		
Ziatni danci 4	– ваsne	, ZDOr	nik, ur. Pi i diočio kr	ntaric, A.	, Pe	edagoski f	akultet Os	ыјек, 20 Л Ено-	UZ.	fakultat	Ociicle
		ISLVU	і ијесја КГ	ijizevnost	, ZI	υσιτικ, υΓ.	riildfic,	A., FII0Z	UISKI	iakuitet	озјек,
2007.											

Code	UHR10	001 Course			Croatia	n langua	ge		
Department		Depa	rtment	of Prima	ry Teacl	ner Educa	ation		
Study program	n			Class	5 Teache	er		Year	I .
Lecturer				doc	. dr. sc.	Irena Vo	dopij	a	
Institution			F	aculty of		r Educat	ion ir		K
Course status			Manda Wir	atory iter seme	ster	rom modul Sun	e nmer	semes	tive ter
ECTS student we	orkload coeff	icient		4				3	
Hours weekly			Lecture	Seminars	Practice	Lectures	Sen	ninars	Practice
			2	1	-	2		1	-
Course objec	tives						<u> </u>		
The objective of the contem language. To primary schoo future profess	of the country control of the country control of the country of th	urse is to intr roatian langua em as future and to train th	oduce stu age, along teachers em to ind	dents to th g with orth to condu- ividually a	ne phonolo nography ct classes nd critical	ogical and and speec in Croatia ly use scier	morph h of n an lan htific li	iologica nodern guage terature	l system Croatian in lower e in their
Course desc	ription								
(morphology) Standard Cro morphological r alternations, wo Basic theory o language (lingu Norms of standa Modern Croatian Standard langua	patian lan rules (morp ord classes, if standarc istic, socioli ard languag n orthograp age and dia	Iguage : phon ohemic and mo types of inflect I language: Lir inguistic, psych ge (orthography hy (principles a lects.	ological ru orphologica ion, conjug oguistic (int olinguistic a), orthogra nd rules)	ules (divisi I division, p ation, comp rernal) and i and ethnolin phical rules	on into p bhonologica arison of ir non-linguis guistic). , correct sp	ohonemes illy and moi nvariable wo tic (externa eech rules, e	and p -pholog rd class I) facto gramm	honemic ically co ses) rs of sta atical ru	groups) onditioned ndard les
Teechingme	thede								
Lecture	es	Seminars a	and	Practice	Indi	vidual proj	ect	Multim	edia and
Distance lea	arning	Office hou	irs	_aboratory		Tutorial		Fiel	d work
Student oblig	gations								
Students are assignments. colloquy.	required t Pass writ	o regularly at ten and oral	tend class exam. Or	and take a part of	part in se the exam	eminars by 1 can be p	comp assed	leting ii by me	ndividual ans of a
Written	methods	Oral			Fssav			Practic	al
Individual proje	ct Cont	tinuous asse	ssment		Seminar			Tracere	
Mandatory r	anding		<u>33ment</u>		Seminar				
Barić, E. i dr.: H Težak, SBabić	irvatska g , S.: Gram	ramatika, Ško atika hrvatsko	lska knjiga	, Zagreb, 19	95.				
2000. Barić, E. i dr.: Zagreb, 1999. Brodnjak, V.: R Govorimo I	skoga jezi Hrvatski azlikovni i nrvatski, p	ka, uredio Šon jezični savjet rječnik srpsko riredio Dulčić. N	je, J., Leks nik, Instit g i hrvatsk	, skolska kr sikografski : ut za hrvat k og jezika ,	jiga, Zagre zavod <i>Miro</i> sko jezikos Školske no ijed, Zagre	b, 1996. <i>slav Krleža</i> , slovlje, Perg ovine, Zagre	Školsk amena b, 199:	a knjiga , Školsk L.	, Zagreb, e novine,
2000. Barić, E. i dr.: Zagreb, 1999. Brodnjak, V.: R Govorimo I Recommend	skoga jezi Hrvatski azlikovni i <u>nrvatski, p</u> ed readin	ka, uredio Šon jezični savjet rječnik srpsko riredio Dulčić, N	je, J., Lek nik, Instit g i hrvats 1., Hrvatsk	, Skolská kr sikografski : ut za hrvat k og jezika , i radio, Napi	jiga, Zagre zavod <i>Miro</i> sko jezikos Školske no ijed, Zagre	b, 1996. <i>slav Krleža</i> , slovlje, Perg ovine, Zagre b, 1997	Školsk amena b, 1993	a knjiga , Školsk L.	, Zagreb, e novine,
2000. Barić, E. i dr.: Zagreb, 1999. Brodnjak, V.: R Govorimo f Recommend Barić, E. i dr.: f Zagreb, 1999. Anić, V. – Silić Težak , S.: Hrv	skoga jezi Hrvatski azlikovni i nrvatski, p ed readin Irvatski je , J.: Pravop atski naš sv	ka, uredio Šon jezični savjet rječnik srpsko riredio Dulčić, N g zični savjetnik pis hrvatskoga vagda(š)nji, Šk	je, J., Lek nik, Instit g i hrvatsk 1., Hrvatsk Institut za jezika, No	, Skolská kr sikografski : ut za hrvat kog jezika, i radio, Napi hrvatsko je hrvatsko je vi Liber, Ški ne, 1991.	jiga, Zagre zavod <i>Miro</i> ško jezikos Školske no ijed, Zagre zikoslovlje olska knjig	b, 1996. slav Krleža, slovlje, Perg ovine, Zagre b, 1997 , Pergamena a, Zagreb, 20	Školsk amena b, 199: , Škols)01.	a knjiga , Školsk 1. ke novin	, Zagreb, e novine, e,
Apechik Invas 2000. Barić, E. i dr.: Zagreb, 1999. Brodnjak, V.: R Govorimo H Recommend Barić, E. i dr.: H Zagreb, 1999. Anić, V. – Silić Težak, S.: Hrva Težak, S.: Hrva Škarić, I.: U po	skoga jezi Hrvatski azlikovni i <u>nrvatski, p</u> ed readin Irvatski je , J.: Pravop atski naš sv atski naš os atski naš (n trazi za izg	ka, uredio Šon jezični savjet rječnik srpsko riredio Dulčić, N 19 zični savjetnik ois hrvatskoga vagda(š)nji, Šk ebujni, Školsk e)zaboravljeni ubljenim govo	je, J., Leki nik, Instit g i hrvatsk hrvatsk I., Hrvatsk jezika, No olske novin e novine, I , Tipex, Za rom, Škols	, Skolska kr sikografski : ut za hrvat kog jezika, radio, Napi hrvatsko je vi Liber, Šk ne, 1991. 995. greb, 1999. ka knjiga, Z	jiga, Zagre zavod <i>Miro</i> ško jezikos Školske no ijed, Zagre zikoslovlje olska knjig	b, 1996. slav Krleža, slovlje, Perg ovine, Zagre b, 1997 , Pergamena a, Zagreb, 20 8.	Školsk amena b, 199: , Škols)01.	a knjiga , Školsk I. ke novin	, Zagreb, e novine, e,

Code	UHR300	1 Course		Cro	atian la	nguage c	ultur	e	
Department		Depa	rtment	of Prima	ry Teacl	her Educa	ation	-	
Study program	n	•		Clas	, Teache	er		Year	II.
Lecturer			mr.	sc. Nada	Lagum	džiia, col	lege	profes	sor
Institution			F	aculty o	f Teache	er Educat	ion in	Osiie	k
Course status			Manda	atorv	Elective f	rom modul	e	Elec	tive
			Wir	iter seme	ster	Sur	nmer	semes	ter
ECTS student wo	orkload coefficie	ent		3			3	3	
Hours weekly			Lecture	Seminars	Practice	Lectures	Sen	ninars	Practice
			s 1	1	-	1		1	-
Course obiec	tives								
The objective i foundations of language by rais	s to acquire language co sing the level	all forms of mmunication.	f linguistic To equip d spoken e	communica students fo expression.	ation, and r refined o	become aw communicati	vare of on in s	basic t standard	heoretical I Croatian
Course descr	ription								
(functional Basic theo Croatian d dialects and process, co Language reading, int (objective a History of star language, pre-s language in the Teaching me Lecture Distance lea	stylistics), te ries of stan ialects: func d standard lan communica de, message culture: lan erpretative r and subjective ndard Croat tandard and second half o thods es arning gations	xt (linguistics dard languag lamental char nguage. tion: languag (communicati guage culture eading, speak e), good style ian languag standard per of 19. century <u>Seminars a</u> workshor	of text), ty ge: standa acteristics je and non- ion makers factors, la ing and wr criteria e: sources iod, Croati (philologic and os	vpes of text rd language of Shtokavi -language c), basics of nguage acit iting), basic and interp an National cal schools), Practice	and dialect an, Kajkavi communicat communicat ivity, types s of rhetori retation of Revival, cr <u>Croatian la</u> <u>Indi</u>	tts, stylistic r ian, and Cha ion, participa ation theory of language ics, written a sources, sta ommon star anguage in 2 vidual proje Tutorial	norms, kavian ants in e activit and spo andardia 20. and ect	prosodic dialects a comm y (listen ken gen zation o anguage 21. cen <u>Int</u> Fiel	c norms , Croatian unication ing and res f Croatian , Croatian tury. nedia and cernet d work
Students are re	auired to rea	ularly attend (class and t	ake part in	seminars b	v completing	a indivi	dual ass	ianments.
In order to take exam. One part	e part in exa of the exam	mination, stu can be passe	dent must d by mean	write an e s of a test.	ssay and g	jive a speed	h. Pass	s writter	and oral
Examination	methods								
<u>Written</u>		<u>Oral</u>			<u>Essay</u>			<u>Practi</u>	<u>cal</u>
Individual proje	ct Cont	inuous asses	sment		Seminar				
Mandatory re	eading			1					
Barić, E. i dr.: F	Irvatska gra	imatika , Škol	lska knjiga	, Zagreb, 19	95.				
Težak, SBabić	, S.: Gramat	ika hrvatsko:	oga jezika	, Školska kr	ijiga, Zagre	eb, 1996.			
Rječnik hrvats 2000.	skoga jezika	a, uredio Šon <u></u>	je, J., Lek	sikografski	zavod <i>Miro</i>	slav Krleža,	Školsk	a knjiga	a, Zagreb,
Barić, E. i dr.: Zagreb, 1999.	Hrvatski je	zični savjet	nik , Instit	ut za hrvat	sko jezikos	slovlje, Perg	amena	, Školsk	e novine,
Brodnjak, V.: R	azlikovni rje	ečnik srpskog	g i hrvats	kog jezika,	Školske no	ovine, Zagre	b, 1991	1.	
Govorimo hrva	atski , priredi	o Dulčić, M., H	Irvatski rad	dio, Naprije	l, Zagreb,	1997			

Recommended reading

Težak , S.: Hrvatski naš svagda(š)nji, Školske novine, 1991.

Težak, S.: Hrvatski naš osebujni, Školske novine, 1995.

Težak, S.: Hrvatski naš (ne)zaboravljeni, Tipex, Zagreb, 1999.

Moguš, M.: Povijest hrvatskoga književnog jezika, Globus, Zagreb, 1995.

Škarić, I.: **U potrazi za izgubljenim govorom**, Školska knjiga, Zagreb, 1988. Mamić, M.: **Jezični savjeti**, Hrvatsko filološko društvo, Zadar, 1996.

Protuđer, I.: Pravilno govorim hrvatski 3, Split, 2002.

Izabrani članci iz časopisa Kolo i Jezik.

Code	UHR500	1 Course	9		Croa	atia	an lang	juage tea	achir	ng I		
Department		Dep	artme	nt	of Prima	ary	y Teach	ner Educa	ation			
Study program	n				Clas	ss ˈ	Teache	er		Year		III
Lecturer					do	с. (dr. sc.	Irena Vo	dopi	ja		
Institution				F	aculty o	of 1	Teache	r Educat	ion i	n Osije	ek	
Course status			Ma	nda	atory	E	lective fi	rom modul	e	Elec	tive	
			<u>1</u>	Win	nter sem	est	ter	<u>Sur</u>	nmer	semes	ter	
ECTS student we	orkload coeffici	ent			3					4		
Hours weekly			Lectu s	ure	Seminar	s P	Practice	Lectures	Se	minars	Prac	tice
			2		-		-	2		-	1	L
Course object	tives											
The objective of Croatian langua encourage stud of the pupils.	f the course age teaching ents to apply	is to equip on the begi new and m	students nning re odern m	s foi eadi neth	r theoretic ng and wr ods. To eq	al c itin uip	contemplang level in them for	ation and p n teaching r continuous	actica literatu asses	l realizat ure and ssment o	ion of media f prog	[:] the 1. To 1. To
Toaching moth	ription de Definition	ac Historica	ovorvic		Mothodolo	nv i	in scionco	Mothodolo		d rolatod	scion	2005
writing. Overvi Methodological read. Teaching reading compre systems (dogm problem-solving Methods of liter Methodological to performing a	ew of teach system of th reading. The chension. Tea atic and repr g, correlation "ary educatio approach to rts. Methodol	ing beginne ing methods e perfecting process of r aching litera oductive, rep and integra n. Methodolo drama. Meth ogical appro	s. Meth period i eading. ture. Te productiv ition). S igical ap iodologic ach to fi	odol in re Way achi ve a Scho proa cal a Im.	logical sys eading and vs to read. ing literary nd explica lastic inte ach to poe approach to Methodolo	y. ten Typ vec tive erpr try. ore gica	m of pre riting. Tea pes of rea ducation e, interpre retation. . Methodo eading as al approad	paratory pe aching aids. Iding. Testir and literary etational and Problem-so plogical app signments. ch to other a	begin Eriod. Encou Ig read scien d analy ving l roach Metho aspect	Beginnel raging si ding spee ce. Meth ytical, cre iterature to narrat dological s of medi	ading rs' bo tudent d. Tes odolog eative teach ive pr appro	and oks. ts to sting gical and hing. rose. oach dies.
Teaching me	thods	<u>- j</u>				<u></u>	<u></u>					
Lecture	<u>s</u>	Seminars a workshop	and os		<u>Practice</u>		Indiv	vidual proj	<u>ect</u>	Multin In	nedia ternet	and
Distance lea	rning	Office hou	<u>irs</u>	l	Laboratory			<u>Tutorial</u>		Fiel	d wor	'k
Student oblig	gations											
During the acad lectures and ind individual and a	lemic year th dividual or gr t least one su	e students a oup practice uccessful clas	re requi classes s within	ired in s the	to regular schools. Du e practicum	ly a urin 1.	attend lec ng the ser	tures on the s	eory, a studen	as well as t has to	s men teach	tor's one
Written	methous	Oral					Fssav			Practi	cal	
Individual and	iaat Car			~+			Cominor			riacu	cai	
	oject Cor	itinuous as	sessme	nt		2	Seminar					
Bežen, A. (2 novine. Bežen, A. (2 Zagreb: Pro Rosandić, D Rosandić, D Težak, S. (1 Težak, S. (1	2002.) Metodi 2003.) Metodi fil. . (1996.) Met . (2003.) Kur 990.) Metodi 996.) Teorija	čki pristup p čki pristup k odika književ ikulski metoo ka nastave fi nastave hrv	očetnom njiževno vnog od <u>d</u> lički obz lma. Za atskoga	o čita osti i goja cori. greb jezi	anju i pisal medijskoj i obrazova Zagreb: Š p: Školska ika I. i II. Z	nju kul anja kols knji Zag	na hrvats Ituri u dru a. Zagreb ske novin jiga. greb: Škol	skom jeziku. Igom, treće : Školska kr e. ska knjiga.	Zagre m i čet njiga.	eb: Škols svrtom ra	ke zredu	·.
Recommend	ed reading											
Diklić, Z. (1 Lagumdžija, Leniček, E. (Šabić, A.G. Težak, S. – Nastavni pla Udžbenici i Pedagoški i Zbornici: Dij	990.) <i>Lik u k</i> N. (2000.) <i>L</i> 2002.) <i>Lekt.</i> (1983.) <i>Lirsk.</i> Težak, D. (19 <i>n i program z</i> <i>priručnici z</i> metodički čas <u>iete i j</u> ezik da	njiževnosti, : Basna u osno ira u prva če a poezija u n 197.) Interpr za osnovnu š a nastavu l sopisi: Život nas, Zlatni o	scenskoj ovnoškol tiri razre azrednoj etacija b kolu irvatsko i škola, l anci	j i fil Iskoj eda o j nas oajko oga Napi	Imskoj um j nastavi ki osnovne šk stavi. Zagr e u osnovn jezika oc redak, Ško	ietn njižo ole eb: oj š I I. Iske	nosti. Zag ževnosti. 2 e. Petrinja : Školska školi. Zag do IV. ra e novine	reb: Školsk. Zagreb: HEN : Visoka uči knjiga reb,: Divič azreda osr	a knjig IA COI teljska novne	a 4 a škola <i>škole</i>		

Code	UHR70)01	Course			Croat	ian lan	guage tea	achi	ng II		
Department			Depa	rtmer	nt o	f Prima	ry Teac	her Educ	atio	on		
Study program	n					Clas	s Teach	er		Year		IV.
Lecturer						doc	. dr. sc	. Irena V	odo	pija		
Institution					Fa	culty o	f Teach	er Educa	tion	in Osije	ek	
Course status				Mai	ndat	ory	Elective	from modu	e teaching II Education Year na Vodopija Jucation in Osijek module Elective Summer semester 4 ctures Seminars Prace 1 - 2 g. Books in language in language teaching. f spoken expression. Cult cises. Exercises in style c types of writing exercises practice classes. al project Multimed and Interr prial Field wor d lectures on theory, as Is. During the semester om the field of language			
				<u>v</u>	Vint	er seme	ster	<u>Su</u>	mme	er semes	ter	
ECTS student we	orkload coeff	icient				3				4		
Hours weekly				Lectu s	re S	Seminars	Practice	Lectures	s S	Seminars	Pra	actice
				2		-	2	1		-		2
Course object	tives			•				•				
Course desc	ription											
Purpose and a	issignmen	ts. Me	ethodolog	gical sy	/ster	ns of lan	guage te	aching. Boo	ks in	n language	е	
teaching. Indu	ictive-ded	uctive	e approa	ch to la	angu	age teac	hing. Met	hods in lan	guag	je teachin	ıg.	
Methods for te	eaching wi	ritten	and spo	ken coi	mmι	inication	. Develop	ing of spol	en e	xpression	. Cι	ulture
of speaking. E	Basic type	s of s	peaking	exerci	ses.	Gramma	r-speech	exercises.	Exe	rcises in s	style	e and
composition.	Methodolo	gical	models	of spea	aking	practice	e classes.	Basic type	es of	writing e	xer	cises.
Student errors	s in writtei	n assi	gnments	. Meth	0001	ogical mo	Daels of V	vriting prac	tice (classes.		
	tnoas	6.		nd			Tradi		i a at	Mult		dia
Lecture	<u>es</u>	se v	vorkshor	anu os	<u>P</u>	ractice	<u>1na</u>	<u>viduai pro</u>	ject	and	.ime Inte	ernet
Distance lea	arning	Of	fice hou	<u>irs</u>	La	boratory		<u>Tutorial</u>		Fiel	d w	ork
Student oblig	gations											
During the ac	ademic ye	ar the	e studen	ts are	requ	ired to r	egularly	attend lect	ures	on theory	/, as	s well
as mentor's le	ectures an	ind ind	ividual c	r grou	p pr	actice cla	asses in	schools. Du	ıring	the seme	este	er the
student has to	o teach on	e indi	vidual a	nd at le	east	one succ	essful cla	ass from th	e fiel	ld of lang	uag	e and
language expr	ression tea	aching										
Examination	methods	5	-						1			
Written			<u>Ora</u>	<u>l</u>			Essa	У		Practi	<u>cal</u>	
Individual pro	oject	Conti	nuous as	ssessm	ent		Semir	nar				
Mandatory re	eading											
Rosandić, I	D. (2002.) Od s	slova do	teksta	i me	etateksta	. Zagreb	: Profil				
Težak, S. (1980.) Gr	amati	ika u osn	ovnoj :	školi	. Zagreb	: Školska	ı knjiga 🍦				
Težak, S. (1990.) Go	vorne	e vježbe	u nasta	avi h	rvatskog	<i>a jezik</i> a.	Zagreb: Sl	kolsk	a knjiga		
Tezak, S. (1996.) <i>le</i>	orija i	nastave	hrvatsk	koga	jezika I.	ı II. Zag	reb: Skolsk	a kn	ijiga		
Perommand	od roadin	a										
Gudeli- Ve	laga 7 (1		Nactava	a ctvar	alačl	va nicma	nosti 7a	arob: Škola	ka ki	nijaa		
Rosandić, I	D. (2003.)	Kurik	ulski me	otodičk	i ohz	ori. Zadi	riosti, za reh: Škol	ske novine		njiga		
Nastavni p	lan i progr	am za	a osnovn	u školu	u u	e, _ag.						
Udžbenici i	priručnici	za na	astavu hi	vatsko	ga j	ezika od	I. do IV.	razreda os	novn	e škole		
Pedagoški	metodički	časop	oisi: <i>Živo</i>	t i škol	la, N	apredak,	Školske	novine				
Časopis: Je	ezik											
Zbornici: D	Dijete i jezi	ik dan	as									

Code	UHR40)10	Course				Drama	educatio	n			
Department			Depa	rtment	of Prim	ar	y Teach	ner Educa	atio	on		
Study program	n				Cla	iss	Teache	r		Year		II.
Instructor					mr.	sc.	Dubrav	ka Crnoje	vić-	Carić		
Institution							ник	. Osijek				
Course status				Manda	atorv		Electi	ve from		Flee	tive	•
					,		mo	dule				
				Wi	nter sem	est	er	Sur	nme	er semes	ter	
ECTS student	workload	coeffi	cient							3		
Hours wookly				Locturo	Comina	-	Dractico	Locturo		Sominarc	Dre	
HOULS WEEKIY				s	Seminal	S	Practice	Lecture	5	Seminars	PIC	sclice
				5				1		_		2
Course chies	tives				I							
	ctives	مارزال		d to indo	aandanti		madu aa a	duama au		aton porfe		
Equipping stu	dents with	1 SKIIIS	s require	a to Inde	pendenti	y p	roduce a	drama or	the	ater perto	orma	ance;
boln in dovolo	une teache	ers iu	n recogn	citivo atr	nocnhor	Siy	acquired	roup io	clac	CIdSS COI	uuu stio	inity,
accipting child	ron in asi	eative	e anu pu ndonond	onco rola	vod attit	: w	o ac wol	loup, i.e.	Clas	s, prepar	aliu	rapid
development (of creative	abilit د	ties: dev	elonina in	naginatio	n a	e, as well	nality	meo		ore	Tapiu
Course descu	ription			cloping in	laginatio	<u> </u>		, nancy i				
- theoretical p	art: (intro	oducir	na brief h	istorv of	dramatic	ar	ts, differ	ent types o	of th	neater, sta	ae	area,
introducing ro	les and fu	inctio	ns within	the thea	ter comr	nur	nity and t	he proces	s of	creating a	a th	eater
performance,	acquiring	basic	vocabula	ary of the	ater tern	nind	ology)			_ -		
-practical par	<i>t 1</i> : visiti	ng a	theater	(puppet	and drai	ma), tour	of the the	eate	r with the	e ai	m of
recognizing w	hat is «be	ehind	the scen	e», gettir	ig to kno	w	parts of	the scene,	, tall	king to ac	tors	s, the
stage manage	er, the su	uffleu	r, gettin	g acquaii	nted wit	h c	different	types of	pup	pets, ove	rvie	ew of
scenography a	and the th	eater	«fundus	»								
practical part	2: perc	eptior	n games	, concen	tration	gan	nes; exe	ercises in	ser	nsory rec	olle	ction,
exercises in	emotional	l mer	mory; o	rthoepic	and ort	пор	phonic ex	xercises -	· sp	eaking e	xer	cises;
exercises in s	speech, m	noven	nent and	sound l	palance;	ga	ames and	d exercise	s in	individua	al n	node,
games and ex	ercises in	a gro	oup mode	e; improv	isation –	th	e meanir	ig of impro	ovisa	ation in de	evel	oping
creativity in o	drama; m	onolo	gue, dia	logue, dr	ama cor	flic	t; creati	ng stories	; v	vord gam	es;	from
reading rehea	<u>rsal to a t</u>	heate	r perforn	nance.		_						
Teaching me	thods											
Lecture	es	Ser	ninars ar	nd <u>P</u>	ractice		Indiv	idual proj	ect	Mult	ime	dia
Distance los	orning	W Off			borator	,		Tutorial		and I Field	Inte	rnet
Distance lea	anning		ice nou	<u> </u>	Doratory			Tutorial		TIER		ЛК
Student oblig	gations					_						
- lectures 1/1	(1 lecture	in th	eory and	1 lecture	in pract	ica	l work);	- oral exa	m;			
- participation	in putting	j the a	assigned	drama m	aterial o	n s	tage					
Examination	methods	5					F			Due et		
written			<u>Orai</u>				Essay			Practi	cal	
<u>Individual</u>	Cor	ntinuc	ous asses	sment			Seminar					
project												
Mandatory re	eading											
N. Batušić – Uvo	od u teatrol	logiju, SM Z-	GZ, 1991	7								
S. Težak – Govo	orne viežbe	. Škol	ska kniida	Zagreb. 1	980.							
Recommende	ed readin	ng										
D. Crnojević – C	Carić- Glum	a i vje	čno žensk	o, predava	nje na Že	ensk	kim studiji	ma (11.200), t	e objavljer	io u	
časopisu Zarez		2			2		2			5 5		
D. Crnojević – C	Carić- Od bj	jeline d	do izgovor	enog tekst	a ,časopis	s Gl	umište, 19	998.				
D. Crnojević – C	Carić -Glum	ac kac	privilegir	ani čitač, d	asopis Gl	umi	ište, 1998					
U. Crnojevic – (I. Kupić – Kultur	anc- Gium	ac KO]	i proizvod	i Zadovoljs vralačtva k	koleka kr	KO]	ji ilual uzlt a Zagrob	.ak, ∠arez 2 1986	.002.			
7. Ladika – Dije	te i scensk:	a umie	tnost šk	olska knija	a. Zaareh	יפיני 19	70.	1900.				
Z. Ladika – Kaz	ališni vrtulj	ak; A	BC Naklad	la, Zagreb	1997.	10	, 01					
Ladika, Čečuk, I	Dević – Dra	mske	igre, Škol	ska knjiga	, Zagreb 1	.98	3.J. Skok	– Zbornik ig	jroka	aza, Školska	a knj	jiga
Zagreb, 1980.					_			_			-	
M. Pfister – Dra	ma, Hrvats	ko cer	itar ITI, Z	agreb 198	3. . č	1.		ah 1000				
D. Kosandić – M	ietode knjiž - Sistom	zevnog	j jezika i o	orazovanji	a, Skolska	ĸn	ıjıga, Zagr	eb, 1986				
Vodič kroz sviet	- Sistem - skij i doma	reorija iću dra	a yiuiile, . mskii kni	iževnost –	500 dram	a –	Mozaik k	niina 7aore	<u>ر</u> با	02		
	.ora i uviila		iilisku kilj	LCVIIOSL -		<u>u</u> -	1 IOZUIK KI	ייזישט, במעוכ	20			

Code	UHROO	001	Course	Integ	gration a	and	correlat teac	ion in C hing	roatia	an lang	uage	
Department			Dep	partment	of Prim	ary	7 Teacher	Educat	ion			
Study program	n				Cla	รร่	Teacher Education Year V. da Lagumdžija, college professor f Teacher Education in Osijek Elective from module Elective Elective from module Elective ester Summer semester 4 rs Practice Lectures Seminars Practice to correlation and integration system ped for individual realization of classes th in teaching Croatian language will be					
Lecturer				m	r. sc. Na	nda	Lagumd	žija, col	lege	profess	or	
Institution				F	aculty o	of 1	「eacher	Educat	ion i	n Osije	k	
Course status				Manda	itory		Elective mod	<u>e from</u> ule		Elec	tive	
				W	inter sem	nest	er	Su	mme	er seme	<u>ster</u>	
ECTS student	workload	coeffic	cient		-					4		
Hours weekly				Lectures	Semina	ars	Practice	Lecture	es Se	eminars	Practice	
				-	-		-	Lectures Seminars Practi 1 1 - tion and integration system lividual realization of classes ning Croatian language will l system. Correlation-integration. Connecting Croatian language				
Course object	tives				•			•				
Croatian lange which correla applied.	uage teac tion and	hing. T integra	The stue ation sy	dents will /stem and	be equip 1 approa	ppe Ich	d for indi in teachi	vidual re ng Croat	alizat tian l	ion of c anguage	lasses in e will be	
Course desci	iption			<u> </u>			I 2		<u></u>	La Li a la la		
system. Conn teaching to ot Integration ar one course, a based on find field of stud establishing co in structuring	ecting diff her subject nd correlat as well as ing and in y level, onnections correlation	ferent cts. tion as betwe nterpre course s and i n and i	areas c s a met een diff ting sci e level relations integrat	of Croatian hodologica erent cou entific and and curr s betweer ion within	al approa rses. In d artistic iculum l similar a their ow	ge t ach Cro cor eve and n cl	teaching. is based batian land relations. el. Correla different asses.	Connecti on conne guage te Correlat ations p occurrer	ing Ci ecting eachin ions a rovide nces,	roatian l g conten ng the s are foun e condit and aid	anguage ts within ystem is d on the ions for students	
Teaching me	thods											
Lecture	<u>es</u>	Sen wo	ninars a orkshoj	and os	Practice		<u>Individ</u>	lual proj	<u>iect</u>	Mult and I	imedia Internet	
Distance lea	arning	Off	fice hou	urs L	aboratory	y	Т	utorial		Fiel	d work	
Student oblig	ations									1		
Within semina individually by Croatian langu	ars and w y creating uage teach	orksho teach hing.	ops the ing mo	students dels whicl	will exch 1 include	an <u>c</u> co	ge experie rrelation a	ences and and integ	d kno gratio	wledge n of all	acquired areas of	
Written		-	Oral				Essay			Practi	cal	
Individual pro	oject C	ontinu	ous asse	essment		S	eminar					
Mandatory re	eading											
Diklić, Z. (199 Kajić, R.(199 Rosandić, D. (Rosandić, D. (2	00.) Lik u l 1.) Povezi 1996.) Me 2003.) Ku	književ ivanje u etodika rikulska	vnoj, sce umjetno a književ i metod	enskoj i fil osti u nast vnog odgo ički obzor	mskoj un avi. Zagr ja i obraz . Zagreb	njet eb: zova : Šl	tnosti. Zag Školske i anja. Zagi kolske nov	greb, Ško novine reb: Škol vine	olska ska k	knjiga njiga.		
Kecommend	ed readin	1 g				TT -	Za aug ka 🍝	lialation 1	adle a			
теzак, S. (199	96.) Teorij	ja nast	ave hrv	atskoga je	ezika I. i	11	∠agreb: S	koiska ki	njiga			

Code	UHR201	0 Course	L	exicolog	y ar	nd wor	d format	ion i	n Croa	tian
Department		Dena	I	t of Driv	narı		iguage per Educ:	ation		
Study program	n	Бера				y reach	r Luuc	ation	Year	Т
					355			ا م م	i cai	A.
Lecturer			<u> </u>		<u>oc.</u>	ar. sc.		aopi	<u>ja</u>	-
Institution				Faculty	of '	Teache	r Educat	ion i	n Osije	ek
Course status			Mar	ndatory		<u>Electi</u>	<u>ve from</u>		Elec	tive
			1	Nintor cor	aact	<u>mc</u>	<u>sur</u>	nmor	comoc	tor
			· · ·	winter sei	lest	ei	<u>Sui</u>	iiiiei	Seilles	
ECTS student wo	orkload coefficie	ent		-					2	-
Hours weekly			Lecture	es Semin	ars F	Practice	Lectures	Se	minars	Practice
			-	-		-	1		-	1
Course object	tives							•		
The objective	of the cou	ırse is to i	ntroduc	e student	s to	the lex	ical norm	of th	e conte	emporary
standard Croa	atian langu	age and th	e rules	of word	forr	mation i	n Croatiar	lang	uage.	To equip
students as fu	uture teache	ers for teac	hing Cr	oatian lar	guad	ge in ea	rly elemen	tary é	ducatio	n and to
give them th	e ability to	critically	assess	scientific	work	ks in th	eir future	caree	er by e	xpanding
knowledge on	the gramm	atical syste	m of Cro	atian lan	juag	e on the	afore-mer	ntione	d level.	. 5
Course desc	ription									
Basic tern	ns of gener	al linguist	ic theo	r y : word	lexe	eme, lexi	cology), te	rm(t	erminol	oqy),
phraseme	(phraseolog	y), dictiona	ry (lexic	ography)	type	es of me	aning (poly	, semv	, synon	ymy,
paronymy,	homonymy), metapho	r and m	etonymy;	word	d format	ion (word f	forma	tion fam	nily,
division wit	hin formation	on), formati	ion in pł	ilology.			-			
Standard	Croatian la	nguage: le	exical sy	stem, typ	es of	f dictiona	aries, Croa	tian d	ictionari	es;
basics of w	ord formation	on, word ro	ots and	endings,	ypes	s of form	ation.			
Language pr	actice: exe	rcises in lex	kicology	and lexic	ogra	phy, den	otation / c	onnot	ation, o	rigin and
use of words;	exercises ir	word form	ation (fo	orming of	nour	ns, adjec	tives, verb	s, adv	/erbs).	
Teaching me	thods									
Lectu	res	Seminars	and	<u>Practic</u>	<u>e</u>	Indi	vidual proj	<u>ect</u>	Multin	nedia and
Distance le	arning		ops ours	Laborato	rv		Tutorial		ا ا ام	d work
Distance le	anning	<u>once ne</u>		Laborate	, y		Tutoriai		TIE	
Student oblig	gations			<u> </u>						
Students are	required to	regularly at	tend cla	ass and ta	ке р	oart in se	eminars by	comp	pleting i	ndividual
assignments,	as well as p	ass oral exa	aminatio	n.						
Examination	metnoas	0				Farmer	1		Due et:	
written		<u>Orai</u>				Essay			Practio	cal
Individual proje	ct Conti	nuous asse	ssment		5	Seminar				
Mandatory re	eading		v							
Barić, E. i dr.:	Hrvatska 🤅	gramatika	, Školsk	a knjiga,	Zagre	eb, 1995	5.			
Težak, SBab	ić, S.: Gran	natika hrva	atskoga	i jezika,	Skols	ska knjig	ia, Zagreb,	1996	•	
Skiljan, D.: Po	ogled u ling	gvistiku , S	kolska k	njiga, Zag	reb,	, 1980.				
Samardžija,	M.: Leksi	kologija s	povije	ešću hrv	atsk	koga je:	zika, udž	benik	za 4.	razred
gimnazije, Sl	kolska knjig	a, Zagreb, 🛛	1995.						v	×
Rječnik hrva	atskoga je	zika , ured	io Sonje	e, J., Lei	siko	grafski	zavod Mir	oslav	Krleža,	Skolska
кпјiga, Zagret	o, 2000.				- • -		č		7.	1001
Brodnjak,	A Razlikov	vni rjecnik	srpsko	g i hrvat	SKO	g jezika	, Skolske r	iovine	, Zagrel	D, 1991.
Recommend	ed reading							0.02		
Ham, S.: Sko	lska grama	itika hrvat	skoga j	ezika, Sl	olsk	a knjiga,	Zagreb, 2	002.	v .	
Dictionari	es – jednoj	ezicni, dvoje	ezicni, v	isejezični,	cest	totni, po	sudenica, p	oseb	nı rječni	ci: od
Vrančića d	o danas.									

Code	UHR	2011	Course			Media	studies				
Department			Depa	rtment o	of Primary	y Teache	r Educa	ition	ו		
Study program	n				Class	Teacher			Year		I.
Instructor				m	r.sc. Nada	Lagumdž	žija, colle	ege j	professo	or 🛛	
Institution				Fa	culty of	Teacher	Educati	on i	n Osije	k	
Course status				Manda	tory E	lective fro	m module	e	Elec	tive	
				Wi	nter semes	ter	<u>Su</u>	mme	er seme	ster	_
ECTS student	worklo	ad coeff	icient						3		
Hours weekly				Lectures	Seminars	Practice	Lecture	5 5	eminars	Pra	ctice
				20000100		Tractice	1		1	110	-
							-		-		
Course object	tives	to the	fundama	tal turaa	of monor ma	dia (nraa	, madia a)	ad to
the complexity	udents	motior	n nicture	nhenomer	on and the	atrical har	s, raulo a menina a	nu te s me	ans of s), ar nrea	iu to
culture and m	ass con	nmunica	ation. Equ	ipping stu	dents for cri	itically mo	nitoring a	and u	ising the	m.	lanig
Course desci	ription					•					
Basic features	s of jo	urnalisn	n, particu	larities o	⁻ journalisti	ic express	ion and	type	s of new	vspa	aper.
Structure and	functi	on of ra	adio expi	ression, co	ollective mo	onitoring a	and analy	/sis d	of select	ed ı	radio
shows. Compl	exity o	f the m	otion pic	ture phen	omenon (de	efinition of	film: filı	n red	cording,	film	and
reality, film ar	nd othe	r arts, e	effect of f	ilm on spe	ctators). Ma	aterial and	structur.	al ele	ements o	of mo	otion
picture (lazy e	eye phe	enomeno	on and its	s conseque	ences; mea	ns of mov	ie expres	sion)). Motion	pic	ture,
	ars cla	iccure. c	ilent mo	vio ora t	natic all i	alkies an	imated r	nictur	pictures (as) Mo	, 1110 Vide	and
school (purpo	se and	tasks c	of movie	education	applying	film and	video in s	schor	ols. Telev	visio	n as
the most pror	ninent	mass m	edium. P	articulariti	es of TV ex	pression (televisio	n lan	quage).	Tvpe	es of
TV. Comparis	on: mo	ovie - te	elevision.	School to	elevision. E	ducational	potentia	alof	televisio	n. E	3asic
characteristics	s of vide	eo (type	es of pictu	ire and so	und recordi	ng). Video	systems	. App	olication	of v	ideo.
Basic character	eristics	of drai	matic art	s. Means	of theatric	al express	sion. Cre	ating	a perfo	orma	ince.
Types of theat	trical pe	erforma	nces. Moi	nitoring an	d analysis o	of selected	theater	plays	s. Compu	iters	and
contemporary	teachi	ng techr	nology.								
	c c	Som	inare an	d D	ractico	Individ	lual proje	oct	Mult	imo	dia
Lecture	3	wo	rkshops	<u>u</u> '		inarvic			and I	nte	rnet
Distance lea	rning	Offi	ce hour	<u>s</u> Lal	oratory	Т	utorial		Field	d wo	ork
		I									
Student oblig	gations	5									
Students are e	expecte	ed to pro	oduce a s	eminar pa	per and atte	end two th	eater pla	ys. C	oral exan	n.	
Examination	metho	ods									
Written			<u>Oral</u>			Essay			Practio	al	
Individual pro	oject	Contin	uous asse	essment	<u>S</u>	<u>eminar</u>					
Mandatory re	eading										
Inglis, F. (1997)	.) Teorij	a medija	. Zagreb, I	Barbat							
Mikic, K. (2001 Mučalo, M. (20) Film (02 \ Pac	J nastavi	medijske atskoj Za	kulture. Za arob: Eakul	greb: EDUCA	znanosti					
Peterlić, A. (20	02.) Rac 00.) Osr	nove teor	iie filma.	Zagreb. Hrv	atska sveuči	lišna naklad	a.				
Peterlić, A. (19	76.) Poj	am i stru	ıktura film	skog vreme	na. Zagreb.	Školska knj	iga.				
Plenković, M. (1972.) k	Comuniko	ologija mas	sovnih med	ja. Zagreb. S	Skolska knji	ga.				
Sadoul, G. (196 Švacov, V. (19	52.) POV 76.) Te	'IJEST TIIM meli drar	ske umjet naturnije	nosti. Zagre Zagrebi Šk	olska knjiga						
Časopisi: Zapis:	Zagreb	: Hrvatsl	ki filmski s	avez	olska krijiga.						
Hrvatski filmski	ljetopis	. Zagreb:	: Hrvatski	filmski save	Z						
Recommend	ed rea	ding			-	6					
Dovniković, B. ((1983.) Marinka	. Skola ci	rtanoga fil	ma. Zagreb	: Filmoteka 1	.6					
Tilsin, Bodinac, Košir M. Zarah	Marinko Miić N	VIC. (200 Ranfel M	JI.). Djeca N (1999)	i i mediji. Z V Život s m	agred: IDIZ adijima Zaqu		J				
Kragić, B., Gilić	, A. (ure	ednici) (2003.). Fil	mski leksik	on, Zagreb: I	Leksikograf	ski zavod,	Miros	lav Krleža	a.	
Mikić, K(1989.)). Uvod i	u videote	hniku. Za	greb: Naro	lna tehnika H	Irvatske					
Radek, S. (199	0.). Obl	ici primje	ene kompji	utera u nasi	avi. Osijek: S	Svečulište ι	ı Osijeku.				
Težak S (199	9.) Meto	o boji. Za dika nas	agred: NOV tave filma	7agreh·Š	olska kniida	_					
Peterlić, A. (u	urednik)	.(1989.). Filmska	enciklope	dija, Tom I	i II, Zagre	eb: Hrvat	ski le	ksikograf	ski z	zavod
"Miroslav Krleža	i ,	-	-			. 2	-	-	2		

Code	UHR900	1 Course		Oral	and	d writt	en comm	unic	ation	
Department		Depa	rtment	of Prim	ary	y Teacl	her Educ	ation		
Study program	n			Cla	รร ่	Teache	er		Year	V.
Lecturer				d	oc.(dr.sc.	Irena Vo	dopij	а	
Institution				Faculty	of 1	Teache	er Educat	na Vodopija ducation in Osijek from Elective le Summer semester Summer semester Seminars ectures Seminars Pradice communication process promunication, and langual communication in difference ns. Non-verbal and verbal seding speed and reading speed and reading written communication and the mean ual project Multimedia Interne		k
Course status			Mano	latory		Electi	Year Irena Vodopija Stems Seminars Irena Vodopija Irena Vodopija Elective Summer semester Irena Vodopija Lectures Seminars Prace Lectures Seminars Prace he communication process al communication in difference oral communication, and langu oral communication for Ireading speed and readon reading speed and readon ireading speed Multimedia Internet Multimedia Internet Tutorial Field wor			tive
				,	Class Teacher Year Year doc.dr.sc. Irena Vodopija ty of Teacher Education in Osijek Elective from module Elective emester Summer semester inars Practice Lectures students to the communication process a erbal and verbal communication, and langua or written and oral communication in difference nunication systems. Non-verbal and verbal and verbal communication in difference nunication systems. Non-verbal and verbal and verbal and verbal communication in difference ind improving reading speed and reading assumptions and written communication forr icce Individual project Multimedia a Internet atory Tutorial					
			<u>Wi</u>	<u>nter sen</u>	lest	<u>ter</u>	Su	mmer	semest	er
ECTS student we	orkload coefficie	ent		5						
Hours weekly			Lecture	Semina	rs P	ractice	Lectures	Se	minars	Practice
,			S							
			2	2		-				
Course object	tives						•			
The objective	of the co	urse is to	introduc	e the stu	ıden	nts to t	he commu	inicati	on prod	cess and
interpersonal	communicat	ion. Introdu	iction to	non-verb	al a	nd verb	al commu	nicatio	n, and	language
activities. Equ	ipping stud	ents with sl	kills requ	ired for	writt	ten and	oral comr	nunica	ation in	different
situations.										
Course desc	ription									
Communicatio	on as a to	erm. Eleme	ents of	commur	icat	ion sys	stems. No	n-ver	bal and	d verbal
communicatio	n. Interper	sonal com	municati	on. Lang	luag	je activ	vities. Typ	es o	f listen	ing and
improving lis	tening skil	ls. Types	of reac	ing and	im	nproving	reading	spee	d and	reading
comprehensio	n. Written c	ommunicati	on – lang	juage ass	ump	ptions a	nd written	comm	unicatio	on forms.
Types of spok	en form: m	ionologue a	nd dialog	jue. Writt	en a	and ora	l communi	cation	and th	e media.
Communicatio	n in and out	tside of scho	ool surro	undings.						
Teaching me	thods	<u> </u>					·· · ·		L M 111	
Lectu	res	<u>Seminars</u> worksho	ana	Practice		<u>1nai</u>	vidual proj	<u>ecτ</u>	Multin	ternet
Distance le	earning	Office ho	urs	Laborator	y		Tutorial		Fiel	d work
Student oblig	nations									
During the le	ctures and	especially	the sem	inars th	o st	tudents	actively n	articir	ate in	speaking
activities, pre	nare and ne	erform vario	us texts	in mono		ie and d	dialoque fo	rm. S	tudents	prenare
different type	s of written (communicat	ion texts		loge		alalogue le		cuucinto	prepare
Examination	methods			-						
Written		Oral				Essay			Practi	cal
Individual proje	ct Conti	nuous asses	sment		S	eminar				
Mandatory r	anding				-		•			
Bekić- Veiz	zović M i Dr	anvič 1 (20	01) <i>Pic</i>	ati haz sti	aha	Zagro	h. Mozaik I	nijaa		
Braiša P	(2000) Um	iieće razoo	vora Pul	a: C A S	апа Н	. Zagre		njiga		
Bohan V	2000.) .017 2003) Poč	fela govorne	komuni	kacije 7a	areł	h• Pales				
Pease A (2002) Gov	or tiiela 7a	areb. AG	M	grei	bi i uico				
Škarić I (2002.) Cov	elici suvren	nenoaa a	ovorništv	a 7	'agreb.	Školska kn	iina		
Vrhovac, Y	. (2001.) G	ovorna kom	unikacija	i interak	ciia	na satu	stranoga	iezika.	Zagreb	:
Naklada Li	evak (odabi	rana poglav	ia)				jj-		5	
Recommend	ed reading	1 2	_ /							
Braiša, P. (1996.). Ur	nijeće svađa	a <i>nja</i> . Pul	a: C.A.S.I	١.					
Miljković, E	D., Rijavec, I	М. (2002.)	Menadže	rske vješ	tine	3. Zagr	eb: IEP-D2		J	
Pavić, D. i	Sirovica, B.	(1995.) Čit	ajte brže	, pamtite	bol	<i>lje</i> . Karlo	ovac: NIZM	IH		
Reardon, K	.K. (1998.)	Interperson	alna kon	nunikacija	. Za	agreb: A	linea			
Vizek-Vido	vić, V., Vlah	ović- Štetić,	V., Rijav	/ec, M., ً№	liljko	ović, D.	(2002.) P	siholo	gija	
obrazovanj	a. Zagreb: 1	EP-VERN (odabrana	a poglavlj	a)		-			
Casopis: G	ovor				_		×.	Χ.		
Lingvistička	a ekologija:	Jezični razv	oj i višej	ezičnost.(200)1.) Dru	štvena istr	aživan	ja, časo	pis za
opća društ	<u>vena pita</u> nja	, broj 6								

English language

Code	UEJ4001	Course		Chil	dren's li	iterature	in Engli	sh la	anguage	9	
Department		D	epartm	nent	of Prima	ary Teac	her Educ	atio	n		
Study program	n				Class	Teacher			Year		II
Lecturer					Mirna	Radišić,	senior le	ectu	rer		
Institution				Fa	culty of	Teacher	Educatio	n in	Osijek		
Course status	i.		Ma	andate	ory	Elect	ive from		Elec	tive	
				Wint	er semest	er	<u>Sur</u>	nme	r semes	ter	
ECTS student wo	orkload coeff	ficient			-				3		
Hours weekly			Lectu	ires	Seminars	Practice	Lecture	s S	Seminars	Prac	ctice
			-		-	-	2		2		-
Course object	tives										
To extend lex and children's (oral) literatur English. Furth	ical and c reading l re for chilo er, studer	common k nabit form dren, legen nts receive	nowledg ation. Si nds, fabl training	e on tuden [:] les an g in th	the histor ts are trai d stories, <u>e art of st</u>	ry and dev ned to un as well as corytelling	velopment derstand a modern lit using auth	of ch nd in terati <u>entic</u>	hildren's l terpret tr ure for ch literary t	itera aditi nildre texts	iture ional en in 5.
Course desci	ription										
(such as horn the history of English. The li lecturer's choi Andersen, Gri C. S. Lewis, A Pamela L. Tra	books, ch f children ist of wor ce and av mm Broth A. A. Milno vers, Jam	hapbooks, 's literatur ks to be d vailability. hers, Aeso e, Lewis C es Barrie,	etc.). Fi re in Eu iscussed It incluc p, Ann & Carroll, R J. J. Tol	rst pu irope l is no les th & Jane Rudyai kien,	and the and the ot strictly e followin a Taylor, (rd Kipling Eric Carle	s for childr USA. Con defined bu g authors: Charles Di , Beatrix I , Dr. Seus	ren (John N temporary It it is the Charles Pa ckens, Mar Potter, Osc s, J. K. Rov	lewb book result errau k Tw ar W vling,	ery). Ove <s ch<br="" for="">t of stude ilt, Hans ain, Mary ild, Hugh and othe</s>	ervie ildre ents' Chris Nor Loff ers.	w of and and stian ton, ting,
Teaching me	thods	1		1		- 1			-		
Lecture	<u>es</u>	<u>Semina</u> works	<u>rs and</u> hops		Practice	Indiv	vidual pro	<u>ject</u>	<u>Mult</u> and I	<u>ime</u> nter	<u>dia</u> net
Distance lea	arning	Office	hours	La	boratory		Tutorial		Field	d wo	rk
	-								•		
Student oblig	gations										
A seminar pap	per and a	written ex	am at tr	ne enc	of semes	ster IV.					
Written	methods	S Ora	4		1	Fssav			Practio	al	
Individual	Co			ont		Somina			Tractic	201	
project	CU	nunuous a	1556551116	ent		Semina	<u> </u>				
Mandatory re	eading			la sa al s	Dealarat	I for the d					
Classic Fairy T Mother Goose Works accord Christian Ande Norton, C. S. Lofting, Pamel Recommend	Nursery I ing to th ersen, Gri Lewis, A. la L. Trave ed readin	Rhymes (1 e student mm Broth A. Milne, ers, James	s' and l ers, Aes Lewis (Barrie,	and: /are, / ecture op, Ar Carroll J. J.	Hertfordsh er's choic nn & Jane I, Rudyarc Tolkien, Ei	anire: Word e and ava Taylor, Cl Kipling, ric Carle, I	sworth Edit ailability (C narles Dick Beatrix Pot Dr. Seuss, 1	tions Charle ens, I ter, 0 J. K.	Ltd. es Perrau Mark Twa Oscar Wi Rowling i	ılt, H ain, N Id, H dr.)	Hans Mary Hugh
Collie, J. – Sla	iter, S. (1	987). Liter	rature in	Lang	uage Clas	sroom, Cl	JP.	u ne	W TUIK.		
Hunt, P. (199	5). Childre	en's Litera	<i>ture.</i> Ne	w Yor	k: OUP.						

Couc	UEJ600)1	Course	Chi	ildren	′s m	edia cult	ure in En	glis	h langu	age
Department			De	<u>partmer</u>	nt of F	Prima	ary Teacl	ner Educa	atio	<u>n</u>	
Study program	n					Class	s Teache	r		Year	III
Lecturer						Dra	ženka Ši	nošić, leo	ctur	er	
Institution											
					Facul	lty of	f Teachei	Educatio	on i	n Osijel	K
Course status				Man	datory						
							Electi	<u>ve from</u>		Elec	tive
							mo	<u>baule</u>			
				v	vinter s	semes	ster	Sun	nme	r semes	<u>ter</u>
ECTS student wo	orkload coeffic	cient	:			-				2	
Hours weekly				Lecture	es Sen	ninar	s Practice	Lectures	5 5	Seminars	Practice
				- 1		-	-	2		1	-
Course objec	tives										
The objective	of the cou	rse	is to er	nable stud	dents to	o dev	elop analyt	ical skills a	nd t	he ability	to think
critically with	in the fra	me	of con	itemporar	y child	lren's	media cu	lture. In a	iddit	ion to ex	xpanding
knowledge in	the field of	of m	iedia, c	hildren's	culture	, and	the cultur	e and civili	izatio	on of the	English-
evoression in	the Fnal	lich	langua	ness low	alus al	the	course inc	UT WITLEN	mag	tery of	rosoarch
techniques, se	veral writt	ten	assign	nents, and	d the d	levelo	nment of r	resentation	n tec	hniques.	research
Course desci	iption		accigin				<u>p</u>			queer	
Students are	offered te	xts	and ex	xamples f	rom vi	isual	media and	informatio	on te	echnology	/ for the
purpose of in	itiating dis	scus	ssions a	and for w	/ritten	expre	ession. In	addition to	exa	amples o	f motion
picture and a	nimated n	nate	erial, st	tudents a	re exp	osed	to exercis	es and cre	eativ	e activiti	es. Also,
students are e	encouraged	d to	expres	s their pe	reonal	opinio	on and aca	uire knowle	edge	on conte	mnorany
media theorie					1501141				2	on conte	emporary
	s. Furtherr	mor	e, the o	course pro	ovides	skills'	training n	ecessary fo	or sti	udents to	conduct
individual rese	s. Furtherr earch work	mor in	e, the o the forr	course pro m of a ser	ninar p	skills' aper	training n The cours	ecessary fo e is taught	or stu in E	udents to nglish. Th	conduct herefore,
individual rese the activities v	s. Furthern earch work within the o	mor in cou	e, the o the forr rse (un-	course pro m of a ser derstandi	ninar p ng the	skills' paper. mate	training n The cours rial, discus	ecessary fo e is taught sions and p	or stu in E orese	udents to nglish. Th ntations,	conduct nerefore, seminar
individual reset the activities of paper, reading four language	s. Furtherr earch work within the o g research skills.	mor in cou art	e, the o the forr rse (un ticles, e	course pro m of a ser derstandi etc.) addit	ninar p ng the tionally	skills' paper. mate help	training n The cours rial, discus the develo	ecessary for e is taught sions and p opment and	or sti in E orese d im	udents to nglish. Th entations, provemen	seminar nt of the
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individual reset individual reset the activities of paper, reading four language Teaching me Lecture Distance lea Student oblig Within this on an oral examption Written Individual project	arning gations e-semeste at the end methods Con	mor cou art <u>S</u> (e, the o the forr rse (un ticles, e eminal works Dffice I Durse th the sem <u>Oral</u> Jours as	course promotion of a ser derstandinetc.) addited and the service of the service	Practionally Practionally Labor	skills' paper. mate help ctice ratory	training n The cours rial, discus the develo <u>Indiv</u> ded to produ Essay <u>Seminar</u>	ecessary for e is taught sions and p opment and ridual proj Tutorial uce a semir	nr stu in E prese d im iect	Mult and I provement <u>Mult</u> and I Field aper, and Practic	conduct herefore, seminar nt of the imedia internet d work d to pass
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individual rese individual rese the activities v paper, reading four language Teaching me Lecture Distance lea Student oblig Within this on an oral exam Examination Written Individual project Mandatory re Singer, D. G. Strasburger, V Recommend	s. Furtherries in constraints in the operation of the skills. It hods is in the operation of the skills. It hods is in the second of the skills. It hods is in the second of the second	r cc of t tinu g	e, the o the forr rse (un- ticles, e eminal worksi Office I ourse th the sem Oral Jours as (2002), , B. J. (course promotes of a ser derstandinetc.) addites of a ser derstandinetc.) addites of a ser nours of a ser sessment of a ser nours of a ser nours of a ser nours of a ser nours of a ser sessment of a ser nours	Practionally Practionally Labor	skills' paper. mate help ctice ratory require hildre Adol	training n The cours rial, discus the develo Indiv ded to produ Essay Seminar n and the l escents and	ecessary for e is taught sions and p opment and ridual proj Tutorial uce a semir	er stu in E prese d im iect nar p E Pu	Mult and I provement <u>Mult</u> and I Field paper, and Practic blications GE Public	d to pass cal
individual rese individual rese the activities v paper, reading four language Teaching me Lecture Distance lea Student oblig Within this on an oral exam Examination Written Individual project Mandatory re Singer, D. G. Strasburger, V Recommend Bazalgette, C.	s. Furtherries in Furtherries in Furtherries in State in	r ccc of t	e, the o the forr rse (un- ticles, e eminal worksi Office I ourse th the sem Oral Jous as (2002), , B. J. (m, D. (1	course promotes of a ser derstandinetc.) addites of a ser derstandinetc.) addite rs and hops hours hou	by ides minar p ng the cionally Prad Labou cs are r	skills' paper. mate help ctice ratory equire hildre Adolo	training n The cours rial, discus the develo <u>Indiv</u> ed to produ Essay <u>Seminar</u> n and the l escents and children –	ridual proj Tutorial uce a semir	ertai	Mult and I provement <u>Mult</u> and I Field paper, and Practic blications GE Public	d to pass cal
individual rese individual rese the activities of paper, reading four language Teaching me Lecture Distance lea Student oblig Within this on an oral exam Examination Written Individual project Mandatory re Singer, D. G. Strasburger, V. Recommende Bazalgette, C. audiences. Brit	s. Furtherri earch work within the o g research skills. thods es arning gations e-semeste at the end methods con eading - Singer J. /. C. – Wils ed readin - Bucking tish Film I	r cc of t	e, the o the forr rse (un- ticles, e eminal worksi Office I ourse th the sem Oral Jous as (2002). , B. J. (m, D. (1) tute.	course promotion of a ser derstandinetc.) addit rs and hops hours he student hester. sessment . Handboo 2002). Ch	by of Ch minar p mg the cionally Prad Labou cs are r	skills' paper. mate help ctice ratory require hildre Adol	training n The cours rial, discus the develo <u>Indiv</u> ded to produ Essay <u>Seminar</u> n and the l escents and children –	ecessary for e is taught sions and p opment and Tutorial uce a semir	ertai	Multions, provement <u>Multions</u> , provement <u>And I</u> Field aper, and Practic blications <u>AGE Public</u> nment ar	d to pass cal
individual rese individual rese the activities of paper, reading four language Teaching me Lecture Distance lea Student oblig Within this on an oral exam Examination Written Individual project Mandatory re Singer, D. G. Strasburger, V. Recommende Bazalgette, C. <i>audiences</i> . Bri Gentile, D. A. <i>Brafescienal</i>	s. Furtherries arch work within the o gresearch skills. thods arning gations e-semeste at the end methods Con eading - Singer J. (. C. – Wils ed readin - Bucking tish Film I (2003). <i>M</i>	son, sin cou art <u>s</u> <u>s</u> <u>s</u> <u>s</u> <u>s</u> <u>s</u> <u>s</u> <u>s</u>	e, the of the forr rse (un- ticles, e eminal worksi Dffice I ourse th the sem Oral Jours as (2002), , B. J. (m, D. (1) tute. a Violen	course promotion of a ser derstandinetc.) addit rs and hops hours he student hester. sessment . Handboo 2002). Ch 1995). In he ce and Ch	by ides minar p ing the cionally Prace Labor Labor s are r	skills' paper. mate help ctice ratory require hildre <u>Adolo</u> f the – A C	training n The cours rial, discus the develo Indiv ed to produ Essay Seminar n and the l escents and children –	ecessary for e is taught sions and p opment and ridual proj Tutorial uce a semir uce a semir Media. SAG d the Media Screen ente	ertai	Mult and I provement maper, and Practions Practions GE Public nment ar	d to pass cal
individual rese individual rese the activities of paper, reading four language Teaching me Lecture Distance lea Student oblig Within this on an oral exam Examination Written Individual project Mandatory re Singer, D. G. Strasburger, V Recommende Bazalgette, C. <i>audiences</i> . Bri Gentile, D. A. <i>Professionals</i>	s. Furtherries arch work within the o g research skills. thods arning gations e-semeste at the end methods con eading - Singer J. (. C. – Wils ed readin - Bucking tish Film I (2003). <i>M</i> . (Advances a). (2001)	r cct in art cou art <u>S</u> (cu art r cct of t tinu tinu tinu <u>S</u> <u>S</u> <u>S</u> <u>S</u> <u>S</u> <u>S</u> <u>S</u> <u>S</u>	e, the of the forr rse (un- ticles, e eminal works Dffice I Durse th the sem Oral Jourse th the sem (2002). , B. J. (m, D. (1 tute. a Violen Applied	course promotes of a ser derstandinetc.) addite rs and hops hours he student he student hester. sessment . Handboo 2002). Ch 1995). In bece and Ch Developn ' Guide to	Practionally Practionally Practionally Labor	skills' paper. mate help ctice ratory require require <i>f the</i> <i>Adol</i> <i>f the</i>	training n The cours rial, discus the develo Indiv ded to produ Essay Seminar Seminar children – Complete G bology). Pra	ridual proj ridual proj Tutorial uce a semir Media. SAG	ertai E Pu ertai	Mult and I proveme and I and I Field paper, and practic blications Ament ar s and s. t CD-ROP	d to pass cal

Code	UEJ900	01 (Course			E	LT pract	tical wor	k			
Department			D	epartm	ent	of Prima	ry Teacl	her Educ	atio	n		
Study program	n					Class	Teacher	I.		Year	V	
Lecturer						Mirna	Radišić,	senior le	ectu	rer		
Institution					Fac	culty of [.]	Feacher	Educatio	n in	n Osijek		
Course status	;			Ma	andato	bry	<u>Electi</u>	ive from odule		Elec	tive	
				<u> </u>	Winte	er semest	<u>:er</u>	Su Su	mme	er semest	er	
ECTS student we	orkload coe	efficien	nt			3				2		
Hours weekly				Lectu	res	Seminars	Practice	Lecture	s S	Seminars	Practice	
				-		-	2	-		-	1	
Course object	tives						8					
The ELT pract	ical work	c cou	rse aim	ns at pre	parin	g students	for teach	ing Englisł	n in a	real clas	sroom in	
the lower gra	ades of	prim	ary scl	hool (gr	ades	1-4) by	pointing a	at appropr	iate	ways of	practical	
application of	the knov	vledg	je.									
Identifying ar	d study	vina t	toythor	kc for	oarly	English I	anguago t	oaching to		uin studo	ntc with	
language skill plan with a techniques, p schools delive observations, their school-b Also, students attend lesson guidelines giv lessons with general. Teaching me Lectures	Identifying and studying textbooks for early English language teaching to equip students with knowledge and skills needed to choose, evaluate and plan activities for the development of anguage skills of young learners. Teaching students to plan a lesson and make a written lesson olan with a detailed lesson procedure (setting objectives and aims, choosing methods and techniques, procedures and types of work). Students also observe English lessons in primary schools delivered by the school-based tutor and by other students, keep a record of the observations, and give lessons themselves for which they receive a grade (at least two lessons with cheir school-based tutor, and two lessons for all students, the tutor and college teacher trainer). Also, students do practical work in a school (school-based experience, 3 weeks): they have to attend lessons regularly and keep a record of all their observations and actions according to guidelines given in advance. During this period students are required to give at least three English essons with their mentor observing and evaluating the lessons and their work and effort in general. Teaching methodsPractice workshops Individual project Multimedia and InternetDistance learning Office hours Laboratory Tutorial Field work											
Distance lea	rning	<u>O</u> 1	ffice h	ours	La	boratory		<u>Tutorial</u>		Field	d work	
										•		
Student oblig	gations											
A student has positively. Als	s to deli o, a stud	iver a lent's	at leas s grade	st two E receive	nglish d for s	i lessons school-bas	in a scho sed experi	ol and the ence has t	ey ha o be	ave to be positive.	e graded	
Examination	method	ds										
Written			<u>Ora</u>	<u>11</u>			Essay			<u>Praction</u>	<u>cal</u>	
Individual project	uous a	ssessm	ent		Seminar							
Mandatory r	eading											
Textbooks, Join in, Ch	Textbooks, activity books and teachers' books for teaching English to young learners, such as: Join in, Chatterbox, Get ready, Big red bus, Way to go, Super 1, Fanfare, Dip in.											
Recommend	ed read	ing										
Ellis, G., Br Madrid: Pe	rewster, arson Ed	J. (2 lucati	002). 7 ion Lim	<i>Tell it Ag</i> nited.	ain! T	The New S	torytelling	Handbook	for i	Primary T	eachers.	

Code	UEJ50	01 Coι	urse			Engli	sh	for co	nputer ເ	iser	s I		
Department			De	epartm	ent	of Prim	ary	y Teacl	ner Educ	atic	<u>n</u>		
Study program	n					Class	5 T(eacher			Year		III
Lecturer						Iv	an	ka Ferè	ćec, lecti	ırer			
Institution					Fac	culty of	Τe	eacher	Educatio	on iı	n Osijek		
Course status				Ma	andato	ory		Electi	ve from		Elec	tive	9
						-		<u>mc</u>	<u>odule</u>				
				<u>1</u>	Winte	er seme	ste	<u>r</u>	<u>Su</u>	mme	er semes	<u>ter</u>	
ECTS student wo	orkload co	efficient				2					2		
Hours weekly				Lectu	res	Seminai	rs F	Practice	Lecture	S	Seminars	Pra	actice
				1		-		1	1		-		1
Course object	tives												
Readings and	discus	sions al	bout	short	texts	related	to	commor	n everyda	y si	tuations o	of n	ative
speakers of E	nglish v	vith a s	pecia	al emph	asis d	on the u	se	of inforn	nation tec	hnol	ogy. Lear	ning	g and
aquisition of	basic in	formatio	on te	echnolog	jy vo	cabulary	an	d gramr	nar struct	ures	characte	risti	ic for
computer use	rs' com	municat	tion.	Develo	pmen	t of four	CO	ommunic	ational sk	ills,	especially	rea	ading
and written co	ind written comprehension and production, then listening comprehension and speaking. Training tudets to read reference books and magazines and to converse about core topics related to												
studets to re-	tudets to read reference books and magazines and to converse about core topics related to computer science.												
Computer scie	omputer science.												
Introduction	ourse description												
Configuration	Hardwa	iputei are vs. s	scie	nce lei varo Mo	mory	Buvina	ли а с	omnuter	· Innut de	vice	uter app si The mo	iicai iica	The
keyboard Δ	scanner	Outou	t de	vices. T	'he m	onitor	ιc In	rinter S	Storage de	vice.	s. A hard	l die	sk Δ
floppy disk. Cl	D/DVD.	A USB r	nem	orv stick	не п (.		۰P		loruge ut	, vice			
Teaching me	thods												
Lecture	s	Sem	inars	and	P	ractice		Indiv	vidual pro	ject	Mult	ime	edia
		wo	rksho	ops							and I	nte	rnet
Distance lea	rning	<u>Offi</u>	ce h	<u>ours</u>	La	boratory			Tutorial		Field	d wo	ork
Student oblig	gations												
Written and or	ral exan	n at the	end	of seme	ster \	/I.							
Examination	metho	ds											
<u>Written</u>			<u>Ora</u>	<u>l</u>				Essay			Practio	cal	
Individual	Co	ntinuo	us a	ssessm	ent		9	Seminar					
project													
Mandatory re	eading												
Ferčec, I. (20	01). A (Course	in So	cientific	Englis	sh: Math	ет	atics, Ph	iysics, Cor	nput	ter Scienc	. 09	sijek:
Odjel za mate	matiku/	Elektrot	ehni	čki faku	ltet.		~						
Murphy, R. (1	995). Er	nglish G	ramr	nar in U	se. C	mabridge	e: C	.02.		_			
Kecommend	Kecommended reading												
KIS et al. (19	93). Eng	giesko-ľ	nrvat	SKI INTOI	rmatio	скі гјесп	K S	s racunal	nim naziv	ijem	. Zagreb:	SK	oiska
Kiljiga. Illingworth M	(ur) /1	006) 0	Jufar	d Dictio	narvi	of Comp	itin	a Ovfor					
	(ui.) (1	1990). C						g. Oxior	u. 00P.				

Code	UEJ7001	Course			Englis	h for co	omputer u	ser	s II				
Department		D	epartm	ent	of Prima	ary Tea	cher Educ	atio	on				
Study program	n				Class	Teache	er		Year		IV		
Lecturer					Iva	anka Fe	rčec, lect	ure	r				
Institution				Fa	culty of	Teache	r Educatio	on i	n Osijek				
Course status			Ma	andato	ory	<u>Elec</u> r	<u>tive from</u> nodule		Elec	tive	<u>;</u>		
				Wint	er semest	er	S	umm	er semest	er			
ECTS student we	orkload coeff	icient			2				2				
Hours weekly			Lectu	res	Seminar	6 Practic	e Lecture	es	Seminars	Pra	actice		
			-		-	1	1		-		1		
Course object	tives												
special chara computer boo of the ability encouraged to choice in the I Course desc Basic software Word process spell and gran Multimedia sy	pecial characteristics of ESP. Development of students' reading skill and understanding of omputer books, of the ability to have conversations on information technology related topics, and f the ability to translate simpler texts from Croatian into English. Further, students will be ncouraged to independently use ICT in their teaching, and to present a specific topic of their own hoice in the English language. Course description Basic software: Operating systems (especially Microsoft Windows OS). The graphical user interface. Vord processing facilities (interactive writing tools such as online dictionaries and encyclopaedia, pell and grammar checkers). Creative software: Computer graphics. Design. Desktop publishing. fultimedia systems. Electronic communications (especially electronic mail and the Internet). Jobs n computing. Feaching methods												
in computing.	thada												
Lecture	es	Semina	rs and	P	Practice	Inc	lividual pro	oject	t <u>Mult</u>	<u>ime</u> nte	edia ernet		
Distance le	arning	Office	hours	La	boratory		Tutorial		Fiel	d w	ork		
	5	1			,								
Student oblig	gations												
Written and o	ral exam a	at the end	of seme	ster \	/III.								
Examination	methods	;											
<u>Written</u>		<u>Ora</u>	<u>1</u>			Essay	,		Practio	cal			
Individual project	Con	tinuous a	ssessm	<u>ient</u>		Semin	ar						
Mandatory r	eading												
Ferčec, I. (20 Odjel za mate Murphy, R. (1	01). <i>A Co</i> matiku/El 995). <i>Eng</i>	<i>urse in Sc</i> ektrotehni <i>lish Gram</i> i	<i>ientific I</i> ički fakul <i>mar in U</i>	<i>Englis</i> Itet. <i>Ise</i> . C	<i>h: Mathe</i> ambridge	<i>matics, F</i> : CUP.	Physics, Con	npute	er Science	e. O:	sijek:		
Recommend	ed readir	ig											
Remacha, E. (Kiš et al. (199 knjiga.	(1996). In 93). Engles	fotech - Ei sko-hrvats	nglish fo ki inforn	r Con natičk	nputer Us ki rječnik s	ers. Cam s računal	bridge: CUF nim nazivlje	р. ет. 2	Zagreb: Šł	cols	ka		
Scientific and	professior	ıal magazi	ines fron	n the	field of IO	CT.							

Code	UEJ201	JEJ2011 Course English language practice I												
Department		Dep	partm	ent	of Pr	ima	ry Teac	her Educ	atio	n	-			
Study program					C	lass	Teache	r		Year	I			
Lecturer						K	senija G	ial, lectu	rer					
Institution						Pri	mary sc	hool in O	sije	k				
Course status			Ma	andat	ory	E	, lective fr	om modu	le	Mand	atory			
				Win	ter se	mest	er	<u>Sur</u>	nme	er semest	ter			
ECTS student wor	kload coeffi	cient			-					2				
Hours weekly			Lect	ures	Semi	nars	Practice	Lecture	s :	Seminars	Practice			
			-	•	-		-	-		-	2			
Course object	tives													
related to oral exposed to situ development o comprehension topics connecte understanding	and writh uations in of four la of prec ed to cult of it.	ten commur n which the nguage skil lominantly ure and civil	nication stres ls and writter lization	n in t s is p l prac n infc n of tl	he En blaced ctise c prmatione Eng	glish on of gr on. glish	language spontaneo ammatica Additional -speaking	e. Within th ous writter I forms ar Iy, the co world so a	ne co n and nd vo urse s to	ourse stud d oral exp ocabulary contains improve s	ents are pression, through various students'			
Course descri	ption													
native speaker English. They a exposed to var English langua written materia thus contains students' know	Within the course students read and listen to texts from everyday life, culture and civilization of native speakers of English, do speaking and writing exercises and produce their own work in English. They are introduced to different forms of individual expression. Additionally, students are exposed to various techniques commonly used to develop spontaneous and free expression in the English language. Within the activities, the emphasis is placed on developing comprehension of written material, as well as expanding vocabulary and enhancing grammatical accuracy. The course thus contains activities which foster the development of language competence and expand students' knowledge on culture and civilization of the English-speaking countries.													
Teaching met	hods													
Lectures	6	Seminars worksho	and ps	<u> </u>	Practio	<u>ce</u>	<u>Indi</u>	vidual proj	<u>ect</u>	<u>Mult</u> and I	<u>imedia</u> nternet			
Distance lear	ning	Office ho	<u>urs</u>	La	aborato	ory		Tutorial		Field	1 work			
Student oblig	ations													
The students a	re require	ed to pass o	ral exa	amina	ition a	it the	e end of th	ne second s	seme	ester.				
Examination	methods				1					<u> </u>				
Written		<u>Oral</u>					Essay			Practic	al			
Individual projec	t <u>Con</u> t	tinuous ass	sessm	ent			Seminar							
Mandatory re	ading													
Haines, S Ste McCarthy - O'D	ewart, B. Pell (1996). English V	certific. Vocabu	ate M lary ii	astero 1 Use.	CUF	, OUP, 199 ?.	96.						
Decommondo	Oxford Guide to British and American Culture (1999). OUP.													
Doff A - lone		97) Lanqua	ae in I	lse I	Inner	/inte	rmediate	CLIP						
Naunton, J. (19 Prodromou, L. Language Teac	994). <i>Thii</i> (1999). hing.	nk First Cert Grammar	ificate and V	. Lon ocabi	gman. ulary	for l	First Cert	<i>ificate</i> . Ha	rlow	: Pearson	English			

Code	UEJ3	100	Cours	se		Englis	sh langu	lage practi	ce]	II		
Department			D	epartn	nent	of Prima	ry Teac	her Educat	ion			
Study program	n					Class	Teache	r		Year	II	
Lecturer						К	senija G	Gal, lecture	r			
Institution						Pri	mary sc	hool in Osi	jek			
Course status				Ма	ndato	ry <u>Ele</u>	ective fro	<u>m module</u>		Mand	atory	
					<u>Wint</u>	er semes	<u>ter</u>	<u>Sumr</u>	ner	semes	<u>ter</u>	
ECTS student wo	orkload co	efficien	t			1				2		
Hours weekly				Lect	ures	Seminars	Practice	Lectures	Se	minars	Practice	
					-	-	2	-		-	2	
Course object	tives											
situations, as well as to comprehend written information on everyday topics. This is achieved through a systematic expansion of students' vocabulary by dealing with various topics (developing the four language skills). Students study culture and civilization of the English-speaking people into greater extend. Course description Reading, listening to and analysis of short texts from different areas of everyday life of native speakers of English, expansion of students' lexical knowledge by means of various forms of speaking and writing exercises (dictations, dictogloss, guided compositions, free compositions). Analysis of texts with regard to history and geography of the English-speaking countries. The course is composed of practical vocabulary and speaking exercises, as well as revision activities and practice of certain grammatical language units. Listening skill is developed through listening activities and analysis of texts containing authentic native speaker conversations. Teaching methods												
Teaching me	thods											
Lecture	es	S	emina worksl	rs and nops	P	ractice	Indiv	<u>vidual proje</u>	<u>ct</u>	<u>Mult</u> and I	<u>imedia</u> nternet	
Distance lea	arning	<u>c</u>	Office	<u>nours</u>	La	boratory		Tutorial		Field	d work	
		B					•					
Student oblig	gations	5										
The students a	are requ	uired t	to pass	oral ex	amina	tion at the	e end of th	ne fourth sem	este	er.		
Examination	metho	ods										
Written			<u>Ora</u>	<u>11</u>			Essay			Practic	cal	
Individual	<u>Co</u>	ontinu	uous a	ssessn	nent		Seminar					
project												
Mandatowy	anding											
	towart	B (10	961 4	lew Fire	t Certi	ficate Mac	terclass (Oxford: OUP				
McCarthy – O'	Dell. (1	996).	Enalis	h Vocab	ularv	<i>in Use.</i> Ca	mbridae:	CUP.				
Oxford Guide	Oxford Guide to British and American Culture. Oxford: OUP, 1999.											
Recommende	ed read	ding										
Doff, A. – Jone	es, C. (1997)	. Langi	lage in	Use, L	Jpper/inter	rmediate.	Cambridge:	CUP.			
Naunton, J. (1	.994). 7	hink I	First Ce	ertificate	e. Harl	ow: Longr	nan.				- h-	
Prodromou, L.	(1999) ching). Grai	mmar e	ana voc	abulai	ry for First	Certificat	e. Harlow: Pe	earso	on Engli	sn	
Language rea	ching.											

Code	UEJ5	011	Course			Englis	sh langu	age practi	ice	III			
Department			De	partmer	nt (of Prima	ry Teac	her Educa	tio	n			
Study program	า					Class	Teache	r		Year	III		
Lecturer						К	senija G	Gal, lectur	er				
Institution						Pri	mary sc	hool in Os	ije	k			
Course status				Manda	to	ry <u>Ele</u>	ective fro	<u>m module</u>		Mand	atory		
				<u>w</u>	int	er semes	<u>ster</u>	<u>Sum</u>	me	er semes	<u>ter</u>		
ECTS student wo	orkload co	efficien	t			2				2			
Hours weekly				Lecture	s	Seminars	Practice	Lectures	9	Seminars	Practice		
				-		-	2	-		-	2		
Course object	tives												
themselves fluinformation, a The knowledg	of the d uently s well a e of En- ills. Cer	in the as gai glish i tain la	e is to eq e English n knowl is furthe anguage	alp stude languag edge on o r improve structure	nts e culi ed l	in everyd ture and o by working are given s	ay situati civilization on stude special att	e and skills ons, and to of the Engl ents' listenir ention.	nec ulish Ig,	cessary to nderstand -speaking speaking,	express written people. reading		
Dooding listor	ipcion	and	analycic	ofvoriou	<u> </u>	outo from	different	areas of ou	00	(day, life)	of notivo		
speakers of E speaking and Great Britain, speaking task Moreover, the oral and writte	speakers of English, expansion of students' lexical knowledge by means of various forms of speaking and writing exercises. Analysis of texts connected to significant events in the history of Great Britain, the USA, Canada and Australia. The course is composed of practical vocabulary and speaking tasks, as well as of revision and practise of certain grammatical language units. Moreover, the course includes systematic work on the improvement of language skills by means of pral and written analysis of assigned topics.												
Teaching me	thods												
Lecture	es	S	eminars	and	<u>P</u>	ractice	Indiv	<u>idual proje</u>	ect	<u>Mult</u>	<u>imedia</u> nternet		
Distance lea	arning	<u>c</u>	Office ho	ours	La	boratory		Tutorial		Field	d work		
Student oblig	gations	5											
The students a	are requ	uired t	to pass c	ral exam	ina	tion at the	e end of th	<u>ne sixth sem</u>	est	er.			
Examination	metho	ods				1							
<u>Written</u>			<u>Oral</u>				Essay			Practic	al		
Individual project	<u>C</u>	ontinu	uous as	sessmen	<u>t</u>		Seminar						
F: 0,000													
Mandatory re	eading												
McCarthy – O' Naunton, J. (1 Soars, J. – L.	Dell (1 994). 7 (1989).	996). Think l Head	English First Cer Iway Adv	<i>Vocabula tificate.</i> H <i>anced.</i> O	ry arl xfc	<i>in Use.</i> Ca ow: Longr ord: OUP.	mbridge: nan.	CUP.					
Recommende	ed read	ding											
Haines, S. – S Haines, S. – S <i>Oxford Guide</i> Prodromou, L. Language Tea	tewart, tewart, to Britis (1999) ching. H	B.(19 S. (1 sh and). Grai Harlow	996). Ne 996). Ne 1 America mmar ar N.	w First Ce ew First C an Culture ad Vocabu	erti ert e. (ılaı	ficate Mas ificate Mas Oxford: OL ry for First	terclass. (sterclass. JP, 1999. Certificat	Oxford: OUP Oxford: OUF e: With Key	Þ. . Pe	earson En	glish		

Code	UEJ70)11	Course			Englis	sh langu	lage prac	tice	IV		
Department			Dep	<u>partm</u>	ent	of Prima	ry Teac	her Educa	atior	<u>n</u>		
Study program	n					Class	Teache	r		Year	IV	
Lecturer						K	senija (Gal, lectu	rer			
Institution						Pri	mary sc	hool in O	sijel	k		
Course status				Mar	ndato	ry <u>El</u>	ective fro	om module		Elec	tive	
					<u>Wint</u>	ter semes	<u>ster</u>	<u>Sur</u>	nme	r semes	<u>ter</u>	
ECTS student we	orkload coe	fficien	t			3				2		
Hours weekly				Lecti	ures	Seminars	Practice	Lectures	s S	Seminars	Practice	
				-		-	2	-		-	2	
Course object	tives					•						
English langua civilization of vocabulary an structures. Th language.	the Engl d furthe	reryc ish-s dev its d	lay spea speaking velopmer evelop a	king si people t of la warene	tuations tuations tuations ngua ess of	ns. The s ne course ge skills, a f different	includes a s well as speaking	version of the second s	stem com com	o the cul atic expa plex grar les in the	ture and ansion of mmatical e English	
Course desc	ription											
editorial, songs, etc.), which serves the purpose of expanding students' lexical knowledge by means of various forms of speaking and writing exercises. Analysis of texts connected to the most famous people in history and art, important cities, institutions, industrial and cultural centres, etc. The course is composed of practical vocabulary and speaking exercises, as well as revision activities and practise of certain grammatical language units. The emphasis is placed on collocations, word formation and idioms.												
Lecture	es	S	eminars	and	P	ractice	Indiv	vidual pro	iect	Mult	imedia	
			worksho	ps						and I	nternet	
Distance le	arning	<u>c</u>	Office ho	ours	La	boratory		Tutorial		Field	d work	
Student oblig	gations											
The students	are requi	red t	to pass o	ral exa	amina	ition at the	e end of th	he eighth se	emes	ster.		
Written	method	15	Oral			1	Fssav			Practic	al	
Individual	Tedicidual Cambination Cambination											
noiect												
project												
Mandatory r	eading											
McCarthy – O O'Dell, F. (199	McCarthy – O'Dell. (1996). English Vocabulary in Use. Cambridge: CUP. O'Dell, F. (1997). English Panorama 1. Cambridge: CUP.											
Oxford Guide	to British	i and	l America	an Cult	ure. (Oxford: O	JP, 1999.					
Recommend	ed read	ng	(100-)				<u> </u>	0.115				
Gude, K. – Du Side, R. – We	ude, K. – Duckworth, M. (1995). <i>Proficiency Masterclass.</i> Oxford: OUP. de, R. – Wellman, G. (1999). <i>Grammar and Vocabulary for Cambridge Advanced and Proficiency:</i>											
With Key. Har	low: Pea	rson	English	Langua	age T	eaching.						

Code	UEJ91	Course		Eng	lish lang	uage prac	tice	V			
Department		Dep	partment	of Prim	ary Teac	her Educa	ation				
Study program	n			Clas	s Teache	r		Year	V		
Lecturer					Ksenija (Gal, lectur	rer				
Institution				P	imary sc	hool in Os	sijek				
Course status	5		Mandat	ory E	lective fro	om module		Mand	atory		
			<u>Wir</u>	iter sem	ster	<u>Sun</u>	nmer	semes	<u>ter</u>		
ECTS student we	orkload coeff	icient		2				2			
Hours weekly			Lectures	Semina	s Practice	Lectures	s Se	eminars	Practice		
			-	-	1	-		-	2		
Course object	ctives										
English langua civilization of vocabulary an structures. Th language.	the Englis d further student	arse is to en eryday spea sh-speaking developmer s develop a	king situat peoples. T it of langu wareness o	ions. The The cours age skills, of differer	students a includes as well as t speaking	work on sys practise of and writing	stema comp	the cul tic expa lex gran es in the	ture and ansion of mmatical e English		
Course desc	ription										
native speakers of English (radio drama, business report, TV comedy, humoresque, newspaper editorial, songs, etc.), which serves the purpose of expanding students' lexical knowledge by means of various forms of speaking and writing exercises. Analysis of texts connected to the most famous people in history and art, important cities, institutions, industrial and cultural centres, etc. The course is composed of practical vocabulary and speaking exercises, as well as revision activities and practise of certain grammatical language units. The emphasis is placed on collocations, word formation and idioms.											
Lecture	es	Seminars	and	<u>Practice</u>	Indi	vidual proj	ect	<u>Mult</u>	<u>imedia</u>		
Distance le	arning	Office ho	ps I	aboratory		Tutorial		<u>and I</u> Field	<u>nternet</u> 1 work		
	a9										
Student oblig	aations										
The students	are requir	ed to pass o	ral examin	ation at t	ne end of t	ne tenth ser	neste	r.			
Examination	methods	5									
<u>Written</u>		<u>Oral</u>			Essay			Practio	al		
Individual	Con	tinuous ass	sessment		Seminar						
project											
M											
Mandatory ro	Dell. (190	6), English	Vocabulan	in Use (ambridge	CUP.					
O'Dell, F. (199	97). Englis	sh Panorama	1. Cambr	idge: CUF							
Oxford Guide	to British	and America	an Culture.	Oxford:	UP, 1999.						
Recommend	ed readir	lg				0110					
Gude, K. – Du Side, R. – We	ickworth, llman, G.	M. (1995). <i>F</i> (1999). <i>Gra</i> l	Proficiency mmar and	Mastercla Vocabula	ss. Oxford: y for Caml	OUP. Dridge Adva	nced a	and Proi	ficiency:		
With Key. Har	low: Pears	son English	Language	Teaching.							

Code	UEJ100)1	Course	E	nglish I	ang	guage ((foreign l	ang	juage) I	[
Department			Dep	partment	of Prin	ary	y Teacl	ner Educa	tior	n			
Study program	า				Clas	ss T	Feache	r		Year	I		
Lecturer						dr.	. sc. Že	ljka Nem	et				
Institution								-					
				F	aculty o	of T	eacher	⁻ Educatio	on ii	n Osijel	(
Course status				<u>Manda</u>	<u>atory</u>	_							
						E	lective f	rom module	2	Elec	tive		
				<u>Win</u>	ter sem	este	<u>er</u>	Sur	nme	er semest	er		
ECTS student wo	rkload coeffi	cient			2					-			
Hours weekly				Lectures	Semina	rs P	Practice	Lectures	S	Seminars	Practice		
				-	-		2	-		-	-		
Course objec	tives												
The goal of th	is course	is t	o revise	and acqu	ire new	knov	wledae a	and skills r	elate	ed to spo	ken and		
written commi	inication i	in Fr	nalish la	anguage. M	lithin the	COL	irse stu	dents are b	rolla	iht into s	ituations		
in which the	strace is	nlac	nglish ic red on i	snontaneoi	ic writta	n ar	nd snok	an everes	ion	so as tr	further		
develop four		piac s ch	ville and	d to prav	tico ara	n ai mm	atical f	orms and		su as it rahulary	through		
comprehension	n of pred	lomi	inantly	written in	formation	. C	ialicai i Studonte		irade	od to or	naado in		
discussions an	d develor	חווסי חוו ר	nderstan	ding of to	nics conr	ecte	ed to th	e culture a	and a	civilisatio	n of the		
English-speaki	na world	Jun	iuci sturi						ind v	civilisacio	in or the		
Course descr	ourse description												
Within the co	Course description												
civilization of	nativo si	noak	vers of	the Englis	sten to sh langu		which	includes s	inc, incal	king and	l writing		
evercises In t	he course	pcur cti	udente (deal with t	na follow	ina i	tonics: r	nersonality	hun	nor and I	aughter		
style and imag		, 300 ν Δά	Iditional	lv student	s are evi	ng	d to var	rious techni	nua	s used to	develon		
	and free c	vnr	accion i	in the Eng	lich lang	12030	∠u to vui ≏ Withi	n the activ	itioc	the emi	hasis is		
placed on com	nrehensio	o n	f writta	n material	and on	معت م	ansion	of vocabula	arv	as well a	ac hottor		
grammatical		The		e contains	activiti		which fo	of vocabule ster devel	onm	ent of l	andiiade		
competence a	nd expan	d st	tudents'	' knowledg	e about	the	culture	and civiliz	zatio	on of the	Fnalish		
speaking count	tries.	u 0.	cadence	latomedg	e aboat	cire	curcure				Linghon		
Teaching met	thods												
Lecture	s	Se	minars	and	Practice		Indiv	vidual proj	ect	Mult	imedia		
Lecture	0	v	vorksho	ps	1400100					and I	nternet		
Distance lea	rning	Of	ffice ho	ours L	aborator	/		Tutorial		Field	d work		
	5				,								
Student oblig	ations												
Students are r	equired to	pas	ss the w	ritten and	oral exar	nina	tion afte	er the first s	seme	ester.			
Examination	methods												
Written Oral Essay										Practio	al		
Individual	Cont	inu	ous ass	sessment		S	Seminar						
project													
					-			-					
Mandatory re	ading												
Eastwood, J. (1999). <i>Ox</i>	ford	l Practic	e Gramma	r. OUP.								
Harris, M. – Mo	ower, D. –	- Sik	orynska	a, A. (2003). Opport	unit	ties – Up	per Interm	edia	te. Longr	nan.		
Recommende	ed readin	g		•						2			
Bujas, Ž. (200	1). Veliki	engl	lesko-hr	vatski rječ	nik. Zagr	eb:	Nakladn	i zavod Glo	bus.				
Bujas, Ž. (200	1). Veliki l	hrva	atsko-en	ngleski rječ	nik. Zagr	eb:	Nakladn	i zavod Glo	bus.				
Hewings, M. (2	2003). Adv	<u>van</u> c	<u>ced Gra</u> r	<u>mmar in Us</u>	e. CUP.								

Code	UEJ20	02	Course		En	glish la	ng	uage (foreign la	ang	juage) I	I
Department			Dep	bartm	ent	of Prim	ary	/ Teacł	ner Educa	ntio	n	
Study program	n					Clas	ss T	eache	r		Year	I
Lecturer							dr.	sc. Že	ljka Nem	et		
Institution												
					Fa	culty o	of To	eacher	⁻ Educatio	on i	in Osijek	κ (
Course status				Ma	anda	tory						
						-	El	lective f	rom modul	e	Elec	tive
					Win	ter seme	ester	-	<u>Sun</u>	ıme	er semest	ter
ECTS student wo	orkload coef	ficien	t			-					2	
Hours weekly				Lecti	ures	Semina	rs P	ractice	Lectures	5	Seminars	Practice
				-		-		-	-		-	2
Course object	tives					J			<u>I</u>			
The goal of the	nis course	e is	to revise	e and	acqui	re new	knov	wledge a	and skills r	elat	ed to spo	ken and
written comm	nunication	i in	the Eng	glish la	angua	age. Wit	hin	the co	urse stude	nts	are brou	ght into
situations in v	vhich the	stre	ess is pla	iced or	n spo	ntaneou	s wr	ritten ar	nd oral exp	ress	sion, which	n fosters
the developm	ent of all	lang	juage sk	ills, an	id imp	proves th	ne ao	ccuracy	in the use	of	grammatic	al forms
and vocabular	y. Stude	nts	work pre	edomin	antly	on com	pret	hension	of written	info	prmation,	followed
by various spe	various speaking-oriented activities. The course includes various topics connected to the culture											
	ourse description											
Within the cou	irse stude	nts	read and	1 lister	to te	exts from	1 eve	ervdav l	ife, i.e. cult	ure	and civili	zation of
native speake	rs of End	alish	languag	ie. do	spea	king an	d wr	ritina ex	kercises, ar	nd r	produce th	neir own
work in the E	nglish lan	iqua	ge. The	course	e inclu	udes the	foll	owing t	opics: the	new	<i>i</i> frontiers	, human
body, journey	s, and glo	bal	issues. A	Additio	nally,	student	s ar	e expos	ed to vario	us t	echniques	used to
develop spon	taneous	and	free ex	kpressi	ion ir	n the E	nglis	sh lang	uage. With	nin	the activi	ties the
emphasis is p	laced on	com	prehensi	ion and	d exp	ansion c	of vo	cabular	y, as well a	as o	n improve	ement of
grammatical a	accuracy	SO a	as to bri	ing sti	udent	s as clo	se a	as possi	ble to the	nat	ive-speak	er level.
Furthermore,	the stude	ents	are eng	jaged	in ac	tivities o	prien	nted to	Improveme	ent	of knowle	dge and
understanding	of the E	ngli	sh cultur	e and	CIVIIIZ	zation (c		oms, no	lidays, fam	ous	historical	figures,
Teaching me	thods	1 01	everyuay	/ iiie a		tivities,	ett.)).				
Lecture	S	S	eminars	and	P	ractice		Indiv	vidual proj	ect	Mult	imedia
		-	worksho	ps	-						and I	nternet
Distance lea	arning	0	office ho	urs	La	boratory	/		Tutorial		Field	dwork
Student oblig	gations											
Students are r	required t	о ра	ass the w	ritten	and c	oral exan	nina	tion afte	er the seco	nd s	emester.	
Examination	method	S				-						
Written			<u>Oral</u>					Essay			Practic	al
Individual	<u>Con</u>	tinu	ious ass	sessm	ent		S	Seminar				
project												
Mandatory r	adina											
Fastwood, 1, (1999). <i>O</i>	xfor	d Practic	e Grar	nmar	. OUP.						
Harris, M. – M	<u>ower</u> , D.	<u>–</u> Si	korynska	a, A. (2	2003)	. Opport	unit	ies – Up	per Interm	edia	ate. Longr	nan.
Recommende	ed readiı	ng		· · ·								
Bujas, Ž. (200	1). Veliki	eng	glesko-hr	vatski	rječn	ik. Zagr	eb: I	Nakladn	i zavod Glo	bus	j.	
Bujas, Z. (200	1). Veliki	hrv	atsko-er	igleski	rječn	ik. Zagr	eb: I	Nakladn	i zavod Glo	bus	5.	
Hewings, M. (2003). Ad	ivan	iced Grai	nmar i	ın Use	e. CUP.						

Code	UEJ301	.0 Cours	e	Eng	lish la	ngu	age (f	oreign l	ang	uage) Il	[]		
Department		De	epartme	ent o	of Prim	ary	Teach	ner Educ	atio	n			
Study program					Clas	is Te	eachei	r		Year	II		
Lecturer						dr.	sc. Že	ljka Nen	net				
Institution				Fa	culty o	of Te	eacher	[.] Educati	ion i	n Osijel	¢		
Course status			<u>Ma</u>	ndat	<u>ory</u>	Ele	ective fi	rom modu	le	Elec	tive		
			<u>v</u>	Ninte	er seme	este	<u>r</u>	<u>Su</u>	mme	er semes	<u>ter</u>		
ECTS student wor	kload coeffi	cient			1					2			
Hours weekly			Lectu	res	Semina	rs Pr	ractice	Lecture	s	Seminars	Practice		
			-		-		2	-		-	2		
Course object	ives												
situations in wh all language sh predominantly civilization of th Course descri Within the cou	I language skills, and practice of grammatical forms and vocabulary through comprehension of redominantly written information. The course includes various topics connected to the culture and vilization of the English-speaking world. ourse description Vithin the course the students read and listen to the texts from everyday life, i.e. culture and vilization of native speakers of the English language, do speaking and writing exercises, and roduce their own work in the English language. The course includes the following topics: society												
civilization of i produce their of and world toda different forms to develop spo emphasis is p enhancing grar level. The cour expand student speaking count	Within the course the students read and listen to the texts from everyday life, i.e. culture and civilization of native speakers of the English language, do speaking and writing exercises, and broduce their own work in the English language. The course includes the following topics: society and world today, conflict, cultural differences, tolerance, literature and media. Students are offered different forms of individual expression. Additionally, they are exposed to various techniques used to develop spontaneous and free expression in the English language. Within the activities the emphasis is placed on developing comprehension, as well as on expanding vocabulary and enhancing grammatical accuracy so as to bring students as close as possible to the native-speaker evel. The course consists of activities which foster development of language competence, and expand students' knowledge about and understanding of the culture and civilization of the English-speaking countries.												
Teaching met	hods				_				_				
Lectures	5	Seminar	s and	<u>P</u> 1	ractice		<u>Indiv</u>	<u>idual pro</u>	ject	<u>Mult</u>	<u>imedia</u> nternet		
Distance lea	rning	Office h	ours	Lat	oratory	,		Tutorial		Field	d work		
	2												
Student oblig	ations												
Students are re	equired to	pass the	written a	ind oi	ral exan	ninat	ion afte	er the four	th se	mester.			
Examination	methods						F			Duratia			
written		<u>Ora</u>	<u>l</u>				Essay			Practic	cal		
Individual	Cont	inuous a	<u>assessment</u> Seminar										
project													
Mandatory re	adina												
Eastwood, J. (1	.999). Ox	ford Pract	ice Gram	mar.	OUP.								
Harris, M. – Mo	Harris, M. – Mower, D. – Sikorynska, A. (2003). <i>Opportunities – Upper Intermediate</i> . Longman.												
Recommende	d readin	g opglocke	hnustali	do ča:	4 7000	ahı M		i zoved Cl	ohue				
Bujas, Z. (2001 Bujas, Ž. (2001 Hewings, M. (2	L). Veliki L). Veliki 003). Adv	hrvatsko- hrvatsko-e vanced Gr	ammar ir	jechi ječni i Use	k. Zagro k. Zagro . CUP.	eb: N	Vakiadh Vakladn	i zavod Gl	obus				

Code	UEJ200)1	Course			Engli	sh	langua	nge gran	nma	r I		
Department			D	epartn	nent	of Prim	ary	<mark>/ Teac</mark> ł	ner Educ	atio	n		
Study program	n					Class	s Te	eacher			Year		Ι
Lecturer						Mirna	ı Ra	adišić,	senior le	ectu	rer		
Institution													
					Fae	culty of	Те	eacher	Educatio	on ir	n Osijek		
Course status				Ma	andato	ory		_	_				
								Electi	<u>ve from</u> dule		Elec	tive	ġ
					Wint	or comos	tor	<u></u>	Sur	mme	r comos	tor	
					vviiite	er seines	lei		<u>- 3u</u>	IIIIIe			
ECIS student we	orkload coe	fficie	nt			-	-				2	_	
Hours weekly				Lectu	ires	Seminar	°s P	ractice	Lecture	s S	Seminars	Pra	actice
				-		-		-	1		-		1
Course objec	tives												
To study and	d practic	ce t	he Eng	ilish lar	nguag	e morph	olog	gy and	syntax.	Stude	ents will	de	velop
their native la	their native language.												
Course desc	ourse description												
Linguistics, gr	ammar,	mo	rpholog	y, parts	s of s	peech. V	'erb	as a w	ord form.	Irre	gular and	l re	gular
verbs. Phrasa	I and pr	epos	sitional	verbs.	Auxilia	aries. Te	nse	: preser	nt, past ai	nd fu	iture. Ver	b t	ense.
Aspect as a v	erbal cat	tego	ory (sim	ple and	l prog	ressive).	Th	e expre	ssion of fu	iture	. Modality	y:n	nodal
verbs and m	odal cor	ncep	ts. Ge	rund, ir	npera	tive, sul	ojun	nctive. (Conditiona	l cla	uses. Dir	rect	and
indirect speec	h. Passiv	e vo	bice.										
	thoas		ominar	and		ractico		Indiv	vidual pro	iact	Mult	imo	dia
Lecture	<u>></u>	5	worksh	ops	<u> </u>	Tactice		Indiv		ject	and I	inte	rnet
Distance lea	rning	0	ffice h	ours	La	boratory	,		Tutorial		Field	d wo	ork
					I								
Student oblig	gations												
Written and o	ral exam	afte	er seme	ster II.									
Examination	method	ls						F			Duratio	1	
written			<u>Ora</u>	<u>11</u>				Essay			Practic	ai	
Individual	Co	ontir	nuous a	s assessment Seminar									
project													
Mandatory r	eading												
Murphy, R. (1	997). Eq.	lish	Gramm	ar in Us	e. Ca	mbridge:	CU	IP.					
Thomson – Ma	artinet, A	ι. V.	(1986)	. A Prac	tical E	English G	ram	nmar. Ox	(ford: OUF	·.			
Recommend	ed readi	ing											
Eastwood, J. ((1999). (Dxfo	rd Praci	tice Gra	mmar	. Oxford:	OU	JP.					
Swan, M. (198	sz). Prac	tical	Englisi	n Usage	. Uxfo	ra: UUP.							
Code	UEJ300	01	Course			Englis	h langu	age gram	ımaı	r II			
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Department			D	epartm	ent o	of Prima	ary Teac	her Educ	atio	n			
Study program	n					Class	Teache	r		Year		II	
Lecturer						Mirna	Radišić	, senior l	ectu	rer			
Institution													
					Fac	ulty of	Teachei	• Educatio	on ir	ı Osijek			
Course status	;			Ma	ndato	ry							
							<u>Elect</u> m	<u>ive from</u> odule		Elective			
				×	Vinte	r semes	<u>ter</u>	Su	umme	er semest	er		
ECTS student we	orkload coe	efficie	nt			2				-			
Hours weekly				Lectur	es	Seminars	Practice	Lecture	es s	Seminars	Prac	ctice	
				1		-	1	-		-	-	-	
Course object	ctives												
Study and pra be able to ex them with tho	Study and practice of the English language morphology and syntax. Students will understand and be able to explain basic grammar forms and structures of the English language and to compare them with those in their mother tongue.												
Course desc	ription												
plural. Plural article. Article relative. Indef of adjectives Conjunctions sentences.	Classification of non-count nouns. Countable nouns – regular plural. Countable and uncountable nouns – irregular plural. Plural of foreign words. Grammatical gender. Cases. Genitive case. Definite and indefinite article. Articles with proper names. Pronouns: personal, possessive, demonstrative, interrogative, elative. Indefinite pronouns. Adjectives: definition and syntactical types. Semantical categorization of adjectives. Comparison of adjectives. Adverbs. Comparison of adverbs. Word order. Conjunctions and prepositions. Linking ideas between and within sentences. Types of complex tentences.												
Teaching me	thods												
Lecture	<u>s</u>	S	eminars worksh	s and ops	<u>P</u>	ractice	Indi	vidual pro	oject	Mult and I	imed Interi	lia net	
Distance lea	rning	0	Office h	<u>ours</u>	Lal	ooratory		Tutorial		Field	d woi	rk	
Student oblig	gations	<u> </u>											
Written and o	ral exam	n afte	er seme	ster III.									
Written	method	us	Ora	1			Fssav		I	Practic	al		
Individual	Individual Continuous assessment Seminar												
project	C	onth	nuous a	5565511161	it.		Semina						
Mandatory r	eading		2	,			0110						
Murphy, R. (1 Thomson – Ma	997). <i>Eg</i> artinet, A	1 <i>ish</i> 4. V.	(1986)	ar in Use . A Pract	ical E	nbridge: <i>nglish Gr</i> a	CUP. <i>ammar.</i> C	xford: OUI	Þ.				
Recommend	ed read	ing											
Eastwood, J. (Swan, M. (198	an, M. (1982). <i>Practical English Usage.</i> Oxford: OUP.												

Code	UEJ20	10	Course		Engl	ish spea	king prac	tice	I			
Department			Dep	epartment of Primary Teacher Education								
Study program	n				Class	Teache	r		Year	I		
L	.ecturer				I	vana Živ	vić, lectur	er				
In	stitution				Pri	mary scl	hool in Os	ijek	K			
Cou	ırse statu	s		Manda	tory <u>E</u>	lective fr	om module	2	Elec	tive		
				Wi	nter semes	ter	<u>Sum</u>	mer	<u>semes</u>	<u>ter</u>		
ECTS student wo	orkload coef	ficient	t		-				2			
Hours weekly				Lectures	Seminars	Practice	Lectures	S	eminars	Practice		
				-	-	-	-		-	2		
Course object	tives			•		•						
The objective to communica	of this co te natura	ourse Illy a	e is to p nd spon	ractice pro taneously i	nunciation n the Engli	and equip sh languag	students w je.	ith tl	he skills	required		
Course descr	ription											
simulations, d language func communicatio civilization of conventions o language. In o The contents variations of t	arious materials encourage students to discuss their own everyday routine and interests. Through mulations, dramatization and games which include different speaking situations, students practice nguage functions required to express feelings and reactions in the foreign language. Free ommunication fostered by such exercises is also placed within the context of culture and vilization of the English-speaking world. The emphasis is on differences in behaviour and onventions of native speakers of the English language as opposed to the speakers of the Croatian nguage. In doing this, special attention is given to correct pronunciation (rhythm and intonation). he contents of the course include the study of accents and dialects, transcription and spelling, ariations of the English language, as well as differences between British and American English. eaching methods											
Teaching me	thods								1			
Lecture	es	S	eminars worksho	and	Practice	Indiv	vidual proje	<u>ect</u>	Mult and I	imedia nternet		
Distance lea	arning	0	ffice ho	ours L	aboratory		Tutorial		Field	d work		
Student oblig	gations											
The students a	are requi	red t	o pass o	ral examin	ation at the	e end of th	ie second se	emes	ster.			
Examination	method	S										
Written			<u>Oral</u>			Essay			Practic	cal		
Individual project	<u>Cor</u>	ntinu	ious as	<u>sessment</u>		Seminar						
Mandatory re	eading											
Martinez, R. (2 Ponsonby, M. Seymour, D	Martinez, R. (2002). Conversation Lessons. Massatchussetts: Global ELT: Christopher Wenger. Ponsonby, M. (1987). How now, brown cow?. Prentice Hall. Seymour, D., Ponova, M. (2003). 700 Classroom Activities. Oxford: Macmillan.											
Recommende	ed readi	ng										
Alexander – K Dubin, F Ma Graham, C. (1 Hancock, M. (Papa, M. – Iar <i>Background</i> . L Rackham, A. (Rooks, G. (199 Publishers, Ind	Alexander – Kingsbury – Chapman (1978). <i>Take a Stand</i> . New York: Longman. Dubin, F Margol, M. (1977). <i>It's Time to Talk</i> . New Jersey: Prentice Hall. Graham, C. (1978). <i>Jazz Chants</i> . OUP. Hancock, M. (1995). <i>Pronunciation Games</i> . CUP. Papa, M. – Iantorno, G. (1990). <i>Famous British and American Songs and Their Cultural</i> <i>Background</i> . London: Longman. Rackham, A. (1985). <i>Mother Goose Nursery Rhymes</i> . London: Chancellor Press. Rooks, G. (1981). <i>The Non-Stop Discussion Workbook</i> , Massatchussetts: Newbury House Publishers, Inc.											

Code	UEJ30	L1 Cours	е	Engli	sh speal	king practic	e II						
Department		De	Department of Primary Teacher Education										
Study program	n			Class	Teache	r	Year	II					
L	.ecturer			I	vana Živ	vić, lecturer							
In	stitution			Pri	mary scl	hool in Osije	ek						
Cou	rse status	5	Mandat	ory <u>E</u>	ective fr	om module	Elec	tive					
			Win	ter semes	<u>ter</u>	Summ	er semes	<u>ter</u>					
ECTS student we	orkload coeff	icient		1			2						
Hours weekly			Lectures	Seminars	Practice	Lectures	Seminars	Practice					
				- 1	2	-	-	2					
Course object	tives					1							
The objective	of this c	ourse is to	systematic	ally train s	tudents fo	or natural and	l spontane	ous oral					
communicatio	n in the	English la	nguage, as	well as to	practice	pronunciation	with emp	hasis on					
rhythm and in	tonation.												
Students are	encourad	ad to discu	iss various	tonics from	their eve	arvday routing		sonality					
free time act	ivities sr	ort and l	eisure frien	dshin and	relationsh	nins environn	nent trav	el food					
health) or the	life of na	tive sneak	ers of the Fi	nalish lana	iage, by i	means of visu	al and auc	lio-visual					
aids. Special focus is placed on differences in behaviour and conventions of native speakers of the													
English langua	English language as opposed to the speakers of the Croatian language. Moreover, stress is placed												
on practicing	anguage	functions r	equired to e	xpress feel	nas and r	eactions in the	e foreign la	anguage.					
The language	functions	are pract	iced by mea	ins of simu	lations, d	ramatization a	and game	s. Within					
the course th	e student	s learn cl	nildren's son	gs, nurser	y rhymes	and popular	songs in	order to					
intensely prac	tise pron	unciation	with special	emphasis	on rhyth	m and intona	tion). Add	itionally,					
students are t	rained to	read and p	roduce the s	igns of inte	ernational	phonetic trans	scription.						
Teaching me	thods												
Lecture	es	Seminar	s and <u>I</u>	<u>Practice</u>	Indiv	<u>vidual projec</u> t	<u>t</u> Mult	imedia					
Distanco los	arning	Worksh		aboratory		Tutorial	and .	.nternet					
Distance ici	unnig	onicer		aboratory		Tutoriai							
Student oblig	ations												
The students	are requir	ad ta nasa											
Examination		ed to bass	oral examin	ation at the	end of th	ne fourth seme	ster.						
	methods		oral examin	ation at the	end of th	ne fourth seme	ster.						
Written	methods	ora	oral examin	ation at the	e end of th Essay	ne fourth seme	ester. Practio	cal					
Written Individual	methods	<u>Ora</u> tinuous a	oral examin I ssessment	ation at the	e end of th Essay Seminar	ne fourth seme	ester. Practio	cal					
Written Individual project	methods	<u>Ora</u> tinuous a	oral examin I ssessment	ation at the	e end of th Essay Seminar	ne fourth seme	ester. Practio	cal					
Written Individual project	methods Con	ora <u>Ora</u> <u>tinuous a</u>	oral examin I ssessment	ation at the	e end of th Essay Seminar	ne fourth seme	ester. Practio	cal					
Written Individual project Mandatory ro	methods Con	<u>Ora</u> tinuous a	oral examin	ation at the	e end of th Essay Seminar	he fourth seme	Practio	cal					
Written Individual project Mandatory re Martinez, R. (2	methods Con eading 2002). Co (1097). Ho	<u>Ora</u> inuous a	oral examin ssessment Lessons. Ma	ation at the	e end of th Essay Seminar	al ELT: Christo	Praction	cal					
Written Individual project Mandatory re Martinez, R. (2 Ponsonby, M.	methods Con eading 2002). Co (1987). H	inversation	oral examin ssessment Lessons. Ma rown cow?. 1 200 Classro	ation at the	e end of th Essay Seminar Setts: Globa II.	al ELT: Christo	pher Weng	cal ger.					
Written Individual project Mandatory ro Martinez, R. (Ponsonby, M. Seymour, D	methods Con eading 2002). Co (1987). H Popova, od roading	nversation ow now, b M. (2003).	oral examin I ssessment <i>Lessons</i> . Ma <i>rown cow?</i> . 1 <i>700 Classro</i>	ation at the	e end of th Essay Seminar Setts: Globa II. es. Oxforc	al ELT: Christo	pher Weng	cal ger.					
Written Individual project Mandatory re Martinez, R. (1 Ponsonby, M. Seymour, D Recommend	methods Com eading 2002). Co (1987). H Popova, ed readin	nversation ow now, b M. (2003).	oral examin I ssessment <i>Lessons</i> . Ma <i>rown cow?</i> . I <i>700 Classro</i> (1078). <i>T</i> =	ation at the	e end of th Essay Seminar Setts: Globa II. es. Oxforc	al ELT: Christo	pher Weng	cal					
Written Individual project Mandatory re Martinez, R. (1 Ponsonby, M. Seymour, D Recommend Alexander – K Dubin E. Mo	methods Com 2002). Co (1987). H Popova, ed readir ingsbury	nversation ow now, b M. (2003).	Lessons. Ma rown cow?. I 700 Classro	ation at the assatchusse Prentice Ha oom Activiti	e end of th Essay Seminar Setts: Globa II. es. Oxforc New York	al ELT: Christo d: Macmillan.	pher Weng	cal					
Written Individual project Mandatory re Martinez, R. (2 Ponsonby, M. Seymour, D Recommend Alexander – K Dubin, F Ma Graham C. (20)	methods Com 2002). Co (1987). H Popova, ed readir ingsbury - rgol, M. (978). 727	nversation ow now, b M. (2003). D Chapmar 1977). It's	Lessons. Ma rown cow?. I 700 Classro (1978). Tai Time to Tali	ation at the assatchusse Prentice Ha tom Activiti ke a Stand. k. New Jers	e end of th Essay Seminar Setts: Globa II. es. Oxford New York ey: Prenti	al ELT: Christo d: Macmillan. <: Longman. ice Hall.	pher Weng	ger.					
Written Individual project Mandatory re Martinez, R. (2 Ponsonby, M. Seymour, D Recommend Alexander – K Dubin, F Ma Graham, C. (1 Hancock M (methods Com con con	nversation ow now, b M. (2003). G - Chapmar 1977). It's z Chants. (Lessons. Ma rown cow?. I 700 Classro (1978). Tai Time to Tali DUP.	ation at the assatchusse Prentice Ha oom Activiti ke a Stand. k. New Jers	e end of th Essay Seminar Setts: Globa II. es. Oxforc New York ey: Prenti	al ELT: Christo d: Macmillan. <: Longman. ice Hall.	pher Weng	ger.					
Written Individual project Mandatory re Martinez, R. (2 Ponsonby, M. Seymour, D Recommend Alexander – K Dubin, F Ma Graham, C. (1 Hancock, M. (Pana M – Lor	methods Com ading 2002). Co (1987). H Popova, ed readin ingsbury rgol, M. (978). Jaz 1995). Pro	nversation ow now, b M. (2003). G - Chapmar 1977). It's z Chants. (onunciation (1990) 5	Lessons. Ma rown cow?. I 700 Classro (1978). Tai Time to Tali OUP. Games. CU	ation at the assatchusse Prentice Ha om Activiti ke a Stand. k. New Jers P.	e end of th Essay Seminar Seminar etts: Globa II. es. Oxford New York ey: Prenti	al ELT: Christo d: Macmillan. <: Longman. ice Hall.	pher Weng	ger.					
Written Individual project Mandatory re Martinez, R. (2 Ponsonby, M. Seymour, D Recommend Alexander – K Dubin, F Ma Graham, C. (1 Hancock, M. (Papa, M. – Iar Backaround	methods Con Con 2002). Co (1987). H Popova, ed readir ingsbury rgol, M. (978). Jaz 1995). Pro itorno, G. ordorno, G.	nversation ow now, b M. (2003). G Chapmar 1977). It's z Chants. (onunciation (1990). Fa	Lessons. Ma rown cow?. I 700 Classro 1 (1978). Tai Time to Tali OUP. 1 Games. CU amous Britis	ation at the assatchusse Prentice Ha om Activiti ke a Stand. k. New Jers P. h and Ame	e end of th Essay Seminar Seminar etts: Globa II. es. Oxford New York ey: Prenti	al ELT: Christo d: Macmillan. <: Longman. ice Hall.	pher Weng	ger.					
Written Individual project Mandatory re Martinez, R. (2 Ponsonby, M. Seymour, D Recommend Alexander – K Dubin, F Ma Graham, C. (1 Hancock, M. (Papa, M. – Iar Background. L Packbam A	methods Con eading 2002). Co (1987). H Popova, ed readir ingsbury rgol, M. (978). Jaz 1995). Pro intorno, G. ondon: Lo 1985). M	nversation ow now, b M. (2003). Generation ownow, b M. (2003). Chapman (1977). It's z Chants. (onunciation (1990). Fa ongman.	oral examin oral examin seessment Lessons. Ma rown cow?. I 700 Classro 1 (1978). Tal 700 Classro 700 C	ation at the assatchusse Prentice Ha om Activiti ke a Stand. k. New Jers P. h and Amer	e end of th Essay Seminar Seminar etts: Globa II. es. Oxford New York ey: Prenti	al ELT: Christo d: Macmillan. <: Longman. ice Hall.	pher Weng	ger.					
Written Individual project Martinez, R. (1 Ponsonby, M. Seymour, D Recommend Alexander – K Dubin, F Ma Graham, C. (1 Hancock, M. (Papa, M. – Iar Background. L Rackham, A. (19)	methods Con ading 2002). Co (1987). H Popova, ad readir ingsbury rgol, M. (978). Jaz 1995). Pro indon: Lo 1985). Mag	nversation ow now, b M. (2003). Chapmar 1977). It's z Chants. (onunciation (1990). Fa ongman. other Goos	oral examin oral examin seessment Lessons. Ma rown cow?. I 700 Classro 1 (1978). Tai 700 Classro 1 (1978). Tai 700 Classro 1 (1978). Tai 700 Classro 1 (1978). Tai 700 Classro 1 (1978). Cu amous Britisi e Nursery Ri Discussion W	ation at the assatchusse Prentice Ha om Activiti ke a Stand. k. New Jers P. h and Amer hymes. Lor	e end of th Essay Seminar Seminar etts: Globa II. es. Oxforc New York ey: Prenti	al ELT: Christo d: Macmillan. <: Longman. ice Hall. gs and Their Concellor Press.	pher Weng	ger.					

Code	UEJ50	LO Course		En	glis	h speak	ing pract	ice :	III	
Department		Dep	partment	of Pri	mai	ry Teacl	ner Educa	tior	<u>1</u>	
Study program	n			Cl	ass	Teache	r		Year	III
L	ecturer				I۱	/ana Živ	vić, lectur	er		
In	stitution				Prin	nary scl	hool in Os	sijek	ĸ	
Cou	irse status	5	Mandat	ory	<u>El</u> e	ective fr	om modul	<u>e</u>	Elec	tive
			<u>Win</u>	ter sei	nest	<u>ter</u>	<u>Sun</u>	ımer	r semes	<u>ter</u>
ECTS student wo	orkload coeff	icient		2					1	
Hours weekly			Lectures	Semir	nars	Practice	Lectures	; S	eminars	Practice
			-	-		2	-		-	2
Course objec	tives									
The objective	of this co	ourse is to t	rain studen	ts for I	natur	al and co	orrect oral	comr	nunicatio	on in the
English langua	ige, as we	ell as to care	fully practic	ce pron	unci	ation and	oral expre	ssion		
Course desci	iption					1:00				
exchange opir future, work a	exchange opinions and discuss various topics (e.g. customs, money and shopping, dates, humor, uture, work and profession, current affairs). The language functions are practiced by means of									
simulations, c	Iramatizat	ion and ga	mes. Stude	ents ar	e pla	aced with	nin speakin	g sit	uations	so as to
	thods	aons require		unicate	suce	cessiuny.				
Lecture	es	Seminars	and	Practic	<u>e</u>	Indi	vidual proje	ect	Multim	edia and
Distance lea	arning	Office ho	ours L	aborato	ry		Tutorial		Field	d work
	5				-					
Student oblig	gations									
The students a	are requir	ed to pass o	ral examina	ation at	t the	end of th	ne sixth sen	neste	er.	
Examination	methods	5		-						
Written		<u>Oral</u>				Essay			Practic	cal
Individual proje	ct <u>Con</u>	tinuous ass	<u>sessment</u>			Seminar				
Mandatory re	eading									
Ponsonby, M.	Ponsonby, M. (1987). How now, brown cow?. New York: Prentice Hall.									
Rish West, B.(1997). Talk Your Head Off (and Write, Too!). New Jersey: Prentice Hall Regents.										
Inc., Rowley	Inc., Rowley									
Recommende	ed readir	a								
Alexander – K	ingsbury ·	- Chapman ((1978). <i>Tak</i>	e a Sta	and.	New York	: Longman			
Graham, C. (1	raham, C. (1978). Jazz Chants. OUP.									
Hancock, M. (ncock, M. (1995). Pronunciation games. Cambridge: CUP.									
Papa, M	a, M – Iantorno, G. (1990). Famous British and American Songs and Their Cultural									
Rackham, A. (1985). <i>M</i>	other Goose	Nursery Rh	nymes.	Lond	don: Chai	ncellor Pres	s.		

Code	UEJ70	LO Course		En	glis	h speak	king prac	tice	IV		
Department		Dep	partment	of Pri	mar	y Teacl	ner Educa	atio	<u>n</u>	-	
Study program	n			Cla	ass '	Teache	r		Year	IV	
L	.ecturer				Ιv	ana Živ	vić, lectu	rer			
In	stitution				Prim	nary scl	nool in O	sije	k		
Cou	rse status	5	Mandat	ory	<u>Ele</u>	ective fr	om modul	e	Elec	tive	
			<u>Win</u>	ter ser	nest	er	<u>Sur</u>	nme	r semes	<u>ter</u>	
ECTS student wo	orkload coeff	icient		3					2		
Hours weekly			Lectures	Semin	ars	Practice	Lectures	s S	Seminars	Practice	
			-	-		2	-		-	2	
Course objec	tives										
The objective	of this	course is to	train stud	lents f	or na	atural, s	pontaneous	s an	d correct	spoken	
	n in the E	ngiisn langu	age in ever	yday si	tuati	ons.					
Students are en native speake still practiced in pairs or gro issues (comm mysteries, etc discussions an stories, events	Students are encouraged to talk about various topics from their own everyday routine or the life of aative speakers of the English language by means of appropriate aids. The language functions are till practiced by means of simulations, dramatization and games, yet often the activities are done in pairs or groups as the students are engaged in discussions and debates on different topics and ssues (communication, celebrities, body care, technology, modern world, current world issues, nysteries, etc.). Students are encouraged to prepare material for organizing and participating in liscussions and debates. Through speaking activities they practise describing objects, telling tories, events and anecdotes, describing people and personalities, as well as procedures.										
Teaching me	thods										
Lecture	es	Seminars worksho	and <u>F</u>	Practic	<u>e</u>	<u>Indiv</u>	<u>vidual proj</u>	<u>ject</u>	Mult and I	imedia nternet	
Distance lea	arning	Office ho	b <mark>urs</mark> La	aborato	ry		Tutorial		Field	d work	
Student oblig	nationa										
The students a	are requir	ed to pass o	ral examina	ation at	the	end of th	e eighth se	emes	ster.		
Examination	methods	3			the						
Written		<u>Oral</u>		T		Essay			Practic	al	
Individual	Con	tinuous as	<u>sessment</u>			Seminar					
project											
Mandatory re	eading										
Dubin, F. – Ma MacAndres, R. Wallwork, A. (Dubin, F. – Margol, M.(1977). <i>It's Time to Talk.</i> New Jersey: Prentice-Hall. MacAndres, R. – Martinez, R. (2001). <i>Taboos and Issues.</i> Boston: LTP Language. Wallwork, A. (1997). <i>Discussions A-7.</i> Cambridge: CUP.										
Recommende	ed readir	ng									
Alexander – K Hancock, M. (Rackham, A. (Rish West, B. Rooks, G. (19 Inc., Rowley. Warren, M. – Teaching Publi	Alexander – Kingsbury – Chapman (1978). <i>Take a Stand.</i> New York: Longman. Hancock, M. (1995). <i>Pronunciation games.</i> Cambridge: CUP. Rackham, A. (1985). <i>Mother Goose Nursery Rhymes.</i> London: Chancellor Press. Rish West, B. (1997). <i>Talk Your Head Off (and Write, Too!).</i> New Jersey: Prentice Hall Regents. Rooks, G. (1981). <i>The Non-Stop Discussion Workbook.</i> Massachusetts: Newbury House Publishers, Inc., Rowley. Warren, M. – Hill, J. – Lewis, M. (1981). <i>IDEAS For English Conversation Groups.</i> Language Teaching Publications.										

Code	UEJ9011 Course English speaking practice V										
Department		Dep	partm	ent	of Prima	ary Teac	her Educa	atio	<u>n</u>		
Study program	n				Class	5 Teache	r		Year	V	
L	ecturer]	ivana Živ	vić, lectur	er			
In	stitution				Pri	mary sc	hool in Os	sijel	ĸ		
Cou	ırse statu	S	Ma	ndato	ory <u>E</u>	lective fr	om modul	<u>e</u>	Elec	tive	
				<u>Wint</u>	er seme	<u>ster</u>	<u>Sun</u>	nme	<u>r semes</u>	<u>ter</u>	
ECTS student we	orkload coef	ficient			3				2		
Hours weekly			Lecti	ures	Seminars	Practice	Lectures	s S	Seminars	Practice	
			-	•	-	2	-		-	1	
Course object	tives										
The objective accurate oral different cultu	of this contraction of this contraction of the cont	ourse is to in ication in th ustoms.	mprovo he Eng	e stuo glish	dents' ski language,	ls necessa as well	ary for natu as to deve	ıral, elop	spontane understa	eous and nding of	
Course desc	Course description										
topics from t express agree to politely de discussions, p presentation c	Students are encouraged to express their thoughts, feelings and opinions on different issues and copics from their everyday life or current world affairs. Students practise appropriate ways to express agreement, disagreement, disproving, questioning, acceptance of different points of view, to politely decline an offer/proposal, deliver good and bad news, etc. The course includes discussions, preparation and conduct of debates on different topics, as well as writing and presentation of research papers and discussions on assigned topics.										
Teaching me	thods										
Lecture	es	Seminars	and	P	ractice	Indi	vidual proj	ect	Mult and I	imedia Internet	
Distance lea	arning	Office ho	ours	La	boratory		Tutorial		Field	d work	
		1									
Student oblig	gations										
The students a	are requir	ed to pass o	ral exa	amina	tion at th	e end of t	ne tenth ser	nest	er.		
Examination	method	s							<u> </u>		
Written		<u>Oral</u>				Essay			Practic	cal	
Individual project	Con	tinuous ass	sessm	<u>ent</u>		Seminar					
Mandatory re	Mandatory reading										
MacAndres, R Wallwork, A. (Warren, M. – Teaching Publ	Wallwork, A. (1997). <i>Discussions A-Z.</i> Cambridge: CUP. Warren, M. – Hill, J. – Lewis, M. (1981). <i>IDEAS For English Conversation Groups.</i> Boston: Language Teaching Publications.										
Recommend	ed readi	ng									
Rish West, B. Ur, P. (1981).	h West, B. (1997). <i>Talk Your Hear Off (and Write, Too!).</i> New Jersey: Prentice Hall Regents. P. (1981). <i>Discussions That Work</i> . Cambridge: CUP.										

Code	UEJ901	0 Co	ourse		Т	eachin	g e	english	to young	g lea	arners		
Department			D	epartn	nent	of Prim	ar	y Teacl	ner Educ	atio	on		
Study progran	า					Class	5 T	eacher			Year		V
Lecturer						Mirna	ı R	adišić,	senior le	ectu	irer		
Institution													
					Fa	culty of	T	eacher	Educatio	on ir	n Osijek		
Course status				Ma	andate	ory			_				
								<u>Electi</u> <u>mo</u>	<u>ve from</u> odule		Elec	tive	5
					Winte	er seme	ste	<u>er</u>	Summe		er semester		
ECTS student wo	orkload coef	fficient				3					-		
Hours weekly				Lectu	ires	Semina	's I	Practice	Lecture	s	Seminars P		actice
				1		1		-	-		-		-
Course object	tives												
Studying the 1 10/11). Inform 2000 and its of	Studying the most important issues related to teaching foreign languages to young learners (6/7-10/11). Informing students about the Early Foreign Language Learning Project in Croatia 1991-2000 and its outcomes, about the research so far, and about the national curricula with regard to												
foreign langua	ge teach	ing a	nd lea	arning a	nd its	objective	es.			unic		cgc	
Course description													
aptitude, intel role of teache with young lea vocabulary. Lu young learner of early Englis	oreign language introduction into curriculum. Factors affecting foreign languages optimal age for aptitude, intelligence, learning strategies, classroom conditions, motivation, learner attitudes. The role of teacher in teaching foreign languages to young learners. Development of language skills with young learners: listening comprehension, pronunciation, starting to read and write, developing vocabulary. Learner errors and correction techniques. Assessment, evaluation and testing with young learners. The issue of first language use in a foreign language classroom. Croatian projects of early English language learning. Cross-curricular teaching.												
Teaching me	thods				•								
Lecture	<u>s</u>	<u>Sen</u> wo	<u>ninar</u> orksh	<u>s and</u> 1005	<u>and</u> Practice Individual proje Ss		ject <u>Multim</u>		<u>ime</u> nte	<u>edia</u> ernet			
Distance lea	rning	Off	ice h	ours	La	boratory	,		Tutorial		Field	d w	ork
Student oblig	gations												
Seminar pape	r and a w	ritter	n exar	n after s	semes	ter IX.							
Examination	method	S	0	.1				F eerer 1		-	Due ati		
<u>Written</u>	C		Ura	31	L			Essay			Practic	ai	
project	Co	ontinu	ious a	issessme	ent		2	Seminar					
Mandatory re	Manualory reaung												
Vilke, M et Vilke, M et	al. (1993 al. (1995	5). Ch	ildrer ildrer	n and Fo and Fo	reign reign	Langaug Langaug	es. es.	Zagreb: II. Zagre	Faculty of b: Faculty	 f Phil [,] of P	losophy. hilosophy		
Vrhovac, Y. (ur.) (200	1). <i>Cl</i>	hildre	n and Fo	oreign	Langua	jes	III. Zag	reb: Facul	ty of	Philosoph	ıy.	
Recommende	ed readi	ng			_								
Brewster, J. –	Ellis, G.	– Gira	ard, D	0. (2002) 2nd	ed The F	Prin	nary Eng	lish Teach	er's (Guide, Chi	ina,	
Paerson Educa Moon, J. (2000 Vrhovac, Y. i s	erson Education Limited. oon, J. (2000). <i>Children Learning English.</i> Oxford: Macmillan Heinemann. hovac, Y. i sur. (1999). <i>Strani jezik u osnovnoj školi.</i> Zagreb: Naprijed.												

Code	UEJ800	UEJ8001 Course Theories of language acquisition and learning									3		
Department			D	epartm	nent	of Prim	ary	y Teacl	ner Educ	atio	n		
Study program	n					Class	5 To	eacher			Year		IV
Lecturer						Mirna	R	adišić,	senior le	ectu	rer		
Institution													
					Fac	culty of	Τe	eacher	Educatio	on in	Osijek		
Course status				Ma	andato	ory		<u>Electi</u> <u>mo</u>	<u>ve from</u> odule		Elec	tive	9
					Winte	er semes	ter		Su	mme	r semes	ter	
ECTS student we	orkload coe	fficient				-					3		
Hours weekly				Lectu	ires	Semina	rs F	Practice	Lecture	s S	Seminars	Pra	actice
				-		-		-	2		-		-
Course object	tives								L				
children's spe on teaching fo Course descu	children's speech development. To understand and apply language acquisition ideas and concepts on teaching foreign languages to young learners. Course description Acquisition and learning of the first language. Theories of first language acquisition and learning												
psychological bilingualism. approaches a Neurolinguisti Current comn Cooperative L post-method e	acquisition - SLA (behaviorism, innatism, universal grammar, Krashen's input hypothesis, recent bsychological theories, information processing, connectionism, interactionism). Early childhood bilingualism. Developmental sequences. Teaching foreign languages in 20 th century. Alternative approaches and methods (TPR, the Silent Way, Suggestopedia, CLL, Multiple Intelligences, Neurolinguistic Programming, the Lexical Approach, Competency-Based Language Teaching). Current communicative approaches (Communicative Language Teaching, The Natural Approach, Cooperative Language Learning, Content-Based Instruction, Task-Based Language Teaching). The post-method era. Current issues in ELT.												
Teaching me	thods							1			1	-	
Lecture	<u>s</u>	Sem wo	ninars orksh	s and ops	F	Practice		Indiv	vidual proj	ect	<u>Mult</u> and I	ime nte	edia ernet
Distance lea	rning	<u>Offi</u>	<u>ce h</u>	<u>ours</u>	La	boratory	,		Tutorial		Field	d wo	ork
Student oblig	astions												
Written exam	after ser	nester	VIII										
Examination	method	ls											
<u>Written</u>			Ora	ıl				Essay			Practio	al	
Individual Continuous assessment Seminar													
Mandatory r	Mandatory reading												
Richards, J. C Cambridge: C Williams, M. –	. – Rodge UP. Burden,	ers, T. R. L. (S. (2 (199]	2001). A 7), <i>Psyc</i>	pproa holog	ches and y for Lan	d Me gua	ethods ir age Teac	n Languago hers. Cam	e <i>Tea</i> bridg	<i>ching.</i> e: CUP.		
Recommend	ed readi	ng		Lansus				Tapahin -	4+b		nalass		
Brown, H. D. Longman. Cameron, L. (Lightbown, P.	(2000) Pi 2001). To M. – Spa	rinciple eaching ada, N.	g Lar (199	Languages 99). Hov	to Yo v Lang	ung Lea guages a	na T rnei re L	rs. Camb Learned.	, 4th ed.Sa oridge: CU Oxford: C	an ⊦ra P.)UP.	ancisco,		
_ viike, M. (199	1). Vase	aıjete	ı jez	ік. zagr	ed: Sl	koiska kr	ijiga	d.					

German language

Code	Code UNJ4001 Course Children's literature in German langauge											
Department		De	epartm	ent o	of Prim	ary	7 Teach	ner Educ	ation			
Study program	n				Class	; Te	eacher			Year		II
Lecturer			d	r. sc.	Gertra	aud	Zanel	etti, coll	ege	profess	or	
Institution					Paeda	aoa	iische	Akadem	ie. G	raz		
Course status			Ma	andato	rv	9-9	,		, .			
					' y		<u>Electi</u> <u>mo</u>	<u>ve from</u> odule		Elec	tive	1
				Winte	r semes	ter		<u>Su</u>	nmer	semes	ter	
ECTS student wo	orkload coe	efficient			-					3		
Hours weekly			Lectu	res	Seminar	s Pi	ractice	Lecture	s S	eminars	Pra	actice
			-		-			2		2		-
Course objec	tives					-						
After an over identify and in the aim of lea Course descu Students are German-speal identify ways	After an overview of contemporary and classical children's literature in German, students will dentify and interpret the most important authors and works from German children's literature with he aim of learning how to implement them into teaching German in primary school. Course description Students are given a short overview of the beginnings and development of children's literature in German-speaking world. Afterwards, students analyze the most representative works and try to dentify ways in which they can be implemented into teaching German in primary school. The ollowing authors and their works are discussed: W. Busch, Brüder Grimm, A. Kopitsch, Th. Storm, Kleidorf I. Bobatta F. Vable F. land, U. Timm, Ch. Nöstlinger, F. Kästner, P. Härtling, M. Ende											
following auth E. Kleidorf, I. O. Preußler, Ja	billowing authors and their works are discussed: W. Busch, Brüder Grimm, A. Kopitsch, Th. Storm, Kleidorf, I. Bohatta, F. Vahle, E. Jandl, U. Timm, Ch. Nöstlinger, E. Kästner, P. Härtling, M. Ende, D. Preußler, Janosch, and others.											
Teaching me	thods											
<u>Lecture</u>	<u>s</u>	Seminars	s and	Р	ractice		<u>Indiv</u>	<u>vidual pro</u>	<u>ject</u>	Mult	ime nto	edia rnot
Distance lea	rning	Office h	ours	Lal	ooratory			Tutorial		Field	d wo	ork
Student oblig	gations				امم مرما	. f		T) /				
Seminar pape	r and a v	written and	oral exa	m at t	ne end (DT SE	emester	IV.				
Examination	metho	<u>s</u> 0ra	<u>, </u>		1		Feeav			Practic	<u>اد ا</u>	
Individual			<u>11</u>			6	LSSdy			Placin	aı	
project	C	ontinuous a	ssessme	ent		<u> 50</u>	eminar					
Mandatas												
Mandatory reading Kaminski, D.: Märchen – Aufgaben und Übungen, 1986. Kast, B.: Jugendliteratur im kommunikativen Deutschunterricht, München, 1985. Mummert, I.: Schüler mögen Dichtung, Frankfurt a. M., 1984. Literatur im Anfängerunterricht, u: Fremdsprache Deutsch 2/1994. Weber, H.: Märchen der Brüder Grimm, Vorschläge 3, Bonn (InterNationes), 1989. Wild, R. (ur.): Gescichte der deutschen Kinder- und Jugendliteratur, Stuttgart, 1990.												
Recommend	ecommended reading											
Ehlers, S.: Le Filippo, K./Gol 1986. Helmling, B./V Texten, Münc Kaminski, D.: Rank v., B.: E	Ehlers, S.: Lesen als Verstehen, München, 1992. Filippo, K./Goll, R./Onderdelinden, S.: Literatur im fremdsprachlichen Unterricht, München, 1986. Helmling, B./Wackwitz, G : Literatur im Deutschunterricht am Beispiel von narrativen Texten, München, 1986. Kaminski, D.: Literarische Texte in der Unterrichtspraxis, München, 1984. Rank v., B.: Erfahrungen mit Phantasie. Analysen zur Kinderliteratur und didaktische											
Entwürfe, Ho Richter, K./Hu Vom Wege/We	ank v., B.: Erfahrungen mit Phantasie. Analysen zur Kinderliteratur und didaktische ntwürfe, Hohengehren, 1994. chter, K./Hurrelmann, B.: Kinderliteratur im Unterricht, 1998. om Wege/Wessel: Praxisbuch Kinderliteratur, 1999											

Code	UNJ10	001	Course			German	language	e I (foreigi	ı lan	guage)		
Department			D	Department of Primary Teacher Education								
Study progran	n					Clas	s Teache	r		Year		I
Lecturer						Gordai	na Todor	ović, senio	r lec	turer		
Institution												
					Fa	culty of	f Teache	er Educati	ion i	n Osijel	<	
Course status				Ma	anda	tory						
							Elective	from modu	le	Elec	tive	Ę
					Wint	er seme	<u>ster</u>	Su	ımme	er semest	er	
ECTS student	workload	d coe	efficient			2				-		
Hours weekly				Lecti	ures	Seminar	s Practice	Lecture	es S	Seminars	Pra	actice
				-		-	2	-		-		-
Course objec	tives			<u>I</u>				_	E			
The aim of thi	s course	is to	draw ut	on ex	istina	knowled	ge and to	acquire ne	w kno	wledge a	and	skills
in the field of	spoken	and	written d	commu	inicati	on in the	ge arra te German	language.	In the	e course	stu	dents
are exposed	to situ	ation	is that	stimul	ate s	spontane	ous expr	ession, sp	oken	or writ	ten,	, the
development	of the la	anau	age skill	s, and	prov	ide oppo	rtunities	for the pra	ctice	of gram	mar	r and
vocabulary the	rough coi	mpre	ehension	of writ	tten ir	formatio	n. The co	urse also de	eals v	vith vario	us t	opics
from the cultu	re and ci	iviliza	ation of t	he Ge	rman-	speaking	people.					
Course descr	rintion					opeaning	peoplei					
In the course	studente	roa	d and lie	ton to	tovt	from a	orvdav li	e and cultu	iro of	: nativo s	noa	kors
they perform	students		itton too			duce thei	reiyuay ii	e and cuitt		The stud	pea	ikeis,
they perform						inden en er	I OWII LE				ent:	s die
ollered variou			express	unemse	erves	independ	ientiy. Ir	ey are also) exp	osed to	am	erent
techniques th	at neip	ueve	elop spo	ntanec	ous a	nu iree	expressio	n in the G	erma	in langua	ige.	, ine
emphasis is	placed d	on t	ne aeve	iopme	nt or	student	s vocabi	liary and	ennar	icement	OF	their
grammatical a	accuracy,	, so	that the	eir exp	pressi	on move	s closer	o that of	a nat	ive spea	кеr.	. Ine
course focuses	s on the	deve	elopment	of lan	guage	e compet	ence, as v	vell as on e	xpans	sion of Kr	low	ledge
about and und	lerstandi	ng o	f culture	and ci	vilizat	tion of th	e German	-speaking o	countr	ries.		
Teaching me	thods											
Lectures	5	Se	eminars a	and	<u>P</u>	<u>ractice</u>	Ind	ividual pro	ject	Mult	ime	edia
		V	workshop)S						and I	inte	rnet
Distance lea	rning	<u>O</u> 1	ffice hou	<u>ırs</u>	La	boratory		Tutorial		Field	d wo	ork
Student oblig	gations			la	1 - 6							
Taking a writt	en and o	ral e	xam at t	ne end	l of se	emester I						
Examination	method	IS				1	_		1			
<u>Written</u>			<u>Oral</u>				Essay			Practio	cal	
Individual	<u>Cor</u>	ntinu	uous ass	sessm	ent		Semina	r				
project												
Mandatory re	eading											
Dallapiazza	n, RM. i	sura	adnici: T a	angra	m 1B	, Deutsc	h als Fre	mdsprach	e, Isn	naning, 2	002	2.
Recommende	ed readi	ing										
Gaigg, L.: Die	se verfl	ixte	n Artike	l, Isma	aning	1997.						
Häublein i sura	adnici: M	lemo	o , Berlin,	1995.								
Reimann, M.:	mann, M.: Grundstufen-Grammatik, Ismaning, 1996.											

Code	Code UNJ2002 Course German language II (foreign language)										
Department			D	epartment	t of Prima	ary Teach	er Educat	ion			
Study program	n				Class	s Teacher			Year	I	
Lecturer					Gordan	a Todoro	vić, senio	r lec	turer		
Institution											
				Fa	aculty of	Teache	r Educati	on i	n Osijel	(
Course status				<u>Manda</u>	tory						
						Elective f	rom modu	le	Elec	tive	
				Win	ter semes	ter	<u>Su</u>	mme	er semes	<u>ter</u>	
ECTS student	workloa	d coe	fficient		-				2		
Hours weekly				Lectures	Seminars	Practice	Lecture	s S	Seminars	Practice	
				-	-	-	-		-	2	
Course objec	tives										
The aim of the	nis cours	se ic	for stud	lents to rev	ise and i	mnrove +	eir knowle	edue	and skill	s in the	
Gorman Jang			and an and			lodgo an	d ckille in	cuye	anu skin	writtor	
	uaye, a n in Cor	m an	During	the course	etudonte f	ind thoma	a skills ill	spu tuatio	one that e	timulat	
communicatio	n in Gei ovprocci	nian.	During Spokop o	r writton t	be develo	nu tiens	four lang				
proctico of ar	expressi	on, s	vocabula	n whiten, t	comprob	oncion of	writton in	laye form	skills, ds		
practice of gr	also contains various topics related to culture and civilization of the German-speaking peoples										
	so contains various topics related to culture and civilization of the German-speaking peoples.										
In the course	studente	s read	d and list	on to texts	covering	tonics and	language	from	everyday	life and	
culture of nat	ive sne	akore	They a	lso perform	oral and	l writton a	vorcisos a	nd n	roduce t		
work in Corm	an Stu	donte	. mey u	nso perion	forms to		thomsolvo	niu p c ind	lopondont	ly Tho	
are also experi	an. Stu	ifforo	nt tochn	iques that h		on chonta	noous and	froo	ovprossi	n in the	
Cormon longu		conti		nques triat i	ieip uevei	improven	neous anu	ILCC			
German langu	laye. A		that the			nnproven			s vocabu	aly all	
	accuracy	, SU fa avra			periorna		ought clos	erio			
knowledge ref	Course Forring to	tocus	culture a	and civilizati	ion of the	Gorman-s	naakina co	, anu Juntri	i on expa		
	thods	Jule	culture a		on or the	German-3		unun	C 3.		
Lectures	S	Se	minars a	and F	Practice	Indiv	vidual pro	iect	Mult	imedia	
	5	N N	workshop	os	1400100			1000	and I	nternet	
Distance lea	rning	0	ffice hou	urs La	boratory		Tutorial		Field	l work	
	_				-						
Student oblig	gations										
Taking a writt	en and o	oral e	xam at t	he end of se	emester II	[.					
Examination	metho	ds			-						
<u>Written</u>			<u>Oral</u>			Essay			Practic	al	
Individual	Individual Continuous assessment Seminar										
project											
Mandatory re	eading							-			
Dallapiazza	<u>а, RМ.</u>	i sura	idnici: Ta	angram 2A	, Deutscl	h als Fren	ndsprache	e, Isn	naning, 2	002.	
Recommende	ed read	ing						1.6			
1. Appelt	t, M. i su	iradn	ici: Gran	nmatik a la	a carte! –	2, Mittel	stufe, Frai	nkfur	ta. M., 1	994.	
2. Glova	cki-Bern	ardi,	Z. : Osn	ove njema	icke gran	natike, Za	greb, 199	5.			
3. Schun	nann, J.	: Mitt	telstufe	Deutsch, I	smaning,	1992					
4. Wagne	er, R. : 🕻	Gram	ımatiktr	aining – 2	, Mittelst	ufe , Isma	ning, 1997	•			
	4. Wagner, R. : Grammatiktraining – 2, Mitteisture, Ismaning, 1997.										

Code	UNJ3	100 Course	G	ierman la	nguage I	II (foreign	language)			
Department		C	Department	t of Prima	ry Teach	er Educatio	on				
Study program	n			Class	Teacher		Yea	r II			
Lecturer				Gordan	a Todoro	vić, senior	lecturer				
Institution			Fa	aculty of	Teache	⁻ Educatio	n in Osije	ek			
Course status			<u>Manda</u>	tory	Elective f	rom module	Ele	ctive			
			<u>Win</u> t	ter semes	ter	<u>Sum</u>	<u>mer seme</u>	<u>ster</u>			
ECTS student	workloa	d coefficient		1			2				
Hours weekly			Lectures	Seminars	Practice	Lectures	Seminar	s Practice			
			-	-	2	-	-	2			
Course object	tives										
The aim of the spoken and we stimulated to development comprehensio	nis cours written o express of their n of writ	se is for stuc communicatio s themselves · language sk tten informati	lents to imp n in the Ge spontaneou kills, as wel on. Further,	prove thei erman lang Isly in spo I as to pi the course	r skills ar guage. In oken or w ractice gr e includes	nd to acquir specific situ ritten form ammar and various cult	e new kno uations stu and to wo vocabular ural topics	wledge in dents are rk on the y through			
Course desci	ription										
and produce independently German langu accuracy, so a deals with top to improve stu	anguage from everyday life and culture of native speakers. They also do oral and written exercises and produce their own work in German. Students use various forms to express themselves independently. Different techniques help them develop spontaneous and fluent expression in German language. The emphasis is put on expansion of students' vocabulary and their grammatical accuracy, so as to bring their language competence closer to that of native speakers. The course deals with topics referring to culture and civilization of the German-speaking countries with the aim to improve students' knowledge and understanding of the German culture.										
Teaching me	thods										
<u>Lecture</u>	<u>s</u>	Seminars workshoj	and <u>F</u> ps	Practice	Indiv	<u>vidual proje</u>	ect Mu and	ltimedia Internet			
Distance lea	rning	Office ho	urs La	boratory		Tutorial	Fie	ld work			
Student oblig	gations										
Taking a writt	en and o	oral exam at t	the end of se	emester IV	'.						
Examination	metho	ds		1							
Written		<u>Oral</u>			Essay		Pract	ical			
Individual project	<u>Co</u>	<u>ntinuous as</u>	<u>sessment</u>		Seminar						
				·							
Mandatory re	eading										
Dallapiazza, R	M. i sı	uradnici: Tan g	gram 2B, D	eutsch al	s Fremds	prache, Isn	naning, 200)2.			
Recommende	ed read	ling			_						
Appelt, M. i su Glovacki-Bern Schumann, J. Wagner, R. :	Appelt, M. i suradnici: Grammatik a la carte! – 2, Mittelstufe , Frankfurt a. M., 1994. Glovacki-Bernardi, Z. : Osnove njemačke gramatike , Zagreb, 1995. Schumann, J.: Mittelstufe Deutsch, Ismaning, 1992 Vagner, R. : Grammatiktraining – 2, Mittelstufe , Ismaning, 1997.										

Code	UNJ6001 Course German culture and civilisation											
Department	Department of Primary Teacher Education											
Study program					Class	Teacher	-		Year	III		
Lecturer				0	Gordan	a Todoro	vić, senio	r lec	turer			
Institution				acι	lty of	Teache	r Educati	on i	n Osijel	<		
Course status			Mano	ator	у	<u>Electi</u>	<u>ive from</u> odule		Elec	tive		
			W	inter	semest	er	Su	mme	er semes	ter		
ECTS student v	vorkload	coefficient			-				2			
Hours weekly			Lectures	s Se	eminars	Practice	Lecture	s S	Seminars	Practice		
			-		-	-	2		1	-		
Course object	tives											
To introduce traditional eler German culture	students ments. To e and eve	to the Ge arouse st ents taking p	rman-spe udents' ir place in th	aking teres e cou	g count st and untries (ries and stimulate of Germar	to their a positive n-speaking	diffe atti peop	rent cult itude tow ples.	ural and ards the		
Course descri	iption											
Students are g of the countrie covering differe this course will the German-sp	es in wh ent topics also dea beaking co	ofts into his och German and report al with the a ountries.	torical, po is the/ai on curre appropriat	n off nt ev e cla	al, geog icial lar vents in assroom	raphical, anguage. A the Germ use of m	social and Also, stude nan-speaki naterials re	cultu ents o ng co elateo	iral chara do resear ountries. d to the c	cteristics ch work A part of ulture of		
Teaching met	hods											
<u>Lecture</u>	S	<u>Seminars</u> worksho	and ps	Pra	ctice	Indiv	vidual pro	ject	Mult and I	imedia Internet		
Distance lea	rning	Office ho	ours	Labo	ratory		Tutorial		Field	d work		
Student oblig	ations		he and of		octor \/I							
	methods			sem	ester vi							
Written	linethous	Oral				Essav			Practio	cal		
Individual	Cor	ntinuous ass	essment			Seminal						
project	001		essment			<u>oe</u> mna	-					
Mandatory ro	ading											
Die Deutsche	n in ihre	r Welt Tük	inger M	ndell	einer	integrati	ven Land	ecku	nde Bor	lin etc		
1992.		i weiti iui	niger n	Juen	emer	integrati	Ven Lanu	esku	nue, ben			
Behal-Thomser	n, H./Lun	dquist-Mog,	A./Mog, F	?.: T y	ypisch	deutsch	? Arbeitsb	uch	zu Aspel	kten		
deutscher Me	ntalität,	Berlin und	München,	1993	3.							
Recommende	d readin	g			<u> </u>							
Hansen, M./Zu	Hansen, M./Zuber, B.: Zwischen den Kulturen . Strategien und Aktivitaeten für landeskundliches											
Glaser H · De	utsche K	ultur 1945	– 2000	o. Rerli	in 1990	9						
Erdmenger, M.	: Landes	kunde im	Fremdsp	ach	enunte	, e rricht , Is	maning, 1	996.				
Freund, M.: De	reund, M.: Deutsche Geschichte, München, 1985.											
Koreik, U. : De	Koreik, U. : Deutschlandstudien und deutsche Geschichte, Baltmannsweiler, 1995.											
Landeskunde	deutsch	sprachiger	Länder,	Reg	ensburg			01	1000			
	Landeskunde im DaF-Unterricht für Jugendliche und Erwachsene, Straßburg, 1996.											
Sontheimer, K. München, 1997	se, п. : D . / Bleek, 7.	W. : Grund	züge des j	oliti	schen S	schiand, Systems d	er Bundesr	epub	o. olik Deuts	chland,		

Code	UNJ20	10 Course		Ger	man Lang	uage Gran	nmai	r I					
Department		Department of Primary Teacher Education											
Study program	gram Class Teacher Year I Gordana Todorović, senior lecturer												
Lecturer				Gorda	na Todoro	vić, senio	r lect	turer					
Institution			F	aculty o	f Teache	r Educati	on ir	n Osijel	C				
Course status			Manda	itory	Elect	ive from		Elec	tive				
					<u>m</u>	odule							
			Wir	iter seme	ster	<u>Sur</u>	nme	r semes	<u>ter</u>				
ECTS student	workload	coefficient		-				2					
Hours weekly			Lectures	Semina	s Practice	Lecture	s S	Seminars	Prac	tice			
			-	-	-	1		-	1				
Course object	tives												
The aim of thi	s course i	is to train st	udents to u	Inderstan	d and use	correctly ba	asic m	norpholog	gical a	and			
syntactical for	rms and s	structures ir	the Germ	an langu	age, which	is achieve	ed the	rough sy	stem	atic			
and detailed a	analysis a	nd practice.	In the pro	cess an a	dditional a	im is to tra	in st	udents to	o exp	lain			
and compare	those forr	ns and struc	tures with	equivalen	t pnenome	na in their	moth	er tongu	e.				
The course of	optopto ir	acluda daali	na with va	rhc ac a	nart of c	nooch and	t tho	ir mornt	ologi	cal			
syntactical ar	nd semar	iciuue uean	teristics (students	net nracti	ce in vert	n for	mation	Throi	uah			
appropriate practice students will systematically expand their vocabulary and improve their													
grammatical a	appropriate practice students will systematically expand their vocabulary and improve their grammatical accuracy.												
Teaching me	thods												
Lecture	<u>es</u>	Seminars	and	Practice	Indi	vidual pro	ject	Mult	imedi	ia			
Distance le	arning	Office bo	ps urs la	aboratory		Tutorial		Eigl	ntern 1 wor	iet v			
Distance lea	arning			aboratory		Tutonai		Tien		<u> </u>			
Student oblig	ations												
Taking a writt	en and or	al exam at t	he end of s	emester	IT.								
Examination	method	5											
Written		Oral			Essay			Practio	al				
Individual	Co	ntinuous ass	essment		Seminar								
project													
Mandatory re	eading		Ührun mahr			Custores	:I. T.		1000	_			
Marčetić, T. :	nmitt, R. Deutsch e	: Lenr- und e Grammati	ik im Über	uch der (blick, Za	greb, 1995	Grammat	IK , IS	smaning,	1996).			
Recommend	ed readir	ng			<u> </u>								
Appelt, M. i su	ıradnici: (Grammatik	a la carte	– 1, Gru	indstufe,	Frankfurt a	. М.,	1992					
Appelt, M. i su	ıradnici: 🕻	Grammatik	a la carte!	– 2, Mit	telstufe, F	Frankfurt a.	M., 1	1994.					
Glovacki-Bern	ardi, Z. :	Osnove nje	emačke gr	amatike	Zagreb, 1	995.							
Hall, K./Scheir	Hall, K./Scheiner B.: Ubungsgrammatik für Fortgeschrittene, Ismaning, 1997.												
Helbig, G. / Buscha, J. : Deutsche Grammatik, Berlin etc., 1996.													
Helbig, G. / B	uscha, J.	Ubungsgr	ammatik I	Deutsch,	Leipzig, 19	991.							
Heidermann,	W.:Gran	nmatiktrair	ning – 1, G	rundstu	te, Ismanir	ng, 1997.							
Wagner, R. :	Grammat	liktraining	– 2, Mittel	stute, Is	maning, 19	97.							
кеіmann, М.:	Grundst	uten-Grami	natik , Ism	anıng, 19	96.								

Code	ode UNJ3010 Course German Language Grammar II											
Department			Dep	partment	of Prin	nar	y Teacl	ner Educ	atio	n		
Study program	n				Clas	ss 1	Teache	r		Year	II	
Lecturer					Gordar	a 1	Todoro	vić, seni	or le	ecturer		
Institution				F	aculty o	of T	[eachei	⁻ Educati	on i	in Osijel	۲.	
Course status				Mand	atory		Electi mo	<u>ve from</u> odule		Elec	tive	
				<u>Wir</u>	iter sem	este	er	Su	imme	er semest	er	
ECTS student we	orkload coef	ficien	t		2					-		
Hours weekly				Lectures	Semina	rs F	Practice	Lecture	s S	Seminars	Practice	
				1	-		2	-		-	-	
Course object	tives				1							
The aim of thi	s course	is to	train st	udents to	understar	id a	nd corre	ctly use ba	asic ı	morpholog	gical and	
syntactical for	rms and	stru	ctures ir	the Gerr	nan langu	lage	e, which	is achieve	ed th	rough sy	stematio	
and detailed a	analysis a	ind I	practice.	An additi	onal aim	of t	he cours	e is to tra	iin st	tudents to	explain	
and compare	those for	<u>ms a</u>	ind struc	tures with	equivaler	nt p	henomer	ha in their	moth	her tongu	e.	
	ription			<u> </u>	,							
and numbers), their changes (declension, comparison) and syntactical functions, word formation,												
and numbers), their changes (declension, comparison) and syntactical functions, word formation, as well as syntax (clauses and their relations in a text).												
		563 6		Telations								
	PC	٦ s	eminars	and	Practice		Indiv	vidual pro	iect	Mult	imedia	
Lecture	<u> </u>		worksho	DS	Flactice		Indiv		Jecc	and I	nternet	
Distance lea	arning	<u>0</u>	office ho	urs l	aboratory	/		Tutorial		Field	d work	
Student oblig	gations											
Taking a writt	en and or	al e	xam at t	he end of	semester	III.						
Examination	method	s										
<u>Written</u>			<u>Oral</u>				Essay			Practio	al	
Individual	Co	ntin	uous ass	essment		9	Seminar					
project												
Mandatory r	eading											
Drever H /Sc	hmitt R	·le	br- und	Übungsh	uch der	deu	itschen	Grammat	ik I	smaning	1996	
Petrović, V.: E	Einführu	na ir	n die Sv	ntax des	Deutsch	en.	Pecz. 19	95.		omannig,	1990.	
Marčetić, T. :	Deutsch	e Gi	rammati	ik im Übe	rblick, Za	agre	eb, 1995					
Recommend	ed readi	ng			·							
Appelt, M. i su	ıradnici: (Grar	nmatik	a la carte	! – 1, Gr	und	istufe , F	rankfurt a	. М.,	1992		
Appelt, M. i su	Appelt, M. i suradnici: Grammatik a la carte! – 2, Mittelstufe, Frankfurt a. M., 1994.											
Glovacki-Bernardi, Z. : Osnove njemačke gramatike, Zagreb, 1995.												
Hall, K./Schei	Hall, K./Scheiner B.: Ubungsgrammatik für Fortgeschrittene, Ismaning, 1997.											
Helbig, G. / Bi	uscha, J.	: De	eutsche	Grammat	ik, Berlin	etc	:, 1996. intic 10	01				
Heidermann	uscha, J. M · Cra		ungsgr	ammatik vina - 1 4	Peutsch	fe	ipzig, 19 Temanin	91. a 1007				
Wagner R	Gramma	tikt:	raining	– 2. Mitta	istufe Ta	me,	nina 10	9, 1997. 97				
Reimann M	Grundet	ufer	n-Gram	natik Isn	nanina 10	996						
Rennann, Ph.	Signast	<u></u>		114 CIN , 1311	anny, I		•					

Code	UNJ2	UNJ2011 Course German Language Practice I											
Department			Department of Primary Teacher Education										
Study program	n				Cla	SS	Teache	r		Year		Ι	
Lecturer						La	na Maye	er, assist	ant	;			
Institution					aculty	of '	Teacher	• Educati	on i	i n Osije l	<		
Course status				Manc	atory		<u>Electi</u> mo	<u>ve from</u> odule		Elec	tive		
				W	nter sem	este	er	Sur	nme	er semes	ter		
ECTS student wo	orkload co	efficien	t		-					2			
Hours weekly				Lectures	Semina	irs	Practice	Lecture	5	Seminars	Prac	ctice	
				-	-		-	-		-	2	2	
Course objec	tives				•								
The course of oral communic everyday oral German stude	ojective cation ir l comm ents also	is to n the unicat learr	improve German tion and about t	e existing language. to expre he culture	and acqu Students ss them of Germ	ire s pra selv an-s	new know actice to res accur speaking	wledge and use Germa ately and peoples.	d sk in la clea	ills in wri nguage fl arly. By	tten uentl learr	and ly in ning	
Course descu	ription		lonte' ve	cabulary	and prac	icin	a aramm	atical stru	ctur	oc of the	Corr	man	
language, the emphasis of this course is on developing the four language skills – receptive: reading and listening, as well as productive: speaking and writing. Students listen to and read various texts covering topics from different aspects of everyday life of native speakers, and they analyse the contents and the language of these. Through different types of oral and written exercises students acquire lexical and grammatical knowledge and develop their communicative competence. In the first year of study the emphasis is on acquiring grammatical structures of the German language by working on various authentic texts and language exercises that, in a certain sense, build a link to the course "German language grammar". Teaching methods													
Teaching me	thods			<u> </u>			-						
Lectures	5	Se	eminars a vorkshor	and os	<u>Practice</u>	<u>)</u>	Indiv	<u>idual pro</u>	iect	<u>Mult</u> and I	<u>imec</u> nter	<u>dia</u> net	
Distance lea	rning	<u>Of</u>	fice ho	urs	aborator	у		Tutorial		Field	d wor	rk	
Student oblig	gations												
Taking a writt	en and	oral e	xam at t	he end of	semester	II.							
Examination	metho	ds			T		-	1		Duratio			
written			<u>Oral</u>				Essay			Practic	cai		
Individual project	<u>Cc</u>	ontinu	ious as:	sessment			Seminar						
Mondatawa	anding												
Buscha, A./Fri	edrich,	K.: D	eutsche	s Übungs	buch, Le	ipzi	ig etc., 19	996.					
Heibig, G./Bus	scha, J.:	Ubu	ngsgrar	nmatik D	eutscn,	Seri	in, 1992.						
Bachmann i s	iradnici	Sich	tweche	el Neu M	ünchen	199	5						
Dreyer, H./Schmitt, R. : Lehr- und Übungsbuch der deutschen Grammatik , Ismaning, 1996. Gaigg, L.: Diese verflixten Artikel , Ismaning, 1997. Häublein i suradnici: Memo , Berlin, 1995. Schumann, J.: Mittelstufe Deutsch, Ismaning, 1992.													

Code	UNJ	3011	Course		Gern	nan langı	uage practice	e II					
Department		Department of Primary Teacher Education Class Teacher Year II											
Study program	n				Class	Teacher		Year	II				
Lecturer					L	ana May	er, assistant						
Institution				Fa	aculty of	Teacher	^r Education	in Osije	k				
Course status				Manda	tory	<u>Electi</u>	<u>ve from</u>	Elec	tive				
				\ A /!		mo	<u>odule</u>						
	<u> </u>		<u></u>	<u>win</u>	ter semes	<u>ter</u>	Summ	er semes	<u>ter</u>				
ECTS student	worklo	bad coe	fficient		1			2	1				
Hours weekly				Lectures	Seminars	Practice	Lectures	Seminars	Practice				
				-	-	2	-	-	2				
Course object	tives												
To train futur	e tead	chers fo	or a flue	nt use of	the Germa	n languag	ge in written	and oral	everyday				
communicatio	n and	in vario	ous situa	tions, which	h is achiev	ed throug	h systematic	gradual en	richment				
of Vocabulary	and ct	by stuc	iying val	rious topics	s from eve	eryday life lization of	the Corman-	the tour	language				
	intior	<u>uuents</u> 1	KIIOWIEC	ige of cultu				speaking p	eopies.				
Reading, liste	nina t	o and	processi	na shorter	text from	different	fields of ever	vdav life	of native				
speakers of G	iermar	n, enric	hment o	f students'	lexical kn	owledge t	hrough variou	us forms c	of written				
and oral exer	cises	(dictati	ons, guid	ded essays,	, free essa	ys). The	course also i	ncludes a	series of				
practical exer	practical exercises for practicing vocabulary and conversation and revising certain grammatical units of the German language. Special attention is paid to train students to study the language												
units of the German language. Special attention is paid to train students to study the language													
independently by raising their awareness of learning strategies they already use and by developing new and effective learning strategies													
Teaching me	thods	arning .	Strucegie										
Lectures		Ser	ninars ar	nd F	Practice	Indiv	vidual projec	t Mult	imedia				
		w	orkshops	5				and 1	<u>internet</u>				
Distance lear	ning	<u>Off</u>	ice hou	r <u>s</u> La	aboratory		Tutorial	Fiel	d work				
Student oblig	gation	is .											
Taking a writte	en and	d oral e	xam at t	he end of s	emester IV								
Examination	metn	oas	Oral			Feeav		Dracti	<u></u>				
written			<u>01ai</u>			LSSdy		Flacti	Lai				
Individual	<u>c</u>	Contini	lous ass	<u>sessment</u>		Seminar							
project													
Mandatory re	eading	g											
Buscha, A./Fri	edrich	, K.: D	eutsche	s Ubungsb	ouch, Leipz	ig etc., 19	996.						
Helbig, G./Bus	scha, J	.: Ubu	ngsgran	nmatik De	utsch, Ber	lin, 1992.							
Recommend	Recommended reading												
Reconnend													
Bachmann i su	Bachmann i suradnici: Sichtwechsel Neu, München, 1995.												
Dreyer, H./Scl	Dreyer, H./Schmitt, R. : Lehr- und Übungsbuch der deutschen Grammatik, Ismaning, 1996.												
Gaigg, L.: Die	Gaigg, L.: Diese verflixten Artikel, Ismaning, 1997.												
Häublein i sur	adnici	Memo	b, Berlin,	1995.	- 1002								
Schuthafff, J.:		eisture	Deutsc	n, ismanni	9, 1992.								
Schumann, J.:	adnici: Mitte	elstufe	Deutsc	1995. h, Ismaning	g, 1992.								

Code	UNJ	5010	Course		Germ	an Langu	lage Prac	tice	III				
Department			D	epartmen	t of Prima	ry Teach	er Educat	ion	-				
Study program	n				Class	5 Teacher			Year	III			
Lecturer					L	.ana May	er, assista	ant					
Institution				F	aculty of	Teacher	⁻ Educati	on i	n Osijel	<			
Course status				Manda	atory	Electi	<u>ve from</u>		Elec	tive			
						<u>mo</u>	<u>odule</u>						
				<u>Win</u>	ter semes	<u>ster</u>	<u>Su</u>	mme	er semes	<u>ter</u>			
ECTS student	worklo	ad coe	efficient		2				1				
Hours weekly				Lectures	Seminars	Practice	Lecture	s S	Seminars	Practice			
				-	-	2	-		-	2			
Course object	tives												
To improve st	tudent	s' knov	wledge o	f the Germ	ian langua	ge by woi	king on th	neir l	listening,	reading,			
speaking and	writin	g skills	s. To ena	ble studen	ts to unde	rstand an	d produce	text	s on thei	r own in			
German, as w	ell as t	o use	the Gern	nan langua	ge fluently	and spon	taneously i	in ev	eryday si	tuations.			
To expand stu	idents	knowl	edge of c	certain lingi	uistic struc	tures.							
	ription								. The last	2 and a state of			
The course co	nsists	of a se	eries of p	practical vo	cabulary a	nd conver	sation exe	rcise	s. It also	Includes			
are worked or		matica	lani yrai ally throu	ab written	and oral or	tudy of va	riquaye. T	re Th	na topice	rolato to			
current event	current events in the German-speaking countries, so that students improve their knowledge of												
culture and c	current events in the German-speaking countries, so that students improve their knowledge of culture and civilization of these countries (Germany Austria and Switzerland). Assuming that												
students have	e mast	ered r	norpholo	gy and sy	ntax of Ge	erman at	the advan	ced	level, thi	s course			
concentrates of	on the	stylisti	c expres	sion in Ger	man.				/ -				
Teaching me	thods												
Lectures	5	Se	eminars a	and	Practice	Indiv	vidual pro	<u>ject</u>	<u>Mult</u>	<u>imedia</u>			
		١	workshop)S					and I	<u>nternet</u>			
Distance lea	rning	<u>O</u> 1	ffice hou	urs L	aboratory		Tutorial		Field	d work			
Student oblig	gation	S											
Taking a writt	en and	oral e	xam at t	he end of s	emester V	Ι.							
Examination	meth	ods			-			-					
Written			<u>Oral</u>			Essay			Practio	cal			
Individual	<u>c</u>	ontini	uous as	<u>sessment</u>		Seminar							
project													
Mandatory	aadima	•											
Buscha A /Fri	edrich	N · D	autscha	s Übungs	uch Lein	zia etc. 1	996						
Helbia G /Bus	scha 1	·Übu	nasarar	nmatik De	utsch Be	rlin 1992	550.						
Rug, W./Toma	aszews	ki, A.:	Gramm	atik mit Si	nn und Ve	erstand.	München, 1	1997					
Recommend	Recommended reading												
Bachmann i su	uradnio	i: Sich	ntwechs	el Neu , Mi	inchen, 19	95.							
Bechtel, C./Si	Bechtel, C./Simson, E.: Lesen und Verstehen (Studienreihe Deutsch als Fremdsprache, Band 3),												
Ismaning, 199) 0.			_	_								
Brenner, G./H	Brenner, G./Hussing-Weitz, R.: Besser in Deutsch, Frankfurt a. M., 1994.												
Dreyer, H./Sc	nmitt,	к. : Le	enr- und	Ubungsb	uch der de	eutschen	Grammat	lik, I	smaning,	1996.			
Konr, G.: Ers	chileß	en aus	s dem K	ontext, Be	riin, 1993.								
Schumann, J.	: Mitte	eistute	Peutsc	n, ismanin	g, 1992.								

Code	UNJ70	10	Course			Germa	an langu	lage pra	ctic	e IV		
Department	Department of Primary Teacher Education											
Study program	n					Class	Teache	r		Year	IV	
Lecturer						La	na May	er, assist	tant	t		
Institution				F	a	culty of	Teache	r Educati	on	in Osijel	(
Course status				Mand	at	ory	Elect	ive from	-	Elec	tive	
							<u>m</u>	<u>odule</u>				
				<u>win</u>	nte	er semes	<u>ster</u>	<u>Su</u>	nme	<u>er semes</u>	<u>ter</u>	
ECTS student we	orkload coeff	icien	t			3				2		
Hours weekly				Lectures		Seminars	Practice	Lecture	s	Seminars	Practice	
				-		-	2	-		-	2	
Course object	tives				_			•				
To improve s identifying an discussions), (compositions the use of the	students' rguments, reading , reports, German	kno fo (te rev ang	owledge orming l xt anal views, et juage on	of Germa nypotheses ysis, reac cc.) To im stylistic le	in S, Jin pro	by inten etc.), s ng of sh ove know el.	sifying w peaking ort litera ledge of	ork on lis (dialogues ary forms certain ling	teni fro), a guist	ng (takin om everyo and writir tic structu	g notes, day life, ng skills res, and	
Course desci	ription	. d. e		thanti		auto fram	different	fields of		udov life	of motive	
Reading, listening to and analysing authentic texts from different fields of everyday life of native speakers of German (radio shows, TV movies and serials, news-magazine editorials, songs, etc.). Various forms of written and oral tasks are used to expand students' lexical knowledge. An emphasis is placed on the style of students' expression and on the study of the language with regard to collocations, idiomatic expressions and colloquial language. Teaching methods Lectures Seminars and Reading, listening to and analysing authentic texts from different fields of everyday life of native speakers and serials, news-magazine editorials, songs, etc.). Various forms of written and oral tasks are used to expand students' lexical knowledge. An emphasis is placed on the style of students' expression and on the study of the language with regard to collocations, idiomatic expressions and colloquial language. Teaching methods												
	ac ac	5	ominars	and	D	ractice	Indiv	vidual pro	iect	· Mult	imedia	
Lecture			workshc	ps	<u> </u>	actice			Jeer	and I	nternet	
Distance lea	arning	<u>C</u>	Office ho	urs l	al	boratory		Tutorial		Field	d work	
Student oblig	gations											
Taking a writt	en and or	al e	xam at t	he end of	se	mester VI	III.					
Examination	methods	5	<u> </u>			1	_			.		
Written			<u>Oral</u>				Essay			Practic	cal	
Individual project	Con	tinı	lous as	sessment			Seminar					
project												
Mandatory r	eading											
Helbig, G./Bus	scha, J.: Ü	jbu ∧ ·	ngsgrar Gramm	nmatik Do atik mit S	eu	itsch, Bei	lin, 1992.	München 1	007	7		
Recommend	ed readir	<u>na</u>	Grannin				sistana, i	nunchen,		•		
Bachmann i suradnici: Sichtwechsel Neu , München, 1995. Bechtel, C./Simson, E.: Lesen und Verstehen (Studienreihe Deutsch als Fremdsprache, Band 3), Ismaning, 1990. Brenner, G./Hussing-Weitz, R.: Besser in Deutsch , Frankfurt a. M., 1994. Dreyer, H./Schmitt, R. : Lehr- und Übungsbuch der deutschen Grammatik , Ismaning, 1996. Ettinger, S./Hessky, R.: Deutsche Redewendungen , Ein Wörter- und Übungsbuch für Fortgeschrittene, Tübingen, 1997. Hasenkamp, G.: Leselandschaft 1 und 2 . Hueber Verlag, 1996.												
Heringer, H. J Müller-Küpper	:: Gramn :: Gramn s, E./ Wie	nati mer	k und S , C./ Wil	til. Prakti Ikop, EM	ue sc .:	che Gram Auf neue	g, 1996. Imatik de en Weger	es Deutsch 1, Lehrbud	nen, ch, ł	, Berlin, 19 Hueber Ve	995. rlag,	
2002. Röhr, G.: Ers o	chließen	aus	dem K	ontext, Be	erl	in, 1993.						
Schumann, J.	: Mittelst	ufe	Deutsc	n, Ismanir	۱g	, 1992.						

Code	UNJ9	010	Course			Germ	an Lang	uage Pra	actice	e V			
Department			Dep	bartm	ent	of Prima	ry Teac	her Educ	ation	า			
Study program	n					Class	Teache	r		Year	V		
Lecturer						La	na May	er, assist	tant				
Institution					Fa	culty of	Teache	r Educati	on ir	ı Osiiel	(
Course status				M	anda	torv	Electi	ve from		Elec	tive		
						,	<u></u>	odule					
					<u>Wint</u>	ter semes	ter	<u>Su</u>	<u>mmer</u>	r semes	<u>ter</u>		
ECTS student wo	orkload co	efficien	t			3				2			
Hours weekly				Lecti	ires	Seminars	Practice	Lecture	s S	eminars	Practic		
Thouse weekly				20000			2	Lecture					
				-		-	2	-		-	2		
Course object	tives						•11			. /			
To intensity w	ork on i	the de	evelopme	ent of t	he la	nguage sk	Ills so as I	to improve	stude	ents' con	ipetenc		
In the German	n langua doquato	age, ti dv. in	difforon	ning tr	tions	o use the	German I	anguage n	uentiy	y, accura of the n	itely an		
variants of the	spoke	n Gerr	man land	iuade a	and to	expand t	heir vocal	oulary acco	ordina	to this v	ariety.		
Course desci	ription		indir idirg	laagee		o expand e			rung		uneeyi		
Reading, liste	ning to	and a	analysing	mater	rial o	n diverse	topics, ne	w vocabul	ary a	nd new	inguisti		
structures. Lis	stening	to an	id readir	ig auth	nentio	texts in	German v	with the a	im to	inform	student		
about the nur	merous	varia	nts of th	e Gerr	nan I	language,	to improv	/e their vo	cabul	ary and	advanc		
their use of lir	their use of linguistic structures. By working on authentic material students simultaneously develop												
a better under	rstandir	ng of t	he Germ	an cult	ure a	and civiliza	tion.						
Teaching me	thods												
Lectures	5	Se	eminars a	and	<u>P</u>	ractice	Indiv	<u>ridual pro</u>	<u>ject</u>	<u>Mult</u>	imedia		
Distance los			vorksnop)S		houstow		Tutorial		and I	nterne		
Distance lea	ming	<u> </u>	nce not	<u>irs</u>	La	iboratory		Tutorial		Field	JWOIK		
Observations to a failth													
Student oblig	gations	5 amal a	vom of t	ha and	of a								
Examination	mothe			ne enu	UI SE	emester X.							
Written	metho	us	Oral			1	Fssav			Practio	al		
<u>written</u>	_				<u> </u>		L330y			Tractic	.01		
Individual		ontini	lous as	sessm	ent		Seminar						
project													
Mandatory r	eading												
Helbig, G./Bus	scha, J.	Übu	ngsgrar	nmatil	k De	utsch, Ber	lin, 1992.						
Rug, W./Toma	, aszewsk	i, A.:	Gramm	atik m	it Si	nn und Ve	erstand, I	München, I	1997.				
Recommende	ed read	ding											
Bachmann i su	uradnici	: Sich	ntwechs	el Neu	ı, Mü	nchen, 199	95.						
Bechtel, C./Si	mson, E	E.: Les	sen und	Verst	eher	(Studienr	eihe Deut	sch als Fre	emdsp	orache, B	and 3),		
Ismaning, 199) 0.			_		_							
Brenner, G./H	ussing-	Weitz,	, R.: Bes	ser in	Deu	tsch , Frar	nkfurt a. M	1., 1994.					
Dreyer, H./Scl	hmitt, F	R. : Le	hr- und	Ubun	gsbu	ich der de	eutschen	Grammat	IK, IS	maning,	1996.		
Ettinger, S./H	essky, i na Tüb	K.: De	1007	кеаеч	vena	ungen, El	n worter-	una ubun	gsbuc	ch fur			
Haconkamp (land	, 1997. Schaft 1	und 2) Ц.,	obor Vorla	a 1006						
Heringer H 1	Heringer H. 1: Grammatik und Still Braktische Grammatik des Deutschen Berlin 1995												
Müller-Künner	Gran	liemer	C./Wil	lkon F	-M		en Weger	1. Lehrhu	ch. Hu	Jeher Ve	rlag		
2002.	5,, 1	Cinci	,,	πορ, L		Aurneut	tregel	., Lembu	,		nug,		
Röhr, G.: Erse	chließe	n aus	dem K	ontext	:, Ber	lin, 1993.							
Schumann, J.	Mitte	stufe	Deutsc	h, Ism	anind	1, 1992.							

Code	UNJ90	11 Course		Gern	nan lang	juage te	aching p	ractio	cal wor	·k		
Department		D	epartm	ent	of Prima	ary Teac	her Educ	ation	<u> </u>			
Study progran	n				Class	Teacher	•		Year	V		
Lecturer				G	ordana	Todorov	/ić, senio	r lec	turer			
Institution				Fac	culty of	Teacher	Educatio	<u>on in</u>	Osijek			
Course status			Ma	andato	ory	<u>Elect</u> <u>m</u>	<u>ive from</u> odule		Elec	tive		
			1	Winte	er semes	<u>ter</u>	<u>Sur</u>	nmer	r semes	<u>ter</u>		
ECTS student wo	orkload co	efficient			2				2			
Hours weekly			Lectu	res	Seminars	Practice	Lecture	s S	eminars	Practice		
			-		-	1	-		-	2		
Course object	tives											
The GLT pract classroom in t practical appl acquisition and	ical wor the lowe lication d learnin	rk course ai er grades of of the kn ng".	ms at pr primary owledge	repari / schc / rece	ng studer ol (grade ived thr	nts for tea is 1-4), by ough the	ching Gern / pointing a course ^{\\``}	nan la at app Theor	inguage propriate ies of l	in a real ways of anguage		
Course descr	iption				_							
Identifying and studying textbooks for early German language teaching to equip students with knowledge and skills needed to choose, evaluate and plan activities for the development of language skills of young learners. Teaching students to plan a lesson and make a written lesson plan with a detailed lesson procedure (setting objectives and aims, choosing methods and techniques, procedures and types of work). Students also observe German lessons in primary schools delivered by the school-based tutor and other students, keep a record of the observations, and give lessons themselves for which they receive a grade (at least two lessons with their school-based tutor, and two lessons for all students, the tutor and college teacher trainer). Also, students do practical work in a school (school-based experience, 3 weeks): they have to attend lessons regularly and keep a record of all their observations and actions according to guidelines given in advance. During this period students are required to give at least three German lessons with their mentor observing and evaluating the lessons and their work and effort in general.												
Teaching me	thods			T					1			
Lectures	5	Seminars worksh	s and ops	<u>P</u>	ractice	Indiv	vidual pro	<u>ject</u>	Mult and I	<u>imedia</u> nternet		
Distance lear	rning	Office h	ours	La	boratory		<u>Tutorial</u>		Field	d work		
Student oblig A student has positively. Also Examination	s to del o, a stud	iver at leas dent's grade ds	st two E e receive	inglisł d for	i lessons school-ba	in a scho sed exper	ool and the ience has to	ey hav o be p	ve to be positive.	e graded		
Written		<u>ora</u>	al		T	Essay			Practi	cal		
Individual	Co	ontinuous a	issessm	ent		Seminar						
project												
Mandatory re	eading											
Textbooks, activity books, teacher's books for teaching and learning German in primary school: Spass mit Deutsch, Tamburin, TamTam, Huckepack, Ja klar! and so on.												
Recommende	ed read	ling										
 Anić, V.: Igra je igra, Zagreb 1985. Borries, M. i suradnici: Spielstraße Deutsch. Materialien und Spiele für den Unterricht Deutsch als Fremdpsrache im Primarbereich, Hannover, 1991. Dieling, H.: Phonetik im Fremdprachenunterricht, Berlin, 1992. Jank, W./Meyer, H. : Didaktische Modelle, Frankfurt a. M., 1991. Lohfert, W.: Kommunikative Spiele für Deutsch als Fremdsprache. Spielpläne und Materialien für die Grundstufe, Ismaning, 1982. 												

Code	UNJ2001	Course		Ger	mai	n Spea	king Pra	ctio	ce I				
Department		Dep	partmen	t of Prin	ary	/ Teach	ner Educa	atio	on				
Study program	n			Clas	ss T	eache	r		Year		Ι		
Lecturer					Lana	a Maye	er, assist	ant	t				
Institution			F	aculty o	of Te	eacher	- Educati	on i	in Osijel	<			
Course status			Mand	atory		<u>Electi</u> mo	<u>ve from</u> odule		Elec	tive	ć		
			W	nter seme	ester	-	<u>Sur</u>	nme	er semes	ter			
ECTS student wo	orkload coefficien	t		-					2				
Hours weekly			Lectures	Semina	rs Pi	ractice	Lecture	S	Seminars	Pra	actice		
			-	-		-	-		-		2		
Course objec	tives												
The course of	jective is to	train stu	dents for	a natural	and	spontar	neous oral	com	nmunicatio	on i	n the		
	rintion	emphasis	s being pu		IIICIa								
those related functions (gre pointing at co German and C of the course:	those related to everyday life. A special attention is paid to acquisition of certain basic linguistic functions (greeting, getting to know people, asking for help, expressing gratitude, etc.), and pointing at conventional differences and similarities in the linguistic behaviour of native speakers of German and Croatian. Pronunciation practice (accent, rhythm, intonation) is also an important part of the course: students are expected to master the basics of sound production and of the German vowel and consonant system.												
Teaching me	thods												
Lectu	ires	Semin an works	nars d hons	Practice		Indiv	vidual proj	<u>ect</u>	Multim Int	nedia cerne	a and et		
Distance	learning	<u>Offi</u> hou	<u>ce</u> rs	Laboratory			Tutorial		Fiel	d wo	ork		
Student oblig	gations			-									
Taking an ora	l exam at the	end of s	emester I										
Examination	methods	Oral				Facaly			Dractic	201			
Individual proje	ct Continu		sessment		5	Seminar			Flacin	ai			
Mandatory re	eading												
Perlmann-Balme, M./Schwalb, S.: em Hauptkurs , Deutsch als Fremdsprache für die Mittelstufe, Ismaning, 1997.													
Recommende	Recommended reading												
Gehrmann, S. Siebs: Deutso Aussprachev	Gehrmann, S.: Deutsche Phonetik in Theorie und Praxis , Zagreb, 1995. Siebs: Deutsche Aussprache. Reine und gemäßigte Hochlautung mit Aussprachewörterbuch, Berlin, 1969.												

Code	UNJ30	01	Cours	se		Germ	an Spea	king Prac	ctic	e II			
Department			D	epartn	nent	of Prima	ary Teac	her Educa	atio	n			
Study program	n					Class	5 Teache	r		Year		II	
Lecturer						La	ana May	er, assist	ant	:			
Institution					Fa	aculty of	Teache	r Educati	on i	in Osijel	K		
Course status				1	Manda	tory	<u>Electi</u> mo	ive from odule		Elec	tive	5	
					<u>Win</u>	ter seme	<u>ster</u>	<u>Sur</u>	nme	er semes	ter		
ECTS student wo	orkload coeff	icien	t			1				2			
Hours weekly				Lec	tures	Seminars	Practice	Lecture	s :	Seminars	Pra	actice	
					-	-	2	-		-		2	
Course object	tives												
Systematic tr	aining of	stu	Idents	for a r	natura	I, spontar	neous oral	communio	catio	on in the	Ge	erman	
language with	pronuncia	atio	n prac	tice and	speci	al emphas	sis put on I	rhythm and	1 int	onation.			
The students	are enco	ira	ned to	talk at	out d	ifferent to	nics from	their own	lifo		reor	ality	
spare time act food, health) visual and aud nature betwee are practised songs, fairy ta that abounds the Internatio	bare time activities, sports and entertainment, friendships and relationships, environment, travel, ood, health) and from the life of the German-speaking people, which is achieved with the help of sual and audio-visual aids. Special attention is paid to the behavioural differences of conventional ature between native speakers of German and native speakers of Croatian. Language functions re practised in different ways: dramatisation, simulation, role-plays, etc. Nursery-rhymes, popular ongs, fairy tales and short stories are also learned, i.e. the work is based on linguistic material hat abounds in vocabulary related to children's interests. Students also get practice in the use of the International phonetic alphabet.												
Teaching me	thods												
Lectu	ires		Ser	ninars and kshops	<u> </u>	Practice	Indi	vidual proje	<u>ect</u>	Multim Int	nedia tern	a and et	
Distance	learning		<u>O</u> h	ffice ours	L	aboratory		Tutorial		Fiel	d wo	ork	
<u></u>													
Student oblig	gations	the	004 -	former	tor N/								
	methode	une	enu o	semes	teriv	•							
Written		•	Ora	al			Essav			Practio	cal		
Individual proje	ct <u>Con</u>	tinı	uous a	ssessn	nent		Seminar						
Mandatory r	eading												
Perlmann-Balme, M./Schwalb, S.: em Hauptkurs , Deutsch als Fremdsprache für die Mittelstufe, Ismaning, 1997.													
Recommend	ecommended reading												
Gehrmann, S. Siebs: Deutse Aussprachev	Gehrmann, S.: Deutsche Phonetik in Theorie und Praxis , Zagreb, 1995. Siebs: Deutsche Aussprache. Reine und gemäßigte Hochlautung mit Aussprachewörterbuch, Berlin, 1969.												

Code	UNJ5001 Course German Speaking Practice III											
Department			De	partn	nent	of Prim	ary	y Teach	ner Educ	atio	on	
Study program	n					Clas	s 1	Teache	r		Year	III
Lecturer						I	.an	na Maye	er, assist	tant	t	
Institution					Fa	culty o	f T	Feacher	⁻ Educati	on	in Osijeł	C
Course status				Ν	1anda	tory		<u>Electi</u> <u>mo</u>	<u>ve from</u> odule		Elec	tive
					<u>Wint</u>	ter seme	este	<u>er</u>	<u>Su</u>	mm	er semes	<u>ter</u>
ECTS student wo	orkload coeff	cien	t			2					2	
Hours weekly				Lect	ures	Semina	rs F	Practice	Lecture	S	Seminars	Practice
					-	-		2	-		-	2
Course objec	tives											
Training stude	ents for a l	nati	ural and	accura	ate co	mmunica	atio	on in Ger	man at hig	her	levels of I	anguage
	intion	prie		ne qua		pronunc	lau		expression	•		
prompted to talk, exchange opinions and discuss different topics (customs, money and shopping, going out, humour, future, work and professions, contemporary topics). The language functions are practised through simulation, dramatization and games. Students are trained and encouraged to gradually stop talking following conversation models but to try to express themselves independently and spontaneously by finding right expressions needed for a successful communication. Their pronunciation is systematically practised. Teaching methods												
Teaching me	thods					<u>, p</u> .						
Lectu	ires		Sem aı work	inars Id shops	F	Practice		Indiv	vidual proj	<u>ect</u>	Multim Int	edia and ernet
Distance	learning		<u>Off</u> ho	ice urs	La	aboratory			Tutorial		Field	d work
Student oblig	gations	th a	and of									
	methode	<u>tne</u>	end of	semes	ter vi.							
Written	methous	•	Ora					Essav			Practic	al
Individual proje	ct Con t	tinu	ious as	sessm	nent		9	Seminar				
Mandatory r	eading											
Perlmann-Balme, M./Schwalb, S.: em Hauptkurs , Deutsch als Fremdsprache für die Mittelstufe, Ismaning, 1997.												
Recommende	ed readin	g										
Gehrmann, S. Siebs: Deutso Aussprachev	Gehrmann, S.: Deutsche Phonetik in Theorie und Praxis, Zagreb, 1995. Siebs: Deutsche Aussprache. Reine und gemäßigte Hochlautung mit Aussprachewörterbuch, Berlin, 1969.											

Code	UNJ7001	Course			Gern	nan	1 Speal	king Prac	tic	e IV		
Department		Dep	partm	ient	of Prim	ary	/ Teacl	ner Educa	atio	n		
Study program	ו ו				Clas	s T	eache	r		Year		IV
Lecturer					L	.ana	a Maye	er, assist	ant			
Institution				Fa	culty o	f Te	eacher	⁻ Educati	on i	in Osijek	K	
Course status			М	landat	tory		Electi mo	ve from odule		Elec	:tive	5
				Wint	er seme	este	<u>er</u>	Sur	nme	er semes	ter	
ECTS student wo	orkload coefficient	t			3					2		
Hours weekly			Lect	ures	Seminar	s Pi	ractice	Lectures	s i	Seminars	Pra	actice
			-	-	-	\top	2	-		-		2
Course objec	tives											
To train stude	nts to commu	inicate s	pontar	neous	ly and ac	cura	ately in	G <u>erman</u> in	eve	eryday situ	Jati	ons.
Course descr	iption											
life of the German-speaking people with the help of different audio-visual aids. The linguistic functions are practised through simulation, dramatization and games, during which they often work in pairs or groups so they can discuss different topics and problems (communication, celebrities, body care, technologies, modern world, current world problems, mysteries, etc.). As a part of practice, students have to prepare materials in order to be able to participate in debates and discussions. They also practice describing items, telling stories, talking about events and everyday situations, describing persons and their characters as well as their actions.												
Teaching me	thods											
Lectu	res	Semir and worksl	nars d hons	Ē	vractice		Indiv	vidual proje	ect	Multim Int	nedia tern	a and et
Distance I	earning	<u>Offi</u> hou	<u>ce</u> Irs	La	aboratory			Tutorial		Field	d wo	ork
Student oblig	ations				_							
Taking an oral	exam at the	end of s	emest	er VII	.1.							
Written	methods	Oral			T		Essav	I		Practio	cal	
Individual proje	ct Continu	ious ass	sessm	ient	_	S	, Seminar					
Mandatory re	ading											
Klippert, H.: K 1995.	Communikati	ions-Tra	aining	ı, Übu	ıngsbau	stei	ine für	den Untei	rricl	ht , Weinh	eim	l,
Recommende	ed reading											
Dauvillier, Ch., Laveau, I./Nice	Dauvillier, Ch./Köchling, M.: Bild als Sprechanlass. Karrikaturen, München, 1988. Laveau, I./Nicolas, G./Sprenger, M.: Bild als Sprachanlass, Werbeanzeigen , München, 1988.											

Code	UNJ9001	Course			Germ	an Spea	king Prac	tice	e V			
Department		Dep	partmo	ent e	of Prima	ry Teacl	ner Educa	tio	<u>n</u>			
Study program	า				Class	Teache	r		Year		V	
Lecturer					La	ana May	er, assista	nnt				
Institution				Fa	culty of	Teacher	⁻ Educatio	n iı	n Osijel	<		
Course status			Ma	andat	ory	<u>Electi</u> <u>mo</u>	<u>ve from</u> odule		Elec	tive	ì	
				Wint	er semest	ter	Sun	nme	r semest	er		
ECTS student wo	orkload coefficient	:			3				2			
Hours weekly			Lectu	ires	Seminars	Practice	Lectures	S	Seminars	Pra	actice	
			-		-	2	-		-		1	
Course objec	tives		•									
To further dev	elop students	s' ability	to spe	ak fl	uently, sp	ontaneous	sly and corr	ectly	y in Gern	nan	, and	
to develop the	ir sensitivity t	towards	the cul	ture	and custo	ms of the	German-spe	eaki	ng count	ries	•	
Course descr	dovelop their	cnopkin		and	their shil	lity to over	roce their a	nini	ione fool	ing	c and	
The students develop their speaking skills and their ability to express their opinions, feelings and attitudes towards different topics and problems concerning everyday life as well as current global events. They practise adequate ways of expressing agreement, disagreement, and contradiction												
events. They practise adequate ways of expressing agreement, disagreement, and contradiction.												
Also, students practise how to question, accept attitudes of others, politely refuse, tell good and												
bad news, etc	. The activiti	es are n	nostly i	in the	e form of	discussion	s and debat	tes (covering	diff	erent	
topics. Studer	its also write	and ma	аке гер	orts	on variou	is topics	related to t	ne	German-	spe	акіпд	
Teaching me	thods											
Lectu	res	Semir	nars	P	ractice	Indi	vidual proje	ct	Multim	nedia	a and	
		and	d						Int	erne	et	
Distance	earning	Offi	10ps ce Laboratory Tutorial		Tutorial	Field		d wo	ork			
	5	hou	rs		,							
Student oblig	jations											
Taking an or	al exam at t	he end	of sem	neste	er X.							
Examination	methods				1							
Written		<u>Oral</u>				Essay			Practic	cal		
Individual project Continuous assessment Seminar												
Mandatony reading												
Manuatory reading												
Klippert, H.: K 1995.	ommunikati	ions-Tra	aining,	Übu	ingsbaus	teine für	den Unteri	rich	t , Weinh	eim	1	
	Percemmended reading											
Recommende	ea reading											
Dauvillier, Ch. Laveau, I./Nic	Dauvillier, Ch./Köchling, M.: Bild als Sprechanlass. Karrikaturen, München, 1988. Laveau, I./Nicolas, G./Sprenger, M.: Bild als Sprachanlass, Werbeanzeigen , München, 1988.											

Code	UNJS	9010	Course		T	eaching	German	to youn	g le	arners		
Department			D	epartm	ent	of Prima	ary Teac	her Educ	atio	on		
Study program	n					Class	Teacher	•		Year	V	
Lecturer						Mirna	Radišić,	senior le	ectu	irer		
Institution					Fa	culty of	Teacher	Educatio	on ir	n Osijek		
Course status	;			Ma	Indat	ory	Elect	ive from		Elec	tive	
						-	<u>m</u>	odule				
				<u>1</u>	<u>Ninte</u>	er semes	<u>ter</u>	Su	ımm	er semest	er	
ECTS student we	orkload	coeffici	ent			3				-		
Hours weekly				Lectu	res	Seminars	Practice	Lecture	es	Seminars	Practice	
				1		1	-	-		-	-	
Course object	ctives											
Studying the	most i	mpor	tant issu	ies relat	ed to	teaching	foreign la	nguages to	ο γοι	ung learne	ers (6/7-	
10/11). Infor	ming s	studer	nts abou	it the Ea	arly F	Foreign La	nguage L	earning Pr	oject	t in Croat	ia 1991-	
2000 and its	outcor	nes, a	about the	e resear	ch so	far, and	about the	national c	urric	cula with r	egard to	
foreign langua	ige tea	aching	and lea	irning ar	a its	objectives	5.					
Course desc	ription	1 Vologi		ntagos t	o cto	rting your	a with fo	roian Ionai	12.00	c Ontima	l ago for	
foreign language introduction into curriculum. Factors affecting foreign language teaching:												
aptitude, intelligence, learning strategies, classroom conditions, motivation, learner attitudes. The												
role of teacher in teaching foreign languages to young learners. Development of language skills												
with young learners: listening comprehension, pronunciation, starting to read and write, developing												
with young learners: listening comprehension, pronunciation, starting to read and write, developing vocabulary. Learner errors and correction techniques. Assessment, evaluation and testing with												
young learner	s. Firs	t lang	juage in	a foreig	jn lar	nguage cla	assroom. (Croatian pr	ojec	ts of early	/ English	
language lear	ning. (Cross-	curricula	ar teachi	ng.							
Teaching me	thods	5										
<u>Lectures</u>	<u>i</u>	Se	minars	and	I	Practice	Indi	vidual proj	ject	Mult	<u>imedia</u>	
		<u>v</u>	vorksho	ops				T 1 1 1		and I	<u>nternet</u>	
Distance lear	nıng	0	ffice ho	ours	La	aboratory		lutorial		Field	d work	
Chard and a bill												
Student oblig	gatior	<u>IS</u>										
Seminar pape	r and	a writ	ten exar	n after s	emes	ster IX.						
Examination	metn	oas	0.00	.1			Facal		I	Dractic		
written		<u> </u>					ESSay			Practic	.dl	
Individual		Cont	inuous a	ssessme	nt		Semina	<u>r</u>				
project												
Mandatory r	eadin	a										
Petrović, E. (1	997).	. Teori	ia nasta	ve stran	ih iez	ika. Osiiel	<: Pedago	ški fakultet				
Vilke, M et	al. (19	993).	Children	and For	reign	Langauge	s. Zagreb	Faculty o	f Phil	losophy.		
Vilke, M et al. (1995). Children and Foreign Langauges II. Zagreb: Faculty of Philosophy.												
Vrhovac, Y. (u	ır.) (20	001).	Children	and Foi	eign	Language	s III. Zagi	eb: Facult	y of	Philosoph	y.	
Recommend	ed rea	ading										
Albers, H. G. ,	/ Bolto	n, S.	(1995).	Testen u	ind P	rüfen in d	er Grunds	<i>tufe</i> (Ferns	studie	eneinheit	7).	
München.		A.L .						Maria				
Behme, H. (19	985). <i> </i>	Mitein	ander re	aen. Sp	rechs	piele im U	nterricht.	Munchen.				
Daninaus, B. ((1994)). rert	igkeit Ho	oren (Fe	rnstu	aleneinhei	12) Mün	cnen.				
Vrbovac V i	9) rert	αροι	Strani i	en (rerr	studi	enemnelt	ı∠). Munc Zarobi Nr	nen. prijod				
vinovac, i. i s	sur. (1	, צצב	Su ani J	ezik u 09	nvon	юј ѕкоп. 2	ayreb: Na	iprijea.				

Code	UNJ800	1 Cou	urse	Tŀ	eori	es of la	ng	juage a	cquisitio	on a	nd learn	ing]
Department			Durse Theories of language acquisition and learning Department of Primary Teacher Education										
Study program	n			Class Teacher Year IV									
Lecturer						Mirna	ı R	adišić,	senior le	ectu	rer		
Institution													
					Fac	culty of	Te	eacher	Educatio	on ir	n Osijek		
Course status				Ma	andato	ory		<u>Electi</u> <u>mo</u>	<u>ve from</u> odule		Elec	tive	9
					Winte	er semes	ter	•	<u>Su</u>	mme	er semes	ter	
ECTS student we	orkload coef	ficient				-					3		
Hours weekly				Lectu	res	Semina	s	Practice	Lecture	s	Seminars	Pra	actice
				-		-		-	2		-		-
Course obied	tives												
second and for children's spe on teaching for Course desc	second and foreign language. To understand and accept the importance of the knowledge about children's speech development. To understand and apply language acquisition ideas and concepts on teaching foreign languages to young learners. Course description Acquisition and learning of the first language. Theories of first language acquisition and learning												
acquisition - S psychological bilingualism. approaches a Neurolinguisti Current comn Cooperative L post-method e	acquisition - SLA (behaviorism, innatism, universal grammar, Krashen's input hypothesis, recent psychological theories, information processing, connectionism, interactionism). Early childhood bilingualism. Developmental sequences. Teaching foreign languages in 20 th century. Alternative approaches and methods (TPR, the Silent Way, Suggestopedia, CLL, Multiple Intelligences, Neurolinguistic Programming, the Lexical Approach, Competency-Based Language Teaching). Current communicative approaches (Communicative Language Teaching, The Natural Approach, Cooperative Language Learning, Content-Based Instruction, Task-Based Language Teaching). The post-method era, Current issues in ELT												
Teaching me	thods				1			1					
Lecture	<u>s</u>	Semi woi	inars rksho	s and ops	ŀ	Practice		Indi	vidual proj	ject	<u>Mult</u> and I	ime nte	<u>edia</u> ernet
Distance lea	rning	<u>Offic</u>	ce h	<u>ours</u>	La	boratory	,		Tutorial		Field	d wo	ork
Student oblig	ations												
Written exam	after sen	nester	VIII.										
Examination	method	s											
<u>Written</u>			Ora	I				Essay			Practio	cal	
Individual Continuous assessment Seminar													
Mandatory r	eading												
Richards, J. C. Cambridge: C Williams, M. –	. – Rodge UP. Burden,	ers, T. 9 R. L. (S. (2 1997	2001). A 7), Psyc	pproa holog	ches and y for Lan	d M gua	ethods in age Teac	n Languag hers. Cam	e Tea	<i>aching.</i> ge: CUP.		
Recommend	ed readi	ng											
Brown, H. D. (2000) <i>Principles of Language Learning and Teaching</i> , 4th ed.San Francisco, Longman. Cameron, L. (2001). <i>Teaching Languages to Young Learners.</i> Cambridge: CUP. Lightbown, P. M. – Spada, N. (1999). <i>How Languages are Learned.</i> Oxford: OUP. Vilke, M. (1991). <i>Vaše dijete i jezik.</i> Zagreb: Školska knjiga.													

Kinesiology

Code	UKI6001	Course			Extraci	ırricular	sports act	tiviti	es				
Department	Department Department of Primary Teacher Education Grudy program Class Teacher Year												
Study progr	am				Class	Teacher			Year				
Lecturer				m	nr. sc. Mar	a Šuman	ović, seni	or le	ecturer				
Institution				Fa	culty of 1	eacher	Educatio	n in	Osijek				
Course state	us		Manda	tory	Elec	tive from	module		Elec	tive			
				Wint	er semeste	er	<u>Sun</u>	nme	r semes	<u>ter</u>			
ECTS studen	t workload co	pefficient							2				
Hours week	у		Lectu	res	Seminars	Practice	Lectures	s S	Seminars	Practice			
							1		-	1			
Course obj	ectives						<u>.</u>						
To introduce	e and qualif	y students	s for pro	gram	ming and	realizatior	n of differe	ntiat	ed workiı	ng forms			
in the physic	cal educatio	on curriculu	um of an	elem	entary sch	ool.							
Course des	cription		1		· .								
Processing	of organisa	itional wo	rking fo	rms;	micro bre	ak, sport	ing events	, со	mpetitior	is, trips,			
The basics of sport training; sports equipment, principles, and the rules of sport training;													
Selection in	sport met	thodical ha	asics of	traini	na of the	antropolo	nical char	acter	ristics (m	notorical			
morphological and functional);													
morphological and functional); The relationship between a student and a teacher; The cooperation of a school and the social													
The relationship between a student and a teacher; The cooperation of a school and the social environment; Material working conditions; Pedagogical documentation;													
Special curr	icular tasks	: swimmin	g, skatir	ig, ro	ller-skating	g, cycling	etc.						
"Material co	nditions and	d students	'preferer	nces f	or certain	contents o	can conditio	on th	ne selectio	on of the			
programme'	, 												
		Somina	rs and		Practico	Indiv	vidual proj	iact	Mult	imodia			
	1105	works	hops	<u>.</u>	Tactice	Indiv			and I	nternet			
Distance	learning	Office	hours	La	aboratory		<u>Tutorial</u>		Field	d work			
		I											
Student ob	ligations												
Students ha	ve to atten	d classes r	egularly	and o	do all the t	asks spec	ified in the	curr	iculum.				
Examinatio	on method	s											
Written		<u>Ora</u>	<u>al</u>			Essay			<u>Praction</u>	<u>cal</u>			
Individual <u>Continuous assessment</u> Seminar													
project													
Mandatory	roading												
Findal V · O	Stola I (10	282) · I-,	annacta	wno i	izvančkok	ko aktivo	osti u tiolo	snoi	i zdravet	lenoi			
kulturi Čkal	ska knjiga	7201, 121 72010h	vaillasta	ivile I	12Val 15KUIS		usti u tjele	SIUJ		venoj			
Kalish S (2)	100). Fitne	zagreb. Iss za diec	u Gonal	720	roh								
Milanović D	i sur (100	7) · Priruč	nik za er	, <u>c</u> uy nortel	e trenere	FFK Zag	reh						
Zvonarek A	Tomac. Ž	'.(1999.)	Mini ruk	omet	. Hrvatski i	ukometni	savez 7a	areb					
Recommen	ded readi	na	i arc										
Mraković M	(1994) · Fit	ko – Prog	ramirani	eiko	ntrola prov	resa viežh	ania FFV	720	reh				
	<u>(=)) = 1 1 1 1 1 1 1 1 1 1</u>	rroyi	annanj			lebu vjezb		Luyi					

Code UKI5001 Course Kinesiology													
Department	Department Department of Primary Teacher Education Study program Class Teacher Year III												
Study program				Class	Teacher			Year	III				
Lecturer			n	nr. sc. Mar	a Šuman	ović, seni	or lec	turer					
Institution			Fa	culty of 1	eacher	Educatio	n in (Osijek					
Course status			Mandatory		lective fro	om modul	Ele	ective					
			<u>Wint</u>	er semest	<u>er</u>	Su	mmer	semest	er				
ECTS student wor	kload coeff	ficient		4									
Hours weekly			Lectures	Seminars	Practice	Lecture	s Se	eminars	Practice				
			2	2	-								
Course objectiv	/es		•										
To teach studer	nts to un	nderstan	id the kinesi	ological pa	tterns wl	hich are t	he ba	sis of p	planning,				
programming, re	alization,	, monito	oring and eva	luation of	different (practice for	rms in	the fiel	ld of the				
kinesiological edu	ucation	.	life at a damate	fan blaa a		- 6							
A particular obje	ective is erators e	to qua	v those that	for the a	the phys	or measu	tion of	nstrume	ildren of				
a vounger school	l ade.	speciali	y those that	are used if	the phys			the ch	nuren or				
Course descript	tion												
The concept, definition, and development of kinesiology;													
The relationship between kinesiology and other sciences; The structure of kinesiology;													
The application of kinesiological patterns in the field of education;													
The influence of kinesiological stimuli on: antropological characteristics of the children of younger													
school age (mot	corical, m	orpholo	igical, functio	onal, cogni	lve, kona	ative and s	social)	the pr	ocess of				
The influence c	olution,	ological	stimuli on	health: h	alth and	nhysical	activ	itv hoa	alth and				
environment, hvo	giene and	1 physica	al exercise:	neutri n		physical	uctiv	icy, nee					
The concept of d	irected ex	xercise	processes;										
The basic princ	ciples of	directe	d physical e	exercises;	the facto	ors of pla	nning	, progra	amming,				
realization and m	nonitoring];											
Kinesiological op	erators; o	concept,	structure an	d practical	realizatio	1							
Teaching metho	ods			Duratian	T and the	·	• • • •						
Lectures	<u>i</u>	Semi woi	nars and rkshops	Practice		<u>lidual pro</u>	<u>lect</u>	and I	nternet				
Distance lear	ning	Offic	ce hours	Laboratory	,	<u>Tutorial</u>		Field	d work				
Student obligat	tions												
Students have	e to parti	cipate in	n lectures and	d seminars	actively.	Preliminar	y exar	m: kines	siological				
operators, determining the antroplogical characteristics of children of younger school age.													
Examination methods													
Written		<u>Ora</u>	<u>al</u>		Essay			<u>Practic</u>	<u>cal</u>				
Individual	<u>Contir</u>	<u>nuous a</u>	<u>issessment</u>		<u>Seminar</u>	<u>.</u>							
Mandatory read	dina												
Findak, V., Prska	lo. I. (20	04) Kine	eziološki leksi	kon. Visok	a učitelisk	a škola Pei	trinia.	Petrinia	۱.				
Milanović, D. i su	ır. (1997.): Priru	čnik za sports	ske trenere	, FFK, Zac	reb							
Mišigoj-Durakovi	ć, Ň. (19	99.): Tj	elesno vježba	nje i zdrav	lje, Zagre	b.							
Prskalo, I. (2001): Osnove	e kinezi	ologije, Visok	a učiteljska	škola Pe	trinja, Petr	inja.						
Recommended	reading												
Kališ, S. (2000.)	Kališ, S. (2000.): Fitness za djecu – praktični savjeti za roditelje. Zagreb, Gopal,												
Mraković, M. (1994.): Fitko – Programianje i kontrola procesa vježbanja, FFK, Zagreb.													

Code UKI3001	Course			Ki	nesiolog	y practi	ce				
Department		Depart	ment	t of Prim	ary Tea	cher Edu	ıcati	on			
Study program				Class	Teacher			Year	II.		
Lecturer				Vera F	ilipović,	senior le	ectur	rer			
Institution			Fac	ulty of 1	Feacher	Educatio	n in	Osijek			
Course status		Ma	ndato	ory E	Elective fro	om module	ć	Elec	tive		
		<u>v</u>	Ninte	r semest	<u>er</u>	<u>Su</u>	nme	r semes	<u>ter</u>		
ECTS student workload coef	ficient			2				2			
Hours weekly		Lectu	res	Seminars	Practice	Lecture	s S	eminar	Practice		
		-		1	1	-		1	1		
Course objectives											
The aim of the cours	e is to au	ualifv stu	dents	in basic	knowledg	e, skills a	and h	abits in	physical		
education according to	education according to the curriculum for children of younger school age.										
Course description											
The course contents: walking; throwing, catching, aiming; crawling, climbing, lifting, carrying,;											
pulling, pressing, rolling; games; dancing											
Teaching methods											
Lectures	Semina works	ars and shops	<u>Ex</u>	<u>ercises</u>	Indiv	<u>idual pro</u>	<u>iect</u>	<u>Multin</u> and I	<u>media</u> nternet		
Distance learning	Office h	nours	Labo	ratory	Tutori	al		Field v	vork		
Student obligations								1			
Regular attendance an	d impleme	ntation o	f all th	ne knowle	dge from t	the curricu	ılum.				
Examination method	S										
Written	<u>Or</u>	<u>al</u>			Essay			<u>Praction</u>	<u>cal</u>		
Individual Cor	tinuous	assessm	ent		Seminar						
project											
Mandatory reading											
Findak, V. (1994) Tjel	esna i zdra	avstvena	kultur	a u osnov	noj školi.	Zagreb. Š	kolska	a knjiga.			
Pejčić, A., Berlot, S. (1996) Sadržaji tjelesne i zdravstvene kulture za prva četiri razreda osnovne											
škole (priručnik za učit	elje)					W					
Findak, V., D. Metikoš,	B. Neljak	(1996). F	Primije	enjena kin	eziologija	u školstvu	(Nori	me). Zag	reb		
	,										
Tkalcic, S. (2000) Kom	ріекзі орс	e pripren	ппп к	retnji. Zag	jreb. Stud	io Moderna	a.				
	Optional reduing: Eučkar K. Aarabika za mlađu čkoleku dobi Suuromona zarabika, zbornik radovaj 6. zagrobački										
ruckar, K. Aerobika za	miadu sko	DISKU GOD	: Suvi	remena ae	erodika_zt	ornik rado	ova: 6	. zagreb	acki		
	ajam sporta. Zagreb FKK. (alicab S. (2000) Fitness za diagu - Braktični savieti za reditalio, Zagreb, Capal, 2000										

Code	UKI1001	Course			Р	hysical	educatio	n			
Department		D	epartme	ent o	of Prima	ry Teacl	her Educa	atior	า		
Study program	n				Class	Teacher			Year	I.	
Lecturer					Vera F	ilipović,	senior le	ectur	er		
Institution				Fac	ulty of 1	Feacher	Educatio	n in	Osijek		
Course status	5		<u>Mar</u>	ndato	ory	Elective f	rom modul	le	Elec	tive	
			<u>N</u>	/inte	<u>r semest</u>	<u>er</u>	<u>Sur</u>	nmei	r semest	ter	
ECTS student we	orkload coeffici	ient			2				1		
Hours weekly			Lectur	es	Seminars	Practice	Lecture	s S	eminars	Practice	
			-		-	2	-		-	2	
Course object	ctives							•			
-for students	to establish	n and exp	band thei	r kno	wledge of	old and r	new up-to-	date l	kinesiolog	gical	
terms;											
-to educate students in recreational exercise programming;											
-to get students into habitual exercising with a unique goal of preserving their health and the quality of life											
quality of life Course description											
Course description											
and students	interests			lioned	u by avair		les, manc	es, w		marcion	
Sports: baske	thall, volle	vball, ind	door foot	ball.	indoor ho	ockey, ba	dminton, d	lancin	na. voga.	pilates	
elements of r	hvthmic av	/mnastic	s and ma	artial	arts, boy	wlina, ice	-skatina, r	oller-	skating,	ioaaina	
fitness.	, .,	,			,	57	5,		5,	5 55 5	
Teaching me	thods										
Lectur	res	Semina works	ars and shops	and <u>Practice</u> Individual projectors		ect	Multim Int	edia and ernet			
Distance le	earning	Office	hours	La	boratory		Tutorial		Field	l work	
Student oblig	gations										
Regular atter	ndance and	active co	ourse part	cicipa	tion. Stud	ents need	to give a	medio	cal permi	t in case	
of inability to	attend class	ses.									
Examination	methods	0	-		1	Faaay			Dractic		
Written <u>Orai</u> Essay Practical											
Individual pro	ject Co	ntinuous	assessme	ent		Seminar					
Mandatory r	eading										
Pećina, M. (19	992):Vježbe	e istezanj	a –sretch	ning.C	Globus, Za	ıgreb					
Ticak, K.(199.	/):Oblikova	nje tijela	– za zen	e. A	stroida,Za	igreb.					
Milanovic,D.,	i suradnici ((1996): F	itness, Fi	гк Za	agreb.						
Recommen	ded readi	ina									
All available I	literature th	at refers	to the cu	urricu	lum.						
	All available literature that refers to the curriculum.										

Code	UKI301	Course			Swin	nming				
Departme		De	epartment	of Prima	ary Teach	er Educa	tion			
Study prog	Iram			Clas	s teacher			Year	II	
Lecturer				Dra	žen Rast	ovski, lec	turer	•		
Institution			F	aculty of	Teacher	Educatio	n in (Osijek		
Course sta	tus		Manda	itory	<u>Elect</u> m	<u>ive from</u> odule		Elec	tive	
			<u>Win</u>	ter seme	<u>ster</u>	Su	mmer	semes	<u>ter</u>	
ECTS studer	nt workload c	pefficient		2				-		
Hours weel	kly		Lectures	Semina	rs Practice	Lecture	s Se	eminars	Practice	
			1	-	2	-		-	-	
Course ob	jectives									
swimming techniques; to qualify students in recreational swimming and to teach students the basics of swimming as an influence on the anthropological status of a human being and it's basic biomechanical and hydrodynamic laws. To introduce theoretical, practical, scientific and professional information that will help students with their teaching and qualify them for teaching their future students how to swim and save drowning people. Course description Swimming techniques: kinesiological analysis; crawl, breaststroke and backstroke training, methodics of swimming and swimming techniques; methodics of jumping techniques. Methodics of swimming lessons : methodical procedure, methodical work organization, kinesiological operations (games and water adjustment exercises, breathing, floating and sliding on water, water jumps). Anthropological approach to swimming as a specific kinesiological activity. The swimming programme in the curriculum and in the Physical Education programme; free time and kinesitherapy. The history of swimming and the development of swimming techniques, specificity of movement in water (the laws of gravity, the position of the body, the lift force, resistance, the balance of resistance and propulsive force). The effect of water on the anthropological status: the respiratory and cardiovascular system, the biological and functional development, the negative effects of water. The evaluation of knowledge and achievements in swimming-application of standard procedure for registration of initial and final states. The organization of swimming										
schools: lo The procec person)	cal and in lure of sav	other place ving a drow	s: summer v ning person	acations, (the righ	classes out t and the s	doors afest ways	s of sa	ving a d	Irowning	
Teaching	methods									
<u>Lectu</u>	res	Seminars worksh	s and ops	Practice	Indi	vidual pro	<u>ject</u>	<u>Mult</u> and I	<u>imedia</u> nternet	
Distance l	earning	Office h	ours	aboratory	,	<u>Tutorial</u>		Field	<u>l work</u>	
Student o	bligation	5								
Regular att	endance.	<u> </u>								
Examinati	ion metho	ods Or:	<u>.</u>		Fssav		[Practi	-al	
Individua	al C	ontinuous a	assessment		Seminar	-		Flaction	<u>.ai</u>	
project										
Mandatory reading										
Findak,V.;Do odgojitelje), Rastovski D. savjetovanja Volčanšek, E Rastovski, I 10. ljetne šk	Findak,V.;Delija, K.(2001).Tjelesna i zdravstvena kultura u predškolskom odgoju (priručnik za odgojitelje), EDIP,2001. Rastovski D. (2000). Popratni sadržaji kao sredstva i pomagala kod obuke neplivača.: Zbornik radova savjetovanja o obuci neplivača, hrvatski savez sportske rekreacije, Čakovec 2000. Volčanšek, B. (2002). Bit plivanja .(Udžbenik) Kineziološki fakultet, Zagreb Rastovski , D. (2002). Praćenje psihološkog opterećenja kod djece prilikom obuke neplivača. Zbornik radova 10. ljetne škole kineziologa RH Rovinj 2002.									
Recomme	nded rea	ding	v .					1 2000		
Szabo, I. (2 Maglischo,E. California.	000). Metoo .W.(1993).	IICKE Vježbe Swiming Eve	usavrsavanja n Fast. Mayfie	tennika pliv Id Publishir	anja (diplom g Company,	ISKI rad) FFI Mountain V	ĸ ∠agre iew,	eb 2000.		

Code	UKI6010	Course		Т	eaching l	inesiology	уI				
Department]	Department	of Prima	ry Teach	er Educati	on				
Study progr	am			Clas	5 Teacher			Year	I	II	
Lecturer			m	nr. sc. M	ara Šuma	nović, sen	ior le	cturer			
Institution			Fa	culty of	Teacher	Educatio	on in	Osijek			
Course state	us		<u>Mandat</u>	ory	Elective	from modu	le	Elec	tive		
			Wint	er semes	ter	Su	mmer	semes	ter		
ECTS studen	t workload co	oefficient						4			
Hours week	У		Lectures	Seminar	s Practice	Lecture	s Se	eminars	Practi	ice	
						2		-	-		
Course obj	ectives										
education of To improve realization, children of t	the prescher students' k and monito he younger	ool childre nowledge pring of a school age	application n. and skills, Il organizatio e.	especially onal work	those ne	eded in pl in the pr	anning	g, progra training	ammir g of t	ng, :he	
Physical activities in the open, in a gym, on water, snow and ice, and in adapted spaces; Morning physical exercises, trips, walking, summering, wintering, sporting events, public appearances; Methodical procedures; The course of an exercise process; Methodical-organizational working forms: frontal, group, individual; Working methods (oral presentation, demonstration, setting up of motorical tasks);											
presentation, demonstration, setting up of motorical tasks); Teaching materials and aids; medical checks, keeping up and improving health; Class teacher preparations, daily preparation; Planning and programming of physical activities (global and operative); Monitoring, testing and evaluating of physical activities in children of younger school age; Practical realization of all organizational working forms of physical training.											
Teaching n	nethods		· · ·			<u> </u>		I			
Lectur	res	Seminars	s and	Practice	Indi	vidual pro	ject	<u>Mult</u>	medi	<u>a</u>	
Distance le	arning	Office h	ours la	aboratory		Tutorial		Field	l work		
Student ob	ligations			,				1		_	
Students ha	ve to attend	lectures a	and practices	actively.							
Examinatio	on methods	5	<u> </u>								
Writte	n		<u>Oral</u>		Essa	y NO		Practic	al.		
Individual p	oroject	Continue	ous assessm	nent	Sem	inar					
Mandatory	reading										
Findak,V.(19 Hrvatski sav Findak, V. (1 Findak, V., F Ivanković, A Pejčić, A. (2 Pejčić, A. (1 Sveučilište u	 Hrvatski savez za športsku rekreaciju i Montorex. Zagreb. Findak, V. (1995) Metodika tjelesne i zdravstvene kulture u predškolskom odgoju. Zagreb. Findak, V., Prskalo, I.(2004) Kineziološki leksikon, Visoka učiteljska škola Petrinja, Petrinja. Ivanković, A.(1982) Tjelesni odgoj djece predškolske dobi, Školska knjiga Zagrab. Pejčić, A. (2001) Opće pripremne vježbe za najmlađe. Pedagoški fakultet Rijeka, Rijeka. Pejčić, A. (1996) Sadržaji tjelesne i zdravstvene kulture za prva četiri razreda osnovne škole. Sveučilište u Rijeci, Rijeka. 										
Kecommen	aed readin	ig co za dica	u Droktični	covicti	roditolic	Zaarahi Ca	2001 2	000			
канsch, S. (Karković, R. Šumanović, radova 4. lje	Kalisch, S. (2000) Fitness za djecu – Praktični savjeti za roditelje. Zagreb: Gopal, 2000. Karković, R. (1998) Roditelj i dijete u športu. Zagreb, Oktar. Šumanović, M.; Šumanović, V. (1995): Tjelesna i zdravstvena kultura i zdravlje mladih. Zbornik radova 4. ljetne škole PFKH, str. 36-38.										

Code UK	I7001 Course		Теа	aching ki	nesiology II				
Department		Department	of Primar	y Teache	r Education				
Study program			Class	Teacher		Year	IV		
Lecturer		m	r. sc. Ma	ra Šuman	ović, senior	lecturer			
Institution		Fac	culty of 1	Feacher	Education	in Osijek			
Course status		Mandat	ory	Elective f	rom module	Elec	tive		
		Winte	er semest	<u>er</u>	<u>Sumn</u>	ner semes	<u>ter</u>		
ECTS student wor	kload coefficient		4			4			
Hours weekly		Lectures	Seminars	Practice	Lectures	Seminars	Practice		
		1	-	2	2	-	2		
Course objectiv	ves								
To train students - i i c i Course descrip	s for: ndividual plannin differentiated forr nstruction – globa monitoring, testin tion term and definit	ng , program ns of working ally and opera g and assession	mming ar with child itively ment in tea	nd implen ren of you aching phy	nentation of nger school a rsical education	fundamer age; - prog on	ntal and ramming		
Programming: 1 global and opera Teaching prepa personal; Monito relationship; Spa Teaching meth	term and definit ative physical edu ration and daily pring, testing and ace, equipment ar ods	ion, general cation curricu preparations d assessment nd working aid	features o lum model s: theoret : types, n ds; Paperw	f program ; ical, met nethods a vork and se	nming, stage hodological, nd contents; chool docume	es of progr organisatic Student – entation.	amming, onal and · teacher		
Lectures	Seminars	s and P	ractice	Indiv	idual projec	<u>t Mult</u>	imedia		
	worksh	ops				and I	nternet		
Distance learni	ng Office h	ours La	boratory		<u>Tutorial</u>	Field	d work		
Student obligat	tions								
Students have to	o attend lectures	and practices	s actively a	and condu	ict two succe	ssful schoo	l classes		
Examination m	ethods	Je.							
Writtop		Oral		Feed	NO	Dracti	<u></u>		
<u>winten</u>	at Continu			LSSdy	NO	Place			
	ct <u>Continue</u>	ous assessm	ent	Semi	nar				
 Hrvatski savez za športsku rekreaciju i Montorex. Zagreb. Findak, V. (1992) Metodika tjelesne i zdravstvene kulture u predškolskom odgoju. Zagreb. Findak, V., Prskalo, I.(2004) Kineziološki leksikon, Visoka učiteljska škola Petrinja, Petrinja. Ivanković, A.(1982) Tjelesni odgoj djece predškolske dobi, Školska knjiga Zagrab. Pejčić, A. (2001) Opće pripremne vježbe za najmlađe. Pedagoški fakultet Rijeka, Rijeka. Pejčić, A. (1996) Sadržaji tjelesne i zdravstvene kulture za prva četiri razreda osnovne škole. Sveučilište u Rijeci, Rijeka. Šumanović, M.; Gošnik, J., Mršo, M. (2000): Integrirano učenje i tjelesna i zdravstvena kultura. Zbornik radova 1. međunarodni znanstveni posvet "Otrok v gibanju", Ljubljana, Slovenija. Pejčić, A. (2001) Opće pripremne vježbe za najmlađe. Pedagoški fakultet Rijeka, Rijeka. Juić, M.; Šumanović, M.; Viskić-Štalec, N. (1997.): Učinak posebno programirane nastave tjelesne I zdravstvene kulture na neka antropološka obilježja učenika drugog razreda osnovne škole. Zbornik radova 6. ljetne škole PFKH, str. 156-158. Recommended reading Kališ, S. Fitness za djecu – praktični savjeti za roditelje. Zagreb, Gopal, 2000. Karković, R. Roditelj i dijete u športu. Zagreb, Oktar, 1998. 									
Viskić-Štalec, N. Milanović D. J. su	(1997.): Osnove	statistike I ki	neziometr	ije, u: Prir	učnik za spor	rtske trener	re,		

Mathematics

Code	UMA40	001 (Course			Discrete	mathem	atics					
Department			Depart	ment	of Prima	ary Teacl	her Educa	ation					
Study program	n				Cla	ss Teach	er		Year	II			
Lecturer				do	oc. dr. so	. Antoar	neta Klob	učar, a	ssis	tant			
						pr	ofessor						
Institution					Faculty	of Teach	er Educa	tion in	Osij	ek			
Course status				Mano	latory	Electi	ive from		Elec	tive			
						<u>m</u>	odule						
				W	inter sem	ester	<u>Sur</u>	<u>nmer se</u>	emest	<u>ter</u>			
ECTS student wo	orkload coeffi	icient						3					
Hours weekly				Lectu	Seminars	Practice	Lecture	s Sem	inars	Practice			
				res									
							1		-	1			
Course object	tives												
The objective	of this cou	urse is t	o make	student	s familiar	with fund	lamental st	ructures	and	methods			
	rintion	•											
1.Binary relati	ons												
2.Basic concer	ots of grap	oh theor	y (grapł	n, vertex	k, edge, e	tc.)							
3.Subgraphs													
4.Incidence and neighbourhood matrices													
5.Degree of a	5.Degree of a vertex												
6.Walks, path	6.Walks, paths and graph connectivity												
8 Graph appli	cations (el	ectric ci	rcuits c	hemistr	v socioar	ams stree	ets in a tow	n etc)					
9.Trees			reality, c	nemisti	y, sociogi	unis, serce							
10.Eulerian to	urs												
11.Hamiltonia	n cycles												
12.Graph con	nectivity (v	vertex a	nd edge	e)									
13.Graph colo	urings												
14.Transport	oroblem												
15.Graph map	pings												
		Semir	ars and		ractice	Indi	vidual proje	act	Mult	imedia			
Lecture	<u>55</u>	work	kshops	-	Tactice	indi			and I	nternet			
Distance lea	arning	Office	e hours	La	boratory		Tutorial		Field	d work			
	_				•								
Student oblig	ations												
Attending lect	ures and e	exercises	s, passir	na writte	en and ora	al examina	tion.						
Examination	methods	}	-,	<u> </u>									
<u>Written</u>		<u>0</u>	ral			Essay		F	ractic	al			
Individual	Cor	ntinuous	assessr	ment		Seminar							
project													
Mandatory re	eading												
1.D. Veljan, K	ombinator	ma i disl	kretna n	natemat	ika, Algor	itam, Zagi	reb 2001						
2.J. Matoušek	, J.Nešetri	l, Invita	tion to D	Discrete	Mathema	tics, Oxfor	d Universit	y Press,	Oxfo	rd 1998			
Recommende	ed readin	g	:										
1.Jonathan Gr	oss, Jan Y	ellen, G	raph Th	eory an	a its Appli	cations, C	KC Press, N	New York	(1998	5			
Code	UMA1001 Course Elementary mathematics												
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Department	tment Department of Primary Teacher Education program Class Teacher Year I												
Study program	Study programClass TeacherYearILecturerdoc. dr. sc. Zdenka Kolar-Begović, assistant												
Lecturer			doc.	dr. sc. Zd	lenka Ko profe	olar-Bego essor	ović,	assista	int				
Institution			Fa	aculty of 1	Feacher	Educatio	n in	Osijek					
Course status			<u>Manda</u>	tory	Elective f	rom modul	е	Elec	tive				
			<u>Win</u> t	ter semest	<u>er</u>	<u>Sur</u>	nme	r semes	<u>ter</u>				
ECTS student wo	orkload coefficient		Locturos	3 Cominara	Dractico	Locturo		3	Dra	otico			
Hours weekly			Lectures	Seminars	Practice	Lecture	s S	seminars	Prac	tice			
			1	-	1	1		-	1	1			
Course objective The objective elementary m grades.	tives of this course athematics nece	e is essai	to revise, ry for adequ	broaden, a ate teachin	and syste g of math	matise stu ematics in	udent prim	ts' know hary scho	ledge ol ju	e of inior			
Course desci	<u>aption</u>	ogic	The concor	at of a pro	nocition ()porations	with	propositio	nc F	Pacie			
Course description Elements of mathematical logic. The concept of a proposition. Operations with propositions. Basic mathematical propositions. Types of proofs of theorems. Set. The concept of a set (subset, equality of sets, partitive set). Operations on sets (union, intersection, difference, complement). Cartesian product of sets. Relations. The concept of a relation. Equivalence relation. Equivalence classes. Order relation. Function. The concept of a function. Function composition. Bijection. Inverse function. The set of natural numbers. Peano's axioms. Principle of mathematical induction. Laws of mathematical operations in N. Prime and composite numbers. Divisibility. Euclidean algorithm. The set of whole numbers. Introduction of the set of whole numbers or integers (as a set of equivalence classes). Mathematical operations within the set of integers. Axiomatic postulates of planimetry. Axioms of Euclidean geometry. Isometries. Axial symmetry. Rotation. Central symmetry. Translation. Composition of isometries. Similarity geometry. Theorem of Thales. Homothety. Classical triangle geometry. Congruence. Four basic constructions of triangles. Four special points of a triangle (centroid, orthocentre, circumcentre, incentre). Similarity. Pythagorean theorem (various proofs). Circumference and circle. Basic concepts and definitions. Theorem of the circumferential and central angle. Circumscribed quadrilateral. Inscribed quadrilateral. Regular polygons. Area of a polygon. Teaching methods </td													
Lect	ures	S	Seminars	Practice	Indiv	vidual pro	ject	Mult	imeo	dia			
			and					and I	nter	net			
Distance	learning	W	orkshops Office	Laboratory	/	Tutorial		Field	d woi	rk			
			liburs										
Student oblig Attendance is both the writt and exercises which replace	gations mandatory in t en and the oral students are pl the written exa methods	erms I exa anne mina	s of both lec mination, w ed to carry c ation.	tures and e hich can be out. During	exercises. e taken af the semes	The final a fter the conster studen	nsses: mplet nts ca	sment co tion of al an take tw	nsist I clas wo te	s of sses ests,			
Written		Ora	<u>l</u>		Essay			Practio	cal				
Individual	Continuo	us a	<u>ssessment</u>		Seminar			Test					
Mandatory re	eading												
Mandatory reading [1] B. Pavković, D. Veljan: <i>Elementarna matematika I</i> , Tehnička knjiga, Zagreb, 1992. [2] S. Kurepa: <i>Uvod u matematiku</i> , Tehnička knjiga, Zagreb, 1975. [3] D. Palman: <i>Trokut i kružnica</i> , Element, Zagreb, 1996. [4] M. Pavleković: <i>Metodika nastave matematike s informatikom I</i> , Element, Zagreb, 2001. Pacommended reading													
[1] S Mintako	eu reading wić E Ćurić: M	atom	natika sa zhi	rkom zadat	aka Školo	ka knjiga	7201	eh 2002					
[2] D. Palman [3] A. Marić: [4] M. Radić: [5] Udžbenici [6] B. Dakić, <i>I</i> [7] Matka, čas	: Planimetrija, E Planimetrija-zbi Algebra, Školski i zbirke zadatak Matematički pan sopis za mlade r	Elem <i>irka i</i> a knj a iz <i>ioptil</i> nate	ent, Zagreb, r <i>iješenih zac</i> jiga, Zagreb srednje škol kum, Školsk matičare	, 1999. <i>lataka,</i> Elem , 1978. e a knjiga, Za	ent, Zagro agreb, 199	eb, 1994.	∠uyi	65, 2005					

Code	Code UMA3010 Course Introduction to linear algebra											
Department		De	partme	nt o	of Prima	ry Teacl	ner Educa	ntior	1			
Study program	า				Class	Teache	r		Year		II	
Lecturer			do)C. (dr. sc. Z	denka K	olar-Beg	ović	, assist	ant	t	
						pro	fessor					
Institution				Fa	culty of	Teacher	• Educatio	on ir	n Osijel	(
Course status			Mar	ndat	ory	Elective	from mod	lule	El	ecti	ve	
			<u>w</u>	/int	er semes	ter	Sur	mme	r semest	er		
ECTS student wo	orkload coeffic	cient			3							
Hours weekly			Lectur	es	Seminars	Practice	Lectures	; S	eminars	Pra	actice	
			1		-	1						
Course objec	tives											
The objective	of this co	ourse is to	introduo	ce s	tudents to	o fundam	ental conce	epts	and prol	blen	ns of	
linear algebra	i that lea	d towards	better	und	lerstandin	g of the	theory of	sim	ultaneou	ıs l	inear	
equations, incl	luding algo	orithms for	their solu	utio	n.							
Course descr	iption											
	al vector	algebra.	Vector.	Ope	rations or	n vectors.	Linear co	mbin	ation of	vec	ctors.	
	alar produ	near inder	rs. vecto	r pr Bai		ector space						
Matrice	spaces.∟ s. Matrix	and opera	tions wit	h n	natrices	Some sne	cial types	of n	natrices	Re	aular	
matrices. Rank	c of a mati	rix.				oome opt	cial cypes	01 11		i te	galai	
System	s of alg	ebraic lir	near equ	uati	ons. The	e Gaussia	n method	. Co	nditions	for	• the	
solvability of s	ystems of	linear equa	ations.									
Determ	inants. La	place's ex	pansion.	Crar	mer's rule							
Teaching me	thods								1 -			
Lecture	S	Seminars	and	<u>P</u>	ractice	Indi	vidual proje	ect	<u>Mult</u>	ime nte	<u>dia</u> rnet	
Distance lea	rning	Office he	ours	La	boratory		Tutorial		Field	d wo	ork	
Student oblig	ations				•				1			
ttendance is	mandato	rv in terr	ms of h	hth	locturos	and eve	rcisos Th	o fi	nal acco	scer	mont	
consists of h	ndinduco	written a	nd the	ora	l examin	ation w	hich can	he t	aken at	fter	the	
completion c	of all class	ses and	exercise	5 S	tudents	are plan	ned to ca	rrv	out Du	ring	1 the	
semester stud	ents can ta	ake two te	sts. which	n rei	place the v	written ex	amination.	,			, ene	
Examination	methods			- 1								
<u>Written</u>		Oral				Essay			Practic	al		
Individual proje	ct <u>Cont</u>	inuous as	sessmer	<u>nt</u>		Seminar			Test			
Mandatory re	eading											
[1] D. Jukić, R	. Scitovski	i <i>, Matemat</i>	<i>ika I</i> , Odj	jel z	a matema	atiku, Osij	ek, 2000.					
[2] K. Horvatio	ć, Linearna	i algebra I,	<i>II, III</i> , P	MF-	Matematio	čki odjel,	Zagreb 199	5.				
Recommende	ed readin	g										
Proskurjakov: Z	Zbornik zad	dač po line <u></u>	jnoj algel	bri,	Nauka, Mo	oskva, 19	57.					
plems in linear a	algebra, M	IR, Moskva	, 1978.)			¥		_				
[2] J. Dieudon	n, <i>Linearn</i>	a algebra i	element	arna	a matemat	tika, Skols	ska knjiga,	Zagr	eb, 1977	•		
[[3] S Kurepa: [4] L Čaklović	UVOD U IIN V Zadaci iz	earnu alge z linearne :	oru, Skol	SKA	кпјіда, Za ska knijga	agreb, 19 Zagreb	/5. 1979					

Code UMA3001 Course Mathematics													
Department	partment Department of Primary Teacher Education Idy program Class Teacher Year II												
Study program	Study programClass TeacherYearIILecturerdoc dr sc Zdenka Kolar-Begović assistant												
Lecturer			doc.	dr. sc. Z	denka K prof	olar-Bego fessor	ović,	assist	ant				
Institution			Fa	culty of	Teacher	- Educatio	on in	Osijeł	(
Course status			<u>Mandat</u>	tory	Elective	from mod	ule	El	ectiv	/e			
			<u>Wint</u>	<u>er semes</u>	<u>ter</u>	<u>Sun</u>	nmer	semes	<u>ter</u>				
ECTS student wo	orkload coeffi	cient		3				3					
Hours weekly			Lectures	Seminars	Practice	Lectures	Se	minars	Pra	ctice			
			1	-	1	1		-		1			
Course objec	tives												
The objective elementary n mathematics i	of this nathemati n primary	course is to cs at a hi school junic	o revise, b igher level, or grades.	proaden, a , which	and syste is necess	matise stu ary for a	dents dequa	' know ite teac	ledg ching	e of g of			
Course descr	iption	hun du akin a		f wettenel		(!						
Algebraic oper decimal fractional num Real number variable. Abso Complex num numbers. Geo Linear function equations. Quadratic fun Elements of et planes. Perper Angles in te plane. Angle b Distance in to a point to a lim Polyhedra. P Volume and su Round su	rations on on). Prope mbers. s. Axioms lute value nbers. Int metrical re- ion. The of ion. The of ion. The of ion. The of intion. Given combinat ereometrical rms of live etween two erms of li ve etween two erms of li ve olyhedron urface area solids. Cy thods	rational nu rties of the s s of real nu (modulus) of troduction of epresentatio concept of a raph of a qua raph of a qua rorics. Perm y. Axioms of hes and plan nes and plan nes and plan st distance b st dist distance b st distance b st distance b st dist	mbers. Rep set of ration mbers. Nur of a real nur of a real nur f the set of n of a comp linear fund adratic fund utations. Va of Euclidean es. Mutually lanes. Ang s and plan between ske polyhedra. edron. Cava	mber line. mber line. mber. complex number olex number ction. Gra tion. Quad ariations. (geometry perpendi le betwee es. Distar w lines. Euler's for lieri's prin ume and s	Linear ea numbers. er. ph of a lin dratic equa combination of space. cular plan n two line nce from a prmula for ciple.	quations ar Algebraic o hear functio ation. Ons. Parallelism es. Angle to a point to a polyhedra ea of round	nd ine peration. Sy n of st petwee plane solids	equalitie ions on ystems traight l en a lin e. Distar gular po	frac s in com of li ines ne al nce	one oplex near and a from edra.			
Lecture	es es	Seminars a	and <u>P</u>	<u>Practice</u>	Indi	vidual proje	ect	Mult	ime	dia_			
Distance lea	irning	Office hou	u rs La	boratory		Tutorial		Field	d wo	rk			
Student oblig	ations				•								
Attendance is consists of the completion of semester stud	mandato both the of all class ents can t	ory in term written ar sses and e ake two test	ns of both nd the ora exercises s ts, which re	lectures I examin students place the	and exe ation, w are plan written ex	rcises. Th hich can ned to ca amination.	e fin be ta rry c	al asse aken at out. Du	essn fter Iring	nent the the			
Written		Oral			Essay			Practio	cal				
Individual proje	ct Cont	tinuous ass	essment		, Seminar			Test					
			<u>coonolly</u>		Connul								
Mandatory re	eading												
[1] B. Pavković, D. Veljan: <i>Elementarna matematika I</i> , Tehnička knjiga, Zagreb, 1992. [2] D. Jukić, R. Scitovski, <i>Matematika I</i> , Odjel za matematiku, Osijek, 2000. [3] M. Pavleković: <i>Metodika nastave matematike s informatikom I</i> , Element, Zagreb, 2001.													
Recommende	Recommended reading												
[1] S. Kurepa: [2] S. Mintako [3] M. Radić: [4] Udžbenici [5] Matka, ča	<i>Uvod u n</i> ović, F. Ću <i>Algebra</i> , S i zbirke za sopis za n	natematiku, urić: Matema Školska knjig adataka iz si nlade matem	Tehnička ki otika sa zbir ga, Zagreb, rednje škole natičare	njiga, Zag <i>kom zada</i> i 1978. 2.	reb, 1975 <i>taka</i> , Škol	ska knjiga,	Zagre	eb, 2003	3.				

Code UMA9001 Course Mathematics and gifted children													
Department		D	epartment	of Prima	ary Teacl	her Educa	ation						
Study progran	า			Class	Teacher			Year	V				
Lecturer			doc. dr.	sc. Marg	ita Pavle	ković, as	sista	nt pro	fessor				
Institution			Fa	culty of	Teacher	Educatio	n in	Osijek					
Course status			Manda	tory	<u>Electi</u> mo	ive from odule		Elec	tive				
			<u>Win</u>	ter semes	<u>ter</u>	Su	mmer	semest	er				
ECTS student wo	orkload coe	efficient		4									
Hours weekly			Lectures	Seminars	Practice	Lecture	s Se	eminars	Practice				
			1	1	-								
Course objec	tives						•						
The objective of this course is to train students to achieve skills necessary for a dynamic organisation of teaching mathematics to children showing additional interest in mathematics, especially to those that are mathematically gifted.													
Course description On mathematical abilities of children. Development of teacher's mathematical creativity													
On mathematical abilities of children. Development of teacher's mathematical creativity with respect to their work with children in junior grades who show special interest in mathematics. Efficient methods for solving related tasks with gifted children. Preparation of children in junior grades for competitions in mathematics. Cooperation between children in junior grades and editorial boards of mathematical journals for children.													
Teaching me	thods							_					
Lecture	<u>s</u>	<u>Seminars</u> worksh	<u>s and</u> ops	Practice	Indi	<u>vidual proj</u>	<u>ect</u>	<u>Mult</u> and I	<u>imedia</u> Internet				
Distance lear	ning	Office he	<u>ours</u>	Laboratory		<u>Tutorial</u>		Fiel	d work				
Student oblig	gations							-					
Students are interested fo self-evaluation attending thi	e asked ourth-gr on of th s electi	to prepar raders atte ne worksho ve course.	e and con- ending primop and pro	duct a ma hary schoo pose poss	athematic ols in Os sible impr	al worksr ijek, as w ovements	iop w vell a: to th	ith a g s to pr neir col	roup of esent a leagues				
Examination	metho	ds											
Written		<u>Ora</u>	<u>1</u>		Essay			Practi	<u>cal</u>				
<u>Individual</u> project	<u>Co</u>	ntinuous a	ssessment		Seminar								
Attendance of	f classes	is obligator	ry. Oral exar	nination ca	n be repla	ced by two	succe	ssful te	sts.				
Mandatory reading Mirko Polonijo, Matematičke zavrzlame – priručnik za kreativne matematičare Jasenka Đurović, Dodatna nastava iz matematike u prvom i drugom razredu osnovne škole, Školska knjiga, Zagreb, 1994. Jasenka Đurović, Dodatna nastava iz matematike u trećem razredu osnovne škole, Školska knjiga, Zagreb, 2002. Jasenka Đurović, Dodatna nastava iz matematike u četvrtom razredu osnovne škole, Element, Zagreb, 1998. Matka, časopis za mlade matematičare. Recommended reading Š. Arslanagić, Matematika za nadarene, Riječ, Sarajevo, 2004.													
Š. Arslanagić, M. Bombardeli Element, Zagr Irvin Adler, Ma I.M. Rad s nac	Matka, časopis za mlade matematičare. Recommended reading Š. Arslanagić, Matematika za nadarene, Riječ, Sarajevo, 2004. M. Bombardeli, A. Čižmešija, Ž. Hanjš, Elementarna matematika10-Matematička natjecanja, Element, Zagreb, 1999. Irvin Adler, Magic House of Numbers, THE NEW AMERICAN LIBRARY, New York, 1957. I.M. Rad s nadarenim učenicima za matematiku, Sarajevo.												

Code L	JMA9010	Course				Stati	istics				
Department		De	epartm	ent d	of Prima	ry Teacl	her Educ	ation			
Study program					Class	Teacher			Year	V	
Lecturer			d	oc. d	r. sc. Mi	rta Benš	šić, assis	tant	profes	sor	
Institution				Fac	ulty of	Feacher	Educatio	n in	Osiiek		
Course status			Ма	ndato	orv	Elective f	rom modu	le	Elec	tive	
				Winte	r semest	er	Su	immer	semest	er	
ECTS student work	load coeffic	ient	_		3						
Hours weekly			Lectu	res	Seminars	Practice	Lecture	s Se	eminars	Practice	
-			1		1	-					
Course obiecti	ives					l					
The objective of using statistical applying statisti by using availab	f this cou l methods cal metho ble compu	Irse is to s. The er ods in cer Iter resou	teach s nphasis tain situ Irces.	studen is th uations	ts how to ereby pla s as well a	draw con ced on u as on deve	nclusions a nderstandi eloping the	nd ma ng the abiliti	ake deci e possib es of ap	isions by pilities of pplication	
Course descrip	otion								、		
Total generation Course description Data representation (Types of data; Data acquisition; Methods for data set description) Probability (Classical definition of probability; Probability features; Statistical definition of probability) Random variables (Discrete random variables; Binomial random variable and normal approximation; Continuous random variables) Sampling distribution Inference based on one sample (Estimation of proportion; Interval estimation of proportion; Estimation of expectation; Interval estimation of expectation; Tests of hypotheses for proportion and expectation on large samples) Inference based on two samples (Comparing expectations; Comparing proportions; Comparing distributions) Two-dimensional random vector (Distribution table; Conditional probability. Conditional distributions. Independence.; Analysis of contingency tables.; Correlation coefficient.; Simple linear regression.) Teaching methods Seminars and workshops Practice Multimedia and Internet Distance learning Office hours Laboratory Tutorial Field work											
Student obliga	tions										
Students are ob be given a proj and answering l Examination m	oliged to a ject task. ecturer's	attend cla Prior to questions	student student s, they s	s well ts' ora should	as to han l examina successfi	d in their ation that ully compl	assignmer consists c ete their p	nts on of proj roject	time in ect pres task.	order to sentation	
Written		<u>Or</u> a	1			Essay			Practio	cal	
Individual	Conti		ssessm	ent		, Seminar					
project	<u></u>					Serrindi					
	-										
Mandatory rea	ding										
G.R. Iversen, St	tatistics,	The Conce	eptual A	pproa	ch, Spring	ger, Berlin	, 1997				
Recommended	l reading	3									
G. McPherson, A S. Lipschutz, J. McGraw-Hill, Ne J.T. McClave, P. London, 2001	Applying a Schiller, i ew York – G. Benso	and Interp Introducti Toronto, n, T. Sinc	oreting . ion to Pi 1998 :ich, Sta	Statist robabi ntistics	ics, Sprin lity and S for Bussi	ger, Berlir tatistics, S ness and I	n, 2001 Schaum's C Economics,	Dutline , Prent	Series, tice Hall	,	

Code UMA5001 Course Teaching mathematics I Department Department of Primary Teacher Education												
Department		D	epartment	of Prim	ary Teac	her Educ	ation	<u> </u>				
Study program	n			Class	Teacher	•		Year	III			
Lecturer			doc. dr. s	sc. Marg	ita Pavle	ković, as	ssista	ant pro	fessor			
Institution			Fa	culty of	Teacher	Educatio	on in	Osijek				
Course status			<u>Mandat</u>	ory	Elective f	rom modu	le	Elec	tive			
			<u>Wint</u>	er semes	ter	<u>Su</u>	mmer	semes	<u>ter</u>			
ECTS student wo	orkload co	efficient		3				4				
Hours weekly			Lectures	Seminar	s Practice	Lecture	s Se	eminars	Practice			
			2	-	-	2		-	1			
Course object	tives											
The objective of teaching mathe didactic procedu	of this co ematics i ures, ope	ourse is to to n the first fo rating modes	each students our grades of as well as lear	how to pl primary so ning and te	an, organis hool educa aching met	e and carry tion, by usi hods and str	out ta ng clas ategies	asks per ssical an s.	taining to d modern			
Course desci	ription	<u></u>	40 1101 40 104	inig unu e	Justing met		<u>uto giot</u>					
 didactic procedures, operating modes as well as learning and teaching methods and strategies. Course description Basis concepts in teaching mathematics (understanding, reasoning, inference, presentiment, direct and indirect proof, notion, definition, theorem – brief explanations, without too much theorising, by using primary school examples). Some basic principles of teaching mathematics (scientific principle, principle of problem analysis, historicism principle, principle of technology, principle of permanence of skills, knowledge and routines – briefly explained on examples from the practice of teaching mathematics). Reasoning and inference methods in teaching mathematics (induction and deduction, analysis and synthesis, abstraction and concretisation, generalisation and specialisation, analogy – briefly explained on examples from the practice of teaching mathematics. Organisation of mathematics classes for junior graders (the mathematics syllabus in the first four grades of primary school education, teaching materials and aids – models, overhead projector with examples of ready-made transparencies, TV programmes, software examples in the fields of calculus and dynamic geometry, lesson and unit plans, elaboration of a lesson plan, workshops, conducting lessons). Teaching systems – teaching mathematics (frontal, individual, group, team, pair, mentor, distance learning – explained on examples from practice). Modes of intruction in teaching mathematics (frontal, individual, group, team, pair, mentor, distance learning – explained on examples from practice). Mathematical tasks – types and selection of mathematical tasks (additional, remedial, problem, oriented, diversion tasks). Tasks assigned for homework. 												
Lecture	<u>s</u>	Seminar	s and	Practice	Indiv	vidual pro	ject	Mult	<u>imedia</u>			
Distance lea	rnina	Office h	ours la	boratory	,	Tutorial		Field	d work			
Student oblig	ations				•							
Students are of They should a junior grades.	obliged Iso inde	to conduct P pendently c	ower Point pr onduct two su	resentatio uccessful u	ns of at lea nathemati	ast two less cs classes	sons ir in prim	n mathe nary sch	matics. ool			
Examination Written	metho	as Ora	1	1	Feeav			Practi	cal			
Individual	Co	ntinuous a	ssessment		Seminar			riacti				
project												
Mandatory reading M. Pavleković, Metodika nastave matematike s informatikom I, Element, Zagreb, 2001. (drugo izdanje) School books and other mathematics teaching material intended for pupils from I. to IV. grade of primary school. Magazines: Matka, Matematika i škola, Osječka matematička škola, Poučak Recommended reading												
J. A. Van De Wa	alle, Elem	nentary and M	iddle School M	athematics	: Teaching I	Developmen	tally, A	ddison -	Wesley			
Publ., 2000. S. G. Krantz, Ho M. A. Sobel, E. Bacon, 1998. Dougherty (Ed.)	ow to tea M. Malets), Resear	ich mathemat sky, Teaching ich in Mathem	ics, Amer. Matl Mathematics: atics Educatior	n. Soc. 199 A Sourcebo n, Informat	0. bok of Aids, ion Age Pub	Activities ar I. Inc., 2002	nd Strat	tegies, Al	lyn et			

Code UMA7001 Course Teaching mathematics II																
Department			De	partment	of Prima	ry Teacl	ner Educ	atio	n							
Study program	n				Class	Teacher			Year	IV						
Lecturer				doc. dr. s	sc. Margi	ta Pavle	ković, as	ssist	ant pro	fessor						
Institution				Fa	culty of [·]	Teacher	Educatio	on in	Osijek							
Course status				<u>Mandat</u>	ory	Elective f	rom modu	ıle	Elec	tive						
				<u>Wint</u>	er semest	<u>er</u>	Su	mme	r semes	ter						
ECTS student wo	orkload coe	efficier	nt		3				4							
Hours weekly				Lectures	Seminars	Practice	Lecture	es S	Seminars	Practice						
				2	-	2	1		-	1						
Course object	tives															
The objective	of this c	ours	se is to	train student	s in dynar	nic organi	sation of r	mathe	ematics c	lasses in						
primary schoo	l junior o	grade	es and a	a systematic	analysis o	f their effi	ciency.									
Course descr	iption	rkin	a with	junior arad	ers show	ina sneci	al interes	tin	mathom	atics						
(on mathemat	ical skill	s. de	-velopm	ent of mathe	ens snow matical sk	ills, comp	etitions in	math	ematics)	alics						
Efficient met	<i>Efficient methods for solving related tasks with gifted children in junior grades</i> (Dirichlet's method, method of mathematical induction, combinations, counting, analysis and synthesis method															
method, method of mathematical induction, combinations, counting, analysis and synthesis method – inventive calculus, measurement and drawing, solving problems without any knowledge of																
- inventive ca	- inventive calculus, measurement and drawing, solving problems without any knowledge of equations, diverting mathematics - logic).															
equations, div	equations, diverting mathematics - logic). Working with pupils having difficulties in mathematics (recognising difficulties, observing															
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children with o	working with pupils having difficulties in mathematics (recognising difficulties, observing children with difficulties, causes of difficulties pertaining to mathematics classes, types of difficulties, creating programmes adapted to such children, on special programmes, playing games and the such children of special programmes and the special programmes are special programmes are special programmes and the special programmes are special programmes are special programmes are special programmes and the special programmes are special programmes															
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Developing t	tics). Aachina	- ctr	ainate	of mathem	atics tea	charc (str	occina the		l of a dee	nor						
knowledge of	facts bei	ina d	liscusse	d during clas	ses on exa	moles of r	narallel cla	isses,	nlacing							
			1000000	Developing teaching strategies of mathematics teachers (stressing the need of a deeper knowledge of facts being discussed during classes on examples of parallel classes, placing new												
CONCEPTS INTO	a broade	er ma	athemat	tical context,	pointing c	out the imp	ortance o	f dee	placing i per logica	al						
comprehensio	a broade n of cono	er ma cepts	athema s being	tical context, explained, de	pointing c	out the imp t of the at	oortance o oility of sep	f dee parati	per logica	al						
concepts into comprehensio important con	a broade n of cono tents in o	er ma cepts conti	athema s being rast to t	tical context, explained, de the less impo	pointing o evelopmen ortant ones	t of the at	portance o pility of sep	f dee parati	per logica	al						
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Code UGL5001 Course Instrument practice II												
Department			Departm	ent	of Prima	ry Teach	er Educat	ion				
Study program					Class	Teacher			Year		III.	
Lecturer					Gordana	Ercegova	c-Jagnjić	, lec	turer			
Institution				Fac	ulty of 1	eacher	Educatio	on in	n Osijek			
Course status			Mano	dat	ory	Elective f	rom modu	le	Elec	tive		
			<u>Wi</u>	nte	er semest	<u>er</u>	Su	mme	er semest	er		
ECTS student wor coefficient	rkloa	d			2							
Hours weekly			Lectures	s	Seminars	Practice	Lecture	s S	Seminars	Pra	ctice	
			-		-	1						
Course objectiv	es							^				
The aim of this (piano, synthesiz	The aim of this course is further developing skills required for playing a keyboard instrument (piano, synthesizer or accordion), thus reaching an amateur playing level. Mastering singing techniques.											
Course description												
Course description Technical exercises for attainment of finger independence, phrasing, simple and complex time signatures, rhythmic figures, functionality of major and minor grading and its application in harmonization of children's songs, introduction to singing techniques, interpretation of children's songs within the frames of the first to third grade music class with harmonic accompaniment and singing. Teaching methods												
Teaching metho	ods		. T									
Lectures		worksh	s and ops	<u>P</u>	ractice	Indiv	vidual pro	ject	Mult and I	imec inter	dia net	
Distance learnir	ng	Office h	ours	La	boratory		Tutorial		Field	d wo	rk	
Practice is organia	sed ir	n groups of	5 - 10 stud	den	ts.							
Student obligat	ions											
Students' respons assignments. Stu	sibilit dents	ies pertain s take an or	to regular al and prac	cla ctic	ss attenda al exam at	ince, time the end of	ely prepara of semeste	ition er.	and reali	satio	on of	
Examination me	etho	ls			-			-				
Written		<u>Ora</u>	1			Essay			<u>Praction</u>	<u>cal</u>		
Individual project	<u>Co</u>	<u>ntinuous a</u>	ssessmer	<u>1t</u>		Seminar						
Oral and practica	l exa	mination.										
Mandatory read	ling		(<u> </u>		<u> </u>							
Golčić,I.: Pjesmai	rica z	a osnovne s	skole, HKD vanja Škol	SV	. Jeronima knjiga - Z	, Zagreb,	1998. 75					
Niirić, N.: Pievan	. om ka –	priručnik za	učitelie. Š	skol	ska knjiga, Z	. Zagreb.	1994.					
Songs used in mu	Njirić, N.: Pjevanka – priručnik za učitelje, Skolska knjiga, Zagreb, 1994. Sonas used in music classes for the first to third grade of primary school.											
Recommended	read	ing			<u> </u>							
Recommended reading Duvernoy: Etide op. 176, Prosveta, Beograd, 1962. Fakin, A.: Škola za klavirsku harmoniku, II. svezak Goran, Lj.,Marić,Lj.: Spavaj, spavaj zlato moje, Školska knjiga, Zagreb, 1991. Lemoine, op. 37, Prosveta, Beograd, 1961. Schumann, R.: Album za mlade, Muzička naklada, Zagreb, 1963. Songs used in music classes for the first to fourth grade of primary school.												

Code UGL2001 Course Music														
Department					Depart	ment	t of Pr	ima	ry Teach	er Educat	tion			
Study program	n						Cla	assi	Teacher			Year		I.
Lecturer							Gorda	ina l	Ercegova	c-Jagnjić	ć, lec	turer		
Institution						Fa	culty	of T	eacher	Educatio	on ir	n Osijek		
Course status	5				<u>Ma</u>	ndat	tory		Elective f	rom modu	le	Elec	tive	è
						Wint	er sem	este	r	<u>Su</u>	mme	er semes	ter	
ECTS student coefficient	workloa	d					-					2		
Hours weekly					Lectu	res	Semir	nars	Practice	Lecture	es S	Seminars	Pra	actice
					-		-		-	1		1		-
Course obje	ctives													
Acquisition of required to particular.	f knowle understa	edge and	abo mus	out 1 sical	types a expres	nd c sion	haracto in ge	erist enera	ics of mu al and cl	usic as fu nildren's r	indar musio	nental kı cal expre	now essio	ledge on in
Course desc	Course description Expression marks: metre, rhythm, melody, harmony, tempo, dynamic, agogic, colour, form.													
Course description Expression marks: metre, rhythm, melody, harmony, tempo, dynamic, agogic, colour, form. Structural elements: motif, phrase, musical sentences, periods, particularities in constructing structural elements. Simple musical forms. Complex musical forms: musical forms in one or more movements, solo folk songs, opera, oratorio, cantata, musical, etc. Features of programme music. Historical survey of periods and styles in music. Familiarity with musical instruments. Training for vocal interpretation of teaching material. Melodic, rhythmic and formal analysis of selected musical examples. Singing by employing solmization syllables, musical alphabet and text. Teaching methods														
Teaching me	ethods	-	-		. 1		<u> </u>							
Lecture	<u>:s</u>	5	wor	<u>nars</u> ksho	ana ops	l	Practice	e	Indiv	<u>lidual pro</u>	ject	and	ime Inte	rnet
Distance lea	irning	C	Offic	e ho	ours	La	aborato	ory		Tutorial		Fiel	d w	ork
Students' res Students take	gations ponsibili an oral	ties and	pert writ	ain t	to regul exam.	ar cl	ass att	tend	ance and	productio	n of	a semina	ar p	aper.
Examination	metho	ds			0/10/11									
<u>Written</u>				Oral	l				Essay			<u>Practi</u>	cal	
Individual project	C	onti	ทนอเ	us as	sessme	nt			<u>Seminar</u>					
	•						•				-			
Students take	an oral	and	writ	tten	exam.									
Mandatory reading Županović, I., Tvorba glazbenog djela, Školske novine, Zagreb, 1995. Rakijaš, B., Osnove muzičke kulture, Školska knjiga, Zagreb, 1981. Njirić, N., Pjevanka – priručnik za učitelje, Školska knjiga, Zagreb, 1994. Partitutre pjesama iz programa Glazbene kulture od I. do IV. razreda osnovne škole Reich, T., Glazbena čitanka, Školska knjiga, Zagreb, 1994.														
Recommend	ed read	ing			(1 1					1000				
Golčić, I., Pjes Lhotka-Kalins Udžbenici glaz Tomašić, Đ., (smarica ki, I., Ur zbene ku Osnove g	za o njet Iltur glazl	snov nost e u c bene	vne š pjev osnov teor	škole, H vanja, Š vnoj ško rije, Eru	KD sv kolsk oli i g dit, Z	v. Jeroi a knjig imnazi <u>:</u> Zagreb,	nima ja, Z ji <u>, 20(</u>	a, Zagreb, agreb, 19)3.	1998. 975.				

Code UGL7	UGL7001 Course Music listening I									
Department		Departi	ment	of Prima	ry Teach	er Educati	on		_	
Study program				Class	Teacher			Year		IV.
Lecturer				Gordana	Ercegova	ac-Jagnjić,	lectur	rer		
Institution			Fac	culty of 1	Feacher	Educatio	n in O	sijek		
Course status		Ma	ndat	ory	Electi	<u>ive from</u>		Elec	tive	
					<u>m</u>	odule			_	
			Winte	er semeste	er	Sum	<u>ımer s</u>	semest	<u>ter</u>	
ECTS student worklo	ad						3			
coefficient		Lastur		Cominora	Dractica		Car		Dress	
Hours weekly		Lectur	res	Seminars	Practice	Lectures	s sen	ninars	Prac	Juce
						1		1	-	-
Course objectives										
Introduction to impo	rtant pieces f	from wor	ld an	d Croatiar	n music lit	erature. De	velopm	nent of	abili	ities
of expression, exp	erience, cor	mmunica	ition,	cognition	n and a	ssessment	of m	nusical	pie	ces.
Development of aes	for a pormar	a and p	road	ening of i	cnowleage d practici	e about mu	JSIC. D	evelop	men	τοΓ
Course description			lest l			ng music.				
Expression marks: m	etre, rhythm	. melody	, har	mony, ten	npo, dyna	mic, agogic	. colou	r. form	۱.	
Form marks: motif, p	ohrase, music	cal sente	nces,	periods.		iiiie, agegie	,	.,	•	
Simple musical form	s: one-piece,	two-pied	ce, th	ree-piece	musical p	ieces.				
Instructions for composition analysis.										
Forms of solo folk so	ngs: strophic	, throug	h-con	nposed, fo	rms of Cro	oatian folk s	songs			
Complex musical for	ms: musical f	forms in	one c	or more mo	ovements					
Historical survey of r	ne music.	tyles in n	nusic	thoir foat	ures and	most promi	nont re	anraca	ntativ	
Syncronic and diachr	onic model.	Advantac	ies ar	nd disadva	ntages.	most prom		-pi coci	itativ	vcs.
Music and other artis	stic forms.		,00							
Contemporary music	, entertainme	ent musio	c, pop	oular musi	с.					
Music reviews.										
Active and passive lis	stening to mu	usic.								
Musical experience.										
	Seminar	e and		Practice	Indiv	vidual proj	ect	Mult	imer	dia
Lectures	worksh	ODS	'	Tactice	Indiv			and I	nter	net
Distance learning	Office h	ours	La	boratory		Tutorial Field w		d wor	rk	
Student obligation	S									
Students' responsibil	ities pertain t	to regula	r clas	s attenda	nce and p	roduction of	f a sem	ninar pa	aper.	
Students take an ora	il exam.	_								
Examination metho	ods			-						
Written	<u>Ora</u>	<u>1</u>			Essay			Practic	al	
Individual <u>C</u>	ontinuous a	ssessm	ent		<u>Seminar</u>	<u> </u>				
project	-									
Students take an ora	il exam.									
Mandatory reading										
Rakijaš, B., Osnove r	muzičke kultu	ire, Škols	ska_k	njiga, Zag	reb, 1981					
Reich, T., Glazbena d	citanka, Skols	ska knjig	a, Za	greb, 1994	1. 	.				
Zupanović, L., Tvorb	a giazbenog (for primary a	ujeia, Sk nd socor	uiska	knjiga, Za	agreb, 199	55.				
Selected music mate	rial	nu secul	iudi y	5010015.						
Recommended rea	Recommended reading									
Golčić, I., Piesmarica	za osnovne	škole, Hl	KD sv	, Jeronima	a, Zaareb	, 1998.				
do la Motto-Habor H	l Psihologija	glazbe,	Nakla	ada Slap, J	astrebars	ko, 1999.				

Code	UGL00	001	Course				Music lis	tening II						
Department				Department of Primary Teacher Education										
Study program	n					Class	Teacher			Year	,	V.		
Lecturer						Gordana	Ercegova	ic-Jagnjić	, lec	cturer				
Institution					Fac	culty of	Teacher	Educatio	on ii	n Osijek				
Course status	;			М	andat	ory	Electi	ve from		Elec	tive			
							<u>m</u>	<u>odule</u>						
					Winte	er semest	er	<u>Su</u>	mme	er semes	<u>ter</u>			
ECTS student coefficient	workloa	ad				-				2				
Hours weekly				Lectu	ires	Seminars	Practice	Lecture	s	Seminars	Pract	tice		
				-		-	-	-		1	-			
Course obied	tives													
Introduction t	o impor	tant	pieces	from wo	rld an	d Croatia	n music lit	erature. D	evel	opment of	⁻ abilit	ties		
of expression	n, expe	erien	ce, co	mmunic	ation,	cognitio	n and a	ssessment	: of	musical	piec	es.		
Development	Development of aesthetic criteria and broadening of knowledge about music. Development of awareness and need for a permanent interest in music and practising music.													
awareness an	awareness and need for a permanent interest in music and practising music. Course description													
Special features of creating simple forms: shortening and expanding of bars.														
Special featur	Special features of creating simple forms: shortening and expanding of bars.													
Instructions for	Special features of creating complex musical forms. Instructions for selected composition analysis.													
Analytical liste	ening.		0		,									
Correlation pr	inciple i	ո ու	usic.											
Musical exper	ience.													
Music reviews														
Contemporary	/ music.													
Entertainment	t music.													
	thode													
	s s s s s s s s s s s s s s s s s s s	S	mina	's and	ſ	Practice	Indiv	vidual pro	iect	Mult	imed	ia		
Lecture	3		worksl	1005	Practice Individual project Multimedia and Internet					iet				
Distance lea	rning	C	Office h	nours	La	aboratory		Tutorial		Field	d worl	k		
	-													
Student oblig	gations	5												
Students' res	ponsibili	ities	pertain	to regu	lar cla	ass attend	ance and	productio	n of	a semina	r pap	ber.		
Students take	an oral	exa	m.											
Examination	metho	ds				1			1					
Written			<u>Or</u>	al			Essay			Practio	al			
Individual	<u>Co</u>	ontir	<u>nuous</u> a	assessm	<u>ient</u>		<u>Seminar</u>	-						
project														
Students take	an oral	exa	m.											
Mandatory r	eading	- 14		<u> </u>										
Rakijaš, B., O	snove n	nuzič	ke kult	ure, Sko	lska k	njiga, Zag	reb, 1981	•						
Reich, L., Glaz	zbena ci	tank	a, Skol	ska knjig	ja, Za	greb, 199	4. agrah 10(אר						
Zupanović, L., Textbooks on	, IVOLDA music f	i yiaz	imary :	ujeia, Si and soco	(OISKd ndarv	schools	agreb, 19	<i>4</i> 5.						
Selected mus	extbooks on music for primary and secondary schools Selected music material													
Recommend		lina												
Golčić I Piec	smarica	72.0	snovne	škola H	KD ev	/ leronim	a Zagrob	1998						
de la Motte-Ha	aber. H.	, Psi	holoaii	a alazbe.	Nakla	ada Slap.	Jastrebars	ko, 1999.						

Code	UGL701	1	Course			Music te	eaching I						
Department				Departmer	t of Prima	ry Teach	er Education						
Study program	n				Class Teacher Year IV.								
Lecturer					Gordana	Ercegova	ic-Jagnjić, le	cturer					
Institution				Fa	culty of T	Feacher	Education i	n Osiiek					
Course status				Manda	tory	Elective f	rom module	Elec	tive				
				Wint	er semest	er	Summ	her semest	er				
ECTS student	workload	1			5			-					
coefficient	Workloud	•			•								
Hours weekly				Lectures	Seminars	Practice	Lectures	Seminars	Prac	tice			
				2	-	2	-	_	-	-			
Course obje	stives			L –			l						
Training of st	Training of students for teaching music in the frames of class teaching as well as in the frames of												
various extra	various extracurricular activities in the field of music on the basis of theoretical premises of												
methodologica	al organiz	atio	on of ed	lucation of lo	wer level p	rimarv scł	nool children.	cucui prei	moes	5 01			
Course desc	ription					,							
Subject, object	tive and	tas	ks of m	usic teaching	methodolo	ogy. Histo	rical survey.						
Theoretical preliminaries of teaching methodology and results of contemporary scientific research													
in the field	in the field of teaching methodology. Importance and specific features of music teaching												
methodology,	methodology, its position in the education of future teachers and practical application in class.												
Position and	role of m	iusi	c in the	e first years	of primary	educatio	n. Position an	d role of	musio	c in			
development	development of children's abilities and psychological functions.												
Characteristic	s and spe	ecial	qualiti	es of the cou	rse.								
Development	of musica	ity al al	anu aye hilities :	and musical	levelonmer	t factors							
Possibility of	Development of musical abilities and musical development factors.												
processing, ar	processing, and interpretation of results.												
Methodologica	al and org	jani	zationa	l forms of wo	ork.								
Work methods	s, methoc	dolo	gical te	chniques and	d principles	in teachir	ng music.						
Special charac	cteristic o	ftra	aining c	of teachers fo	or music tea	iching.							
Planning and	programn	ทเทด	j. Las sub										
Analysis of tea	aching ma	oau	ies, sub	ojects and un	its and the	r integrat	ion.						
Husic program	n working	s ai a w	ith chil	dren at lowe	r primary o	schoool la	vel· selection	of songs	tonal	litv			
scope of child	ren's voi	ce.	forms	of song expr	ession. me	thodologic	al techniques	for learnings,	na so	nas			
by ear, metho	dological	tec	chnique	s for learning	songs by i	notes.			.g 00	ngo			
Listening of	music a	t lo	ower p	rimary scho	ol level:	methodolo	ogical techniq	ues for l	isteni	ing,			
preparation f	or listeni	ing,	exper	ience of a	musical pi	ece – ob	servation of	expression	n for	ms,			
verbalizing im	pressions	s an	d expe	rience assess	ment, expl	anations <u>o</u>	given by teach	ers.					
Structuring a	nd produ	ctio	n of co	ontents taug	ht in the f	rames of	music based	on metho	dolog	jical			
principles, cla	ssified ac	cor	ding to	primary scho	ol grades.		ala.						
I raining for Vo	sic of muc	nst	rument	al reproducti	on of teach	ing mater	iais:						
analys	sis of mus	sica	l exami	oles hv using	metric stri	icture							
plavin	a a chord	lins	strumer	nt	incence sere								
marki	ng examp	oles	with re	egard to their	form, fing	ering, trar	sposition into	other tona	alities	5			
singin	g by usin	g m	usical a	alphabet, sol	mization sy	llables an	d text						
techni	ques for	mu	sical ea	r, rhythm an	d memory	developm	ent			_			
Knowledge an	d unders	tan	ding of	teaching ma	terial and p	lanning m	usic teaching	at lower le	vels (of			
Teaching me	thede	Jaro	ι το πα	ividual differ	ences in chi	iuren.							
		c	ominar	and Ma	thodology	Todis	vidual project	• Mult	imod	ia			
Lecture	<u>></u>	3	worksh	ops	practice		<u>nuuai projec</u>	and 1	nterr	ia iet			
Distance lea	rnina	0	office h	ours L	aboratorv		Tutorial	Field	d wor	rk			
	.5	3											
Student oblig	ations												
Students' re	snonsihili	ties	pert:	ain to rea	ılar class	attenda	nce, exempla	ary hehay	/iour	at			
demonstration	i classes	s ł	ield b	v tutors. s	uccessful	realization	of one in	dividual a	and	one			
demonstration	n class, c	cond	Jucted	examination	of musical	abilities	of one class	of student	s in	the			
frames of the	practicun	<u>n. S</u>	student	<u>s take an o</u> ra	l exam.								

Examination m	ethods		
Written	<u>Oral</u>	Essay	Practical
Individual project	Continuous assessment	Seminar	
Students take ar	n oral exam.		
Mandatory read	ding		
Požgaj, J., Metoc Njirić, N., Put do <i>prvome, drugom</i> Brdarić, R., Pripi nastave <i>i glazbel</i> Njirić, N., Pjeva <i>prvom, drugom i</i> Novačić, S., Kut razredu osnovne Manasteriotti, V. <i>razredne nastave</i> Sam, R., Glazbel Rojko, P., Meto Pedagoški fakulti Lhotka-Kalinski, Syllabus Textbooks and m	dika nastave glazbene kulture u o glazbe, Priručnik za učitelje s remanje nastavnika za nastavu ne kulture, Školska knjiga, Zagu nka, Priručnik za učitelje s ma i trećem razredu osnovne škole, tnjak, P., Njirić, N., Makjanić, škole, Priručnik za nastavnika, , Muzički odgoj na početnom s e, Školska knjiga, Zagreb, 1971 ni doživljaj u odgoju djeteta, Gla dika nastave glazbe, Teorijska et, Osijek, 1996. I, Umjetnost pjevanja, Školska nanuals for teaching music.	osnovnoj školi, Skolska knjig metodičkim uputama za nasta e, Školska knjiga , Zagreb, 20 glazbene kulture, Priručnik z reb, 1986. etodičkim uputama za nasta Skolska knjiga, Zagreb, 199 V., Glazbena kultura u prv Školska knjiga, Zagreb, 1985 tupnju, Metodske upute za od osa d.o.o., Rijeka, 1998. o-tematski aspekti, Sveučiliš knjiga, Zagreb, 1975.	a, Zagreb, 1988. avu glazbene kulture u 101. a nastavnike razredne vu glazbene kulture u 2. om, drugom i trećem 5. dgajatelje i nastavnike šte J.J. Strossmayera,
Recommended	reading		
de la Motte-Habe Rakijaš, B., Osno Završki, J., Teori Rojko, P., Testira Rojko, P., Psiholo Mirković-Radoš, Beograd, 1983. Tomerlin, V., Dje Knežević, G., Na Gavazzi, M., Goo Journals on peda	er, H., Psihologija glazbe, Nakla ove muzičke kulture, Školska kr ija glazbe, Školske novine, Zagr anje u muzici, Muzikološki zavod oške osnove intonacije i ritma, l K., Psihologija muzičkih sposob ečje muzičko stvaralaštvo, Škols še kolo veliko-hrvatski dječji gla lina dana hrvatskih narodnih ob	da Slap, Jastrebarsko, 1999. njiga, Zagreb, 1981. reb, 1997. d muzičke akademija u Zagrel Muzička akademija, Zagreb 19 nosti, Zavod za udžbenike i n ska knjiga, Zagreb, 1969. azbeni folklor, Etno, Zagreb, 2 ičaja, Hrvatski sabor kulture, v: Život i škola. Školske novir	bu, 1981. 982. astavna sredstva, 1993. Zagreb, 1991. ne, Tonovi.

Code	UGL80	10 Course			Music te	aching II						
Department			Departme	nt of Prima	ary Teach	er Education						
Study program	n			Class	Teacher		Year	IV.				
Lecturer				Gordana	Ercegova	ac-Jagnjić, le	cturer					
Institution			F	aculty of	Teacher	Education i	<u>n Osijek</u>					
Course status			Mand	atory	Elective	rom module	Elec	tive				
			Wir	iter semest	er	<u>Summ</u>	er semes	<u>ter</u>				
ECTS student coefficient	workloa	d		-			4					
Hours weekly			Lectures	Seminars	Practice	Lectures	Seminars	Practice				
			-	-	-	2	-	2				
Course objec	tives					•						
Training of stu	udents f	or teaching	music in th	e frames of	f class tea	ching as well a	as in the f	rames of				
various extra	curricula	ar activities	in the fiel	d of music	on the	pasis of theor	etical pre	mises of				
methodologica	al organi	ization of ed	ucation of l	ower level p	orimary sc	nool children.						
Course desci	ription	standing of	tooching m	atorial and	planning	mucic tooching	a at lower	lovels of				
primary schoo	la under	equard to indi	vidual differences in children.									
Music program	nme tas	ks and conte	nts taught at lower primary school levels.									
Children's mu	sical cre	eativity and	methodolog	nethodological techniques in creative work: rhythm and melody								
improvisation,	experie	encing musi	c through r	through movement, text improvisation, conveying impressions								
through visua	l art, lite	erary and ot	her forms.	n of childr	on's instru	monte in worl	ing with a	studonto				
development	of sens	e of metre	and rhyth	n. combina	ation of r	nythmic and r	nelodic ne	ercussion				
instruments, r	nethodo	logical tech	niques in ins	and rhythm, combination of rhythmic and melodic percussion iques in instrument playing.								
Inclusion of ch	Inclusion of children with special needs into music classes.											
Following child	dren's w	ork and pro	gress.									
Establishment	of func	tional relation	on between	musical, lir	iguistic, vi	sual arts and o	other artis	tic forms				
	or princ	liples of co	Si ulliacion,	Lorrelation,	megratio	on, continuity	and vertie	Lai-Spirai				
Training for vo	ocal and	instrument	al reproduct	ion of teacl	ning mater	ial.						
analys	sis of mu	usical examp	les for sing	ng and pla	ying	-						
analys	sis of mu	usical examp	les by using) metric str	ucture							
metric	mover	nent through	n space usin	g percussio	n instrum	ents						
realiza	nic art	rnytnm on p	ercussion ir	struments	and move	ment through s	space	rcussion				
instruments	inc art		lexis, II	ytiinitai	novement	s and playi	ig on pe	Cussion				
playin	g a chor	d instrumer	it									
marki	ng exam	ples with re	gard to the	r form, fing	jering, tra	nsposition into	other tona	alities				
singin	g by usi	ng musical a	alphabet, so	Imization s	Ilables an	d text						
combi	nation o	of a chord in	strument wi	th other ch	Idren's ins	struments						
Contemporary	ques lor	in music tea	r, myunn ai sching meth	a memory	Croatia an	eni d abroad						
Following and	assessn	ment of child	lren's succe	s in music	classes.							
Participation i	n follow	ing and ana	lyzing parti	ular forms	of music	development o	of children	at lower				
levels of prima	ary educ	cation.										
Participation in	n theore	tical and en	pirical rese	arch.								
Extracurricula	r activit	ties in prim	nary school	(children's	s choir, li	stening works	shop, insti	rumental				
Production of	e group: musical	s, etc.) contents on	methodolo	ucal princir								
Creation of sv	llabus fo	or immediate	ate educational work.									
Using textboo	ks in mu	usic class.										
Teaching me	thods											
Lecture	<u>s</u>	Seminars	s and <u>M</u>	ethodolog Practice	y <u>Indi</u>	vidual project	t Mult	imedia				
Distance lea	rnina	Office h	ours	aboratorv		Tutorial	Field	d work				
					1							

Student obligat	tions		
Students' respondemonstration demonstration closed on the basis of closed the practicum. Students take an	onsibilities pertain to regula classes held by tutors, suc lass, production of annual sylla onducted examination of music n oral exam.	ar class attendance, exer cessful realization of one bus for music classes on me al abilities of one class of stu	nplary behaviour at individual and one thodological principles dents in the frames of
Examination m	ethods		
Written	<u>Oral</u>	Essay	Practical
Individual project	Continuous assessment	Seminar	
Students take an	n oral exam.		
Mandatory read	ding		
Njirić, N., Put do prvome, drugom Brdarić, R., Pripr nastave i glazber Njirić, N., Pjeva prvom, drugom i Novačić, S., Kut razredu osnovne Manasteriotti, V. razredne nastave Sam, R., Glazber Rojko, P., Meto Pedagoški fakulto Lhotka-Kalinski, Syllabus Textbooks and m	glazbe, Priručnik za učitelje s i i trećem razredu osnovne škole remanje nastavnika za nastavu ne kulture, Školska knjiga, Zagr nka, Priručnik za učitelje s me trećem razredu osnovne škole, cnjak, P., Njirić, N., Makjanić, škole, Priručnik za nastavnika, , Muzički odgoj na početnom st e, Školska knjiga, Zagreb, 1971 ni doživljaj u odgoju djeteta, Glo dika nastave glazbe, Teorijsko et, Osijek, 1996. I., Umjetnost pjevanja, Školska nanuals for teaching music.	metodičkim uputama za nasta e, Školska knjiga , Zagreb, 20 glazbene kulture, <i>Priručnik z</i> reb, 1986. etodičkim uputama za nastav Školska knjiga, Zagreb, 1993 V., Glazbena kultura u prv Školska knjiga, Zagreb, 1985 tupnju, <i>Metodske upute za od</i> osa d.o.o., Rijeka, 1998. o-tematski aspekti, Sveučiliš knjiga, Zagreb, 1975.	a, Zagleb, 1988. avu glazbene kulture u 101. a nastavnike razredne vu glazbene kulture u 2. om, drugom i trećem 5. dgajatelje i nastavnike
Recommended	reading		
de la Motte-Habe Rakijaš, B., Osno Završki, J., Teori Rojko, P., Testira Rojko, P., Psihol Mirković-Radoš, Beograd, 1983. Tomerlin, V., Dje Knežević, G., Na Gavazzi, M., Gou Journals on peda	er, H., Psihologija glazbe, Nakla ove muzičke kulture, Školska kn ja glazbe, Školske novine, Zagr anje u muzici, Muzikološki zavoo loške osnove intonacije i ritma, K., Psihologija muzičkih sposob ečje muzičko stvaralaštvo, Škols še kolo veliko-hrvatski dječji gla dina dana hrvatskih narodnih ob	da Slap, Jastrebarsko, 1999. njiga, Zagreb, 1981. reb, 1997. d muzičke akademija u Zagrel Muzička akademija, Zagreb 1 nosti, Zavod za udžbenike i na ska knjiga, Zagreb, 1969. azbeni folklor, Etno, Zagreb, 1 pičaja, Hrvatski sabor kulture, v: Život i škola, Školske povir	ou, 1981. 982. astavna sredstva, 1993. , Zagreb, 1991. ne. Tonovi.
i	<u> </u>	· · · ·	

Code	UGL1	001	Cour	se			Music	theory				
Department				Depart	ment	t of Prima	ry Teach	er Education				
Study progra	m				Class Teacher Year 1							
Lecturer						Gordana	Ercegova	ic-Jagnjić, le	cturer			
Institution					Fa	culty of [·]	Teacher	Education i	n Osijek			
Course statu	S			Ma	andat	ory	Elective f	rom module	Elec	tive		
					Winte	er semest	<u>er</u>	Summ	ner semest	er		
ECTS student coefficient	t workl	oad				3			-			
Hours weekly	/			Lectu	ires	Seminars	Practice	Lectures	Seminars	Practice		
				1		1	-	-	-	-		
Course obje	ctives	3										
Permanent a and familiarit	cquisit y with	ion of musi	f mus cal ex	c theory a pression.	as a r	necessary	prerequis	te to knowled	lge, under	standing		
Course desc	riptio	n										
Basic termin tonality, divis symbols deno Rhythm and metric and rh Tonalities: ke scales, relatio Intervals: typ Chords: chor Interpretation character ma Teaching m Lecture Distance lea Student obl	Basic terminology of music theory: sound, tone, musical alphabet, solmization, staves, clefs, tonality, division into octaves, whole tone, semi-tone, note names and forms, writing notation, symbols denoting duration of sounds, rests. Rhythm and meter: beats, accent types and accentuation, time measure, types of time measure, metric and rhythmic particularities, triplet, syncopation, beating the time. Tonalities: key signatures, enharmonic, alternation, scale types, scale degrees, major scales, minor scales, relationship between tonalities. Intervals: types, division, transposition and modulation. Chords: chord types, triads, triad types, dominant seventh chord. Interpretation: articulation marks, abbreviations, tempo and agogic marks, dynamic marks, character marks. Teaching methods Lectures Seminars and workshops Distance learning Office hours Laboratory Tutorial Field work											
written and c	oral exa	am.										
Written		ious	(Dral		T	Essav		Practio	cal		
Individual project		Conti	nuou	s assessm	<u>nent</u>		Seminar					
Students tak	e a wri	tten a	nd or	al exam.								
Mandatory	readin	g										
Tomašić, Đ., Osnove glazbene teorije, Erudit, Zagreb, 2003. Njirić, N., Pjevanka – priručnik za učitelje, Školska knjiga, Zagreb, 1994. Završki, J., Teorija glazbe, Školska knjiga, Zagreb, 1995. Scores taken from music programmes for the first to fourth grade of primary school. Recommended reading Golčić, I., Pjesmarica za osnovne škole, HKD sv. Jeronima, Zagreb, 1998.												
Rakijaš, B., C Testbooks in)snove music	muzi for pr	čke ku rimary	Ilture, Škol and secor	lska k Idary :	njiga, Zag schools.	reb, 1981					

Natural and social sciences

Code UPD1010 Course			Croatiar	history					
Department	Departme	nt of Prin	arv Tead	cher Educatio	on				
Study program		Class	Teacher		Year	I.			
Lecturer	pro	f. dr. sc. 1	van Balt	a, associate	professor	•			
Institution	Fac	culty of 1	eacher	, Education i	n Osijek				
Course status	Mandat	ory	Elective f	rom module	Elec	tive			
	Winte	er semest	er	Summ	ner semest	er			
ECTS student workload		2			-				
coefficient		_							
Hours weekly	Lectures	Seminars	Practice	Lectures	Seminars	Practice			
	1	1	-	-	-	-			
Course objectives					1	1			
Acquisition of essential historica	l facts and i	insight int	o the ca	use-and-effec	t relations	hip with			
Croatian history from prehistory,	the Ancient W	orld, the N	1iddle Age	es and the Mo	dern Age.				
Course description	e Constinue								
Additional historical sciences as essen	rvey of Croatiar tial disciplines i	n nistory thi n studvina l	ougn all tir history	ne perioas.					
Croatian history from prehistory, the A	Ancient World (Old East, Gi	eeks, Rom	ans), the Middle	e Ages (fron	n			
migrations, history of peoples and nat	ions through th	e early and	developed	Middle Ages), t	he Modern	Age			
(world history from XVI. do XX. centur	ry). Economic,	political and	cultural hi	story within a h	istorical sur	vey. The			
southeast Europe to the present.	es perious or ma		ne settierne						
Croatian history: political, economic, r	eligious, militar	y and cultu	ral history	with emphasis o	on cultural l	iteracy,			
the Croatian language and its literature. Latin epigraphic letters of Croatian cultural monuments, Latin and old									
diplomatic anthologies.									
Croatian History according to conter	nt and time spa	n has sever	al units:	beginning of th	o VVI cont	1.100.7			
-Croatia in the early Middle Ages, VI	century, C	tia at the e	nd of the X	VIII. And first h	alf of the X	лгу, [X.			
century,									
-Croatia during developed capitalism t	to the beginning	g of XX. cen	tury, -Croa	tia in the XX. c	entury				
- first invasion of the Slavs, Avars	and Southern S	Slavs. Croat	s and Byza	ntium.					
-Byzantine emperors: Leo Foka an	d Herculius and	fall of Daln	natia, White	e and Red Croa	tia				
-Hypothesis about the immigration	of Croats (acc	ording to his	storical sou	rces and histor	iography):	ata			
Iranian hypothesis about the immigra	tion of Croats.	utochthond	us hypothe	esis about the in	nmigration	of Croats.			
hypothesis about the immigration of C	Croats according	to Primors	ka Croatia	and Panonian C	Croatia, Croa	itia Albina			
et Croatia Rubena	orical sources)	historical s	ources (Ch	anter 20 30 i '	R1) about (`roats			
from "De administrando imperio", hist	orical sources a	about Croats	s from "Ljet	topisa popa Duk	djanina",-Ci	roats and			
the etymology of names Croat and Cro	oatia, Croatian	coat of arm	s, flag and	anthem.					
II. Croatian national rulers	duke – kina of	(roats)							
-Ethnographic circumstances after	the immigration	of Croats -	- geograph	ic nomenclature	9				
-Dalmatian-Croatian dukes (Višesla	v, Vladislav, Mi	slav, Doma	joj, Zdeslav	v, Branimir)					
- Croatian kings (Tomislay, Trpimir	., Ratimir, Brasi II Krešimir I	av) Miroslav.							
Mihajlo Krešimir II., Stjepan Držisla	av, Gojislav, Sv	etislav Suro	nja, Krešin	nir III.,					
Stjepan I., Petar Krešimir IV., Slava	ac, Dmitar Zvor	nimir, Stjepa in the Midd	an II., Peta	r Svačić)					
III. Croatia in association with Hu	igary	in the Muu	ie Ayes						
-Hungarian king Ladislav and Herc	eg Slavonian Al	moš, Hunga	arian-Croat	ian king Koloma	an				
-Family Arpadovic from pacte conv - Anžuvinac dynasty from 1301 to	ente until year 1387 in Croatia	1301 as kir and Hunga	igdom of C irv	roatia and Hung	Jary				
-Luxemburg dynasty from 1387 to	1437 in Croatia	a and Hunga	ary						
-Family Habsburg and Jagelovići fr	om 1437 to 14	57 in Croati	a and Hung	jary					
-ramily Hunjadijevac in Croatia an - Jagelović dvnastv from 1490 to 1	u nungary as ri 526 in Croatia	and Hundar	U V						
-Great Croatian dynasties from XII	. to XV.stoljeća	í (Šubići, Go	, orjanski)						
IV. Croatian cultural history in t	he Middle Age	s dood of -:	ft Incodes	d Slab of Bočka	and Value				
Romanism and Gothic, Renaissance, n	oetry, novels.	s ueeu or gi dramas and	poetic crea	ativity, educatio	nal system	-			
universities, education, monastery tea	aching,			-,, ========	,				
-historical sources, Hungarian and Cro	atian about Cro	batia in the	Middle Age	S					
 Fall of Bosnia, fall of Herzegovina. 	defeat of Croats	a) s on the Krh	ovic and M	ohač fieldTur	ks conquer	parts of			
Dalmatia, Slavonia and Central Croatia	a, -Defence aga	inst Turks (Ante mura	lae christianitat	is), -Territo	rial			

-election of Ferdinand Habsburg and Ivan Zapolje as Croatian leaders,

-siege of Vienna and expansion of Ottoman empire in part of Croatia and Hungary,

-Austrian rulers (Habsburg dynasty) as Croatian rulers

- Austrian rulers (dynasty: Habsburg-Lothringen) as Croatian rulers:

-Croatian territorial expansion, peace agreements: 1699, 1718, 1739, 1791

-Centuries-old Croatian provinces and the Habsburgs from 1527 to 1918 - Croatia, Slavonia, Dalmatia, Istria, Dubrovnik...

- Croatia in association with other countries and peoples:

VII. Croatians, Christianity and relations with the Vatican -Religions of «old» Croats, -conversion of Croats to Christianity: Akvileja, Salzburg, Constantinopole, Rome... -restoration of independent dioceses, Christianization of Panonian Croats, -split in the church, Christianizaton of Nerets,

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

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

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

IX. Croatia in the so called NDH, Croatia in SFR (FNR) Yugoslavia, Independent Republic of Croatia -formation of NDH, political and military conditions and relations in NDH, -forming of antifascist frontline in Croatia during World War II,

-formation of DF Yugoslavia, FNR Yugoslavia and SFR Yugoslavia, -Constitutions: 1946, 1963, 1974 and constitutional amendments,

-internal and foreign affairs politics in Croatia within Yugoslavia, -national tensions in Croatia in 1971, reforms of Yugoslav federation, -Formation of the Republic of Croatia, struggle for independence and acknowledgment

X. Contemporary Croatian Cultural History

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

-education and sports in Croatia, -Croatian music, drama and art culture.

Teaching methods

reaching methods				
<u>Lectures</u>	Seminars and	Practice	Individual project	Multimedia
	<u>workshops</u>			and Internet
Distance learning	<u>Office hours</u>	Laboratory	Tutorial	Field work

Student obligations

Assigned seminar papers.

Examination m	ethods		
<u>Written</u>	<u>Oral</u>	Essay	Practical
Individual project	Continuous assessment	<u>Seminar</u>	

Mandatory reading

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

Recommended reading

Ferdo Šišić, Pregled povijesti hrvatskog naroda, Zagreb, 1962.

Vjekoslav Klaić, Povijest Hrvata, I.-V., Zagreb, 1988., Božidar Vidov, Povijest Hrvata, I.-

IV., Toronto, 1977....

Petar Lisičar, Grci i Rimljani, i Stari Istok, Zagreb 1971.,1972.

Stjepan Antoljak, Historiografija Hrvata do 1918., Zagreb, 1992.

Šidak-Gross-Karaman-Šepić, Povijest hrvatskog naroda, Zagreb, 1968.

Hrvoje Matković, Povijest Jugoslavije, Zagreb, 1999.

Trpimir Macan, Povijest hrvatskog naroda, Zagreb, 1991., Dragutin Pavličević, Povijest Hrvatske, Zagreb, 1994.

The Times: Povijesni atlas, Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva, Zagreb, 1990.

Ivan Balta, Pregled pomoćnih povijesnih znanosti, Osijek, 2000.

Code	UPD9001	Cour	se		Eco	logy					
Department			Department	of Prima	ry Teacl	ner Educ	atio	า			
Study program	n			Class Teacher Year V.							
Lecturer			mr.	sc. Željk	o Popov	vić, colle	ge pi	rofesso	r		
Institution			Fa	culty of 1	Teacher	Educatio	on in	Osijek			
Course status			Mandat	ory	Elective f	rom modu	le	Elective			
			Winte	er semest	<u>er</u>	Su	Summer semester				
ECTS student wo	orkload coeff	icient		4		-		-			
Hours weekly			Lectures	Seminars	Practice	Lecture	s S	eminars	Practice		
			1	1	-	-		-	-		
Course object	tives										
The course so course deeper acquired in hu give a contem	upplement ns and ex uman eco porary int ription	ts comp tends c logy an erpreta	betences acquir ompetences in t d protection of tion of actual pr	ed in count the interdiated in the huma the huma in the human is the huma in the huma in the human is t	rses Natu sciplinary n environ school (lo	re science science - ment. Ena cal enviror	e and ecolo ble fu nment	Field w gy. Com uture tea c) and be	ork. The petences ichers to yond.		
organism and environment. Food nets. Matter circulation and biospheric energy flow. Natural and artificial biocoenosis. Historical development of ecological thought. Contemporary ecological views. Relationship of ecology and other sciences: biology, physics, chemistry, mathematics, philosophy, religion, sociology (essentials of social ecology), ethics, law, economy, computer science, etc. Problems in the disruption of ecological balance: clearing forests, land-improvement, pollution of nature, acid rains, ozone hole etc. Measures to mitigate the existing conditions. Biodiversity, water, forest, soil, air. Landscape diversity. Improvement and protection of nature and the human environment. Categories of protection, protected regions in Croatia and protected plant and animal species. Sustainable development. Ecological upbringing. Development of ecological consciousness. Understanding man and nature as											
modern pedag	jogical goa	al. Sele	cted educational	films and	contents	from resou	irces	on the Ir	iternet.		
Teaching me	thods				-			-			
<u>Lectur</u>	<u>es</u>	<u>Se</u>	minars and vorkshops	Practice	Indi	vidual proj	ect	<u>Mult</u> and I	<u>imedia</u> Internet		
Distance le	earning	0	ffice hours	Laboratory		Tutorial		Field	d work		
Lectures and	seminar.	Part of	the instruction	is organiz	ed in spec	cialized ins	stituti	ons (Inst	titute for		
spatial plannin	ig, Nature	Park «	Kopacki rit» etc.	.).							
Attendance ar	gations ad active o	lass na	rticination is rea	wired as y	vell as an	individual	nroie	ct (semi	nar) or a		
aroup project	on a chos	en topi	2.	julieu, as v	ven as an	mumuuai	proje	ct (semi	11a1) 01 a		
Examination	methods	;									
Written		<u>(</u>	Dral		Essay			Practic	al		
Individual proje	ct Co	ontinuou	s assessment		<u>Seminar</u>						
									<u> </u>		
Mandatory re	eading										
Glavač, V. (2001). <i>Uvod u globalnu ekologiju</i> . Zagreb: Hrvatska sveučilišna naklada, Ministarstvo zaštite okoliša i prostornog uređenja, Pučko otvoreno učilište. Klepac, R. (1988). <i>Osnove ekologije</i> . Zagreb: JUMENA. Springer, O. (ur.) (2001). <i>Ekološki leksikon</i> . Zagreb: Ministarstvo zaštite okoliša i prostornog uređenja Republike Hrvatske, Barbat. Note: The reading is in the Croatian language. In the seminar, reading materials in a foreign language are also used as well as other sources (the Internet).											
Bralić I (1991)	Nacionali	i narkov	i Hrvatske Zagrel	h: Školeka l	mija						
Crveni popis ug Ecology WWW p Hrvatski informa	r <i>oženih bilj</i> bage. <u>http:/</u> acijski serv	<i>aka i živ</i> <mark>/pbil.un</mark> is za oko	otinja Hrvatske. (2 v-lyon1.fr/Ecology liš. http://pubww	2004). Zagr <u>y/Ecology-W</u> w.srce.hr/bo	eb: Državn <u>/WW.html</u> otanic/cise/	i zavod za z doc/index.h	aštitu ntml	prirode.			
Rauš, Đ. (ur.) (Uzelac, V. (1990	1992). Šun <u>)). Osnov</u> e	ne u Hrv ekološki	atskoj. Zagreb: Šu og odgoja. Zagreb	umarski faku <u>: Školske</u> no	ultet Sveuč ovine.	ilišta u Zagr	ebu, H	Irvatske š	ume.		

Code	UPD3	3010	Course				Field	work				
Department			De	partmen	nt o	of Prima	y Teach	er Educa	ation	1		
Study program Class Teacher Year II.											II.	
Lecturer				n	nr.	sc. Želji	ιο Ρορον	vić, colle	ge p	rofesso	r	
Institution					Fac	culty of	Teacher	Educatio	on in	ı Osijek		
Course state	us			Mane	dat	ory	Elective f	rom modu	le	Elec	tive	9
				<u>W</u> i	inte	er semest	<u>er</u>	er <u>Summer semester</u>				
ECTS student	workload	d coefficie	ent			2				1	1	
Hours week	у			Lecture	s	Seminars	Practice	Lecture	es S	Seminars	Pra	actice
				1		-	-	1		-		-
Course obj	ective	s										
The course is contents in o organisms an their true nat independent of Course des Students und mountains an belonging to l making of heir – making ins measuring). Insight into la open. Prepara Vegetative re in winter. Pla Collecting ma land cultivatio and zoo. Visit	contents in excursion-oriented teaching, students prepare to observe, recognize and understand certain organisms and natural occurrences that are essential for the teaching vocation. Mastering these contents in their true natural setting ensures the excellent perceptive, practical and thinking activities needed for future independent work as teachers (e.g. school in nature, school garden, living corner, etc.) Course description Students under teacher supervision are acquainted with the biocoenoses of forests, meadows, swamps, rivers, mountains and other characteristic regions in Croatia. Learning about characteristic kinds of plants and animals belonging to benthic communities. Insight and recognition of protected plant and animal species. Independent making of herbariums of higher plants and algae. Mushroom identification. Collection and preparation of insects – making insectariums. Measuring physical and chemical states of different habitats (basic meteorological measuring). Use of measuring instruments. Recognition of the level of population of certain biocoenoses. Insight into landscape diversity. Equipment and materials for cultivating house plants and other plants in the open. Preparation of soil for cultivating plants. Planting seeds, replanting, caring for and cultivating plants. Vegetative reproduction. Cattle production. Raising and caring for animals in and around the house. Collecting materials for a living corner in a school. Arranging a living corner in the school. Familiarization with land cultivation and forest production. Visit to a well organized country farm, school garden, botanical garden and zoo. Visit to the museum of natural sciences. Visit to some protected areas in Croatia.											
Teaching n	nethod	ls										
Lect	ures		Semina	ars and		Practice	Indi	vidual proj	iect	Multin	hedia	a and
Distance	learnin	g	Office	hours	La	aboratory		Tutorial		Field	d w	ork
The program teaching exc demonstratio preparation, students as w Student ob	me of th sursions ns, sea etc. For yell as th ligatio	nis cours and t rches, this ty ne neces	se is not eaching spotting, ype of tea ssary mea	tied to the excursions recognizin aching it is asuring inst	wee las g, i nee rum	ekly timeta iting sever independen cessary to ents, field t	ble. It is ca al days. F t measurir provide tra cools and ec	arried out in Field work ng, recordin Insportation Quipment.	i form is ca ng, da and	n of shorte arried out eterminin <u>c</u> accommo	er ha t th g sp datio	lf day rough pecies, on for
There is no e	xam, bu	it stude	nts are re	equired to a	ctiv	ely particip	ate in the c	lasses and	to ma	ike a herba	ariu	m and
Examination (ma	ndatory	hode	or the Nat	ure Science	3 I C	ourse).						
Written			Ora	1			Essay			Practic	cal	
Individual pro	ject	<u>Conti</u>	inuous a	<u>ssessment</u>	t	1	Seminar				_	
Mandatory	readir	na				I			1			
Bralić, I. (1991). Nacionalni parkovi Hrvatske. Zagreb: Školska knjiga. Domac, R. (1996). Flora Hrvatske. Priručnik za određivanje bilja. Zagreb: Školska knjiga. Lelas, Z. (1985). Nastavne ekskurzije u biologiji. Zagreb: Školske novine. Note: The reading is in the Croatian language. For the course, reading materials in a foreign language are also used as well as other sources (the Internet). Recommended reading												
Durrell, G Matoničkir Nikolić, T. Popović, Ž poslije", U Petrinja, 6 Rauš, Đ. (Hrvatski ir	. (1990) n, I P (1996) ., 1999) r.: M. M 52-65. ur.) (19 nformac). <i>Svijet</i> Pavletić, . <i>Herbar</i> : Terens 1atas i H 992). <i>Šu</i>	prirode. Z. (1975 rijski priru ska nasta I. Vrgoč, ume u Hrv vis za ok	Zagreb: Gra). Život naš Jčnik. Zagre va na učitel Hrvatski pe vatskoj. Zag oliš. <u>http://r</u>	afičk ših ri eb: S ljsko dago greb pubv	ki zavod Hrv <i>ijeka</i> . Zagro Školska knj om studiju. oško knjiže : Šumarski <u>vww.srce.h</u>	vatske. eb: Školska iga. Zbornik rad vni zbor, Za fakultet Sv r/botanic/ci	knjiga. dova znanst agreb i Visol eučilišta u Z <u>se/doc/inde</u>	veno <u>c</u> ka uči Zagret <u>ex.htm</u>	g skupa "1 iteljska ško pu, Hrvatsl <u>hl</u>	25 g bla, ke š	jodina ume.

Code	UPD1001	Course				Geog	raphy				
Department		De	epartm	nent o	of Prima	ry Teacl	ner Educ	atio	n		
Study program	n				Class	Teacher			Year	I.	
Lecturer					mr. sc.	Vladimi	ir Ćirić, l	ectu	rer		
Institution				Fac	ulty of 1	Feacher	Educatio	on in	0sijek		
Course status			<u>Ma</u>	andate	ory	Elective f	rom module Elective				
				Winter semester			Summer semester				
ECTS student we	orkload coefficie	ent			2				-		
Hours weekly			Lectu	ires	Seminars	Practice	Lecture	s S	Seminars	Practice	
			1		1	-	-		-	-	
Course object	ctives										
To deepen ar general and p Equip student	nd broaden rofessional e s to success	the stu education fully pre	dents' n of futu pare cla	acquir ure edu usses i	ed knowle ucators in n Nature S	edge of g teacher's Sciences ii	jeography training. n primary	for a	a more o ol.	complete	
Course descu	ription										
Earth. Essenti Egzogen mode use and prote the world, dev Distinctive fea b) Geographic po characteristics Economic feat c) Home regio Natural-geogr demographic	 Earth. Essentials of cartography. Relief, composition and structure of the Earth. Endodynamics, Egzogen modelling and shapes of reliefs. Climate on the Earth. Water on the Earth. Problem in the use and protection of water. The ground and climazonal vegetation communities. The population of the world, development, structure, problems and demography. Essential features of settlements. Distinctive features of the world economy. b) Geographic features of the Republic of Croatia Geographic position, location and territorial formation. Natural-geographical features. Population characteristics and current demographic processes. Population density and settlement features. c) Home regions Natural-geographic characteristics of the region (where Teacher Training is located), the demographic and ocenemic features and current of settlement. 										
Teaching me	thods										
<u>Lectu</u>	res	<u>Semi</u> ar works	<u>nars</u> I <u>d</u> Shops	F	Practice	Ind	ividual proje	ect	<u>Mult</u> and 1	<u>imedia</u> Internet	
Distance le	earning	Office	<u>hours</u>	La	boratory		Tutorial		Fiel	d work	
Student oblig	gations										
Seminar pape	r, written ar	nd oral e	xaminat	tion.							
Examination	metnoas	Ora	1		T	Fssav			Practio	اد	
Individual proje	ct Conti			ont		Sominar	•		Traction	Jui	
			33632116			Seminal	- 				
Mandatory ro	eading Osnovo opć		afijo E	duca	Zagrob 1	008 a					
Recommend	ed reading	e geogi	anje, L	uuca,	Zagreb 1	.990.g.					
Vresk, M. : U Herak, M. : G Riđanović, J. : Šegota, T. i F Friganović, M. Veliki atlas H Scientific and glasnik, Geog	vod u geogr ieologija - Hidrogeog ilipčić, A. : Demogeo Irvatske, M professiona professiona	Nejasmic, 1.: Osnove opce geografije, Educa, Zagreb 1998.g. Recommended reading Vresk, M. : Uvod u geografiju, Školska knjiga, Zagreb 1997. Herak, M. : Geologija - struktura, dinamika i razvoj Zemlje, Školska knjiga, Zagreb, 1990. Riđanović, J. : Hidrogeografija, Školska knjiga, Zagreb, 1993. Šegota, T. i Filipčić, A. : Klimatologija za geografe, Školska knjiga, Zagreb, 1996. Friganović, M. : Demogeografija, Školska knjiga, Zagreb, 1990. Veliki atlas Hrvatske, Mozaik knjiga, Zagreb, 2002. Scientific and professional papers published in journals: Acta Geographica Croatica, Geografski glasnik, Geografski horizont, Drvo znanja and Meridijani.									

Code	UPD5001	Course		Ν	atural an	nd social	sciences t	teach	ning I			
Departme nt		Teacher Studies Department										
Study progra	am	Class Teacher Year III.										
Lecturer					do	c. dr. sc.	Edita Bo	rić				
Institution				Fac	ulty of 1	Feacher	Educatio	n in	Osijek			
Course statu	JS		Man	dato	ory	Elective f	rom modu	le	Elec	tive		
			<u>W</u>	inte	r semest	<u>er</u>	Su	Imme	r semest	er		
ECTS studer	nt workload				2				-			
Hours weekl	v		Lecture	s	Seminars	Practice	Lecture	s S	eminars	Prac	tice	
	,		2	-	_	-	_		_		-	
Course obj	ectives						l					
 Taminarize students with the held of interfoldology of Natial Sciences, to combine theory and practice. To prepare students for work in schools, motivate them and enable them to actively participate in the promoting of critical thinking, especially in implementing it in their teaching. Enable students to master alternative thinking and make well thought out and well founded decisions. Correspondence and correlativity of the programme The course <i>Introduction to teaching of Natural Sciences</i> is the core of the module on development and closely corresponds and correlates with the other courses in the module. According to its content it is interdisciplinary in nature, and corresponds with the current trends in education of teachers who recognize the significance of learning Natural Sciences in basic education. Course description Concept of methodology; Specific quality of the methodology of teaching Natural and Social Sciences. Interdisciplinary methodology in Natural Sciences, programme units and topics from grade 1 to 4.; Correlation of the content of subject Natural Sciences, programme units and topics from grade 1 to 4.; Correlation of the content of Natural Sciences with other school subjects.; Preparing teachers for teaching Natural Sciences.; Encouragement, prejudice, motivation.; Analysis of the lesson.; Teaching methods. Types of lessons.; Programmed teaching, Demonstrations, Examples in teaching, Problem teaching, Remedial courses, Supplementary classes, Extracurricular activities, Individual learning, Frontal teaching, Cooperative teaching; Material and technical aspect of teaching. Sources of learning.; Monitoring. Experiment. Teaching aids. Visualising teaching of natural and social sciences. Exemplary approach in implementing the contents of natural and social sciences and orientation. Child and space. Appropriate topics. Etiquette. Eco etiquette. 									e. To ng of iking ely ary of nces. tural plete f the nces.; ces.; ons.; rses, ing.; aids. cs of Eco			
Lect	ures	Semir	hars and		Practice	Indiv	<u>vidual pro</u>	<u>ject</u>	Mult	imeo nter	<u>dia</u> net	
Distance	learning	Office	e hours	La	aboratory		Tutorial		Field	d woi	rk	
Student ob Students mus They are requ and present a give an obliga Examinatio	ligations at actively parti- uired to devise a seminar on o tory practice le methods	icipate in a lesson ffered top cture. Ora	class. The plan and de pics, partici	y are evelo pate	e expected p a syllabu in the dev	to learn to s for natur relopment a Essay	prepare fc al sciences and conduct	or teac for a <u>c</u> ting of	ching on t given form f worksho Practie	heir o , to v ps an c al	own. write nd to	
Individua	l Cont	inuous a	ssessment	t		Seminar						
project												
Mandatory De Zan, I. (19 Glasser, W., Jelavić, F. (19 Kyriacou, C., Recommen Itković, Z., (19	De Zan, I. (1999.), Metodika nastave prirode i društva, Školska knjiga, Zagreb. Glasser, W., (1994.), Kvalitetna škola, EDUCA, Zagreb. Jelavić, F. (1998.), Didaktika, "Naklada Slap", Jastrebarsko. Kyriacou, C., (2001.),Temeljna nastavna umijeća, EDUCA 52,Zagreb. Recommended reading											
Nastavni plan i program za osnovnu školu Republike Hrvatske 1999., Ministarstvo prosvjete i športa Republike Hrvatske, Zagreb. Peko, A., Borić, E., Vujnović, M. (2004), Udžbenik-Interaktivni medij,str.141-148.,U: Halačev,S(ed), Zbornik radova sa znanstveno-stručnog skupa "Udžbenik i virtualno okruženje", Zagreb, Školska knjiga. Peko, A., Munjiz, E., Borić, E. (2003): Mogućnost simetrične nastavne komunikacije, Napredak, 44 (4), (Pregledni članak) ISSN1330-0059 Terhart, E. ,(2001.), Metode poučavanja i učenja, EDUCA 51, Zagreb.												

Code Department	UPD700	01 Course	N Tea	atural an	d social s	ciences tea	ching II	
Study progra	am			Class	Teacher	thent	Year	IV.
Lecturer				do	oc. dr. sc.	Edita Borić		
Institution			Fac	culty of	Teacher	Education	in Osiiek	
Course statu	IS		Mandat	ory	Elective f	rom module	Elec	tive
			Winte	er semest	er	<u>Sumn</u>	ner semes	<u>ter</u>
ECTS student	workload	coefficient		4			4	
Hours weekly	v		Lectures	Seminars	Practice	Lectures	Seminars	Practice
	1		1	_	2	1	_	2
Course obje	octives		_					
The aim of the	ne course	id to acquai	nt students wit	h ways an	d means o	f visualising th	ne content	of Natural
Sciences in the apparatus whe teaching mater the park, zoo implementing as well as eva of Natural Science other courses modern trend education.	ne classroo ich will en erials. To e , pond, m them in th luation of <i>ences</i> is th in the moo s in educa	om and outs able the bes nable studer useum, libra le content of teaching. Cor e core of the dule. Accordi tion of teach	ide it; to indic t visualization ry, gallery,). Natural Science respondence ar module on dev ng to its conten iers who recogn	ate to the of a particu and carry of To apply n es. To learn nd correlative velopment it it is inter- nize the sig	pupils the ular conten- out teaching nethods, m and apply vity of the p and closely disciplinary gnificance o	selection of t. To instruct outside the c odels and stra evaluation, obsorogramme. Th corresponds a in nature, and f learning Nat	a particular them to ma lassroom (ir tegies in te servation and course <i>Me</i> nd correlate correspond ural Science	teaching ke simple nature – aching by d grading, <i>thodology</i> s with the s with the s in basic
Course des	cription							
conducting te excursions.; P grading.; Invo Sciences.; Ecc Observation a Health, care Implementatio Sciences.; Ch programme.;	eaching. T edagogical estigative ology, prot nd study of for the e on of mod iildren's rig Establishin	eaching out workshops - learning in ection of the of living cond elderly, sick ern media in ghts.; Home g a positive o	side the class - let's reduce way Natural Science environment a litions of hedge and disabled. In the teaching room.; Parent classroom atmos	room.; Tea aste.; Integ es.; Project nd encoura es, meadow ; Teaching of Natural teacher m sphere.; Pe	aching in rated teach t method. ging ecolog s, forests a of Natur Sciences.; eeting.; W dagogical d	nature.; Scho ning.; Evaluatic Project in the ical awareness and ponds.; Pr al Sciences ir Games in the ork with child ocumentation a	ol in natur on, self-evalue teaching of in Natural revention of combined teaching of light spec- and final exa	re.; Class Jation and of Natural Sciences.; addiction. classes.; of Natural cial needs m.
leaching m	ethods	Seminar	s and D	ractice	Indiv	vidual projec	+ Mult	imedia
Lectur	<u>cs</u>	worksh	ops	Tactice	Indiv		<u>and 1</u>	nternet
Distance le	arning	Office h	ours La	boratory		Tutorial	Fiel	d work
Student ob	ligations							
Students are a their choice, carrying out o to actively par practical teach required to co	expected to develop ar f workshop ticipate in hing. Orga mplete the	o participate n example o os in environr the analysis nize and can ir professiona	actively in class f an integrated nent protection. of practical tea rry out a class al teaching prac	es, class co day, part Hold indiv ching. They excursion tice as well	ommunicatio icipate in t idual and po will make - classes as a writter	on, make a min he developmen ublic lectures. S teaching mate outside of the n and oral exam	ni project ac nt of the w Students are rials necessa classroom. n.	cording to riting and expected any for the They are
Writt	in metho en		Oral		Ess	av	Practi	al
Individual	project	Conti		nent	Semi	nar		
Mandatory	reading		10005 0550551		Jenn			
Bezić, K. (199 Borić, E. (199 (2), 213–220 Dryden, G., Vo Peko, A. i Pint Terhart, E. ,(2 Recomment Borić, E., Lela	5.), Metod 8), Botanič os, J., (200 arić, A. (19	ika nastave p ka ekskurzija 01.), Revoluci 099.), Uvod u ode poučava ing 0), Efikasnos	rirode i društva na livadu izvec ja u učenju, ED didaktiku hrvat nja i učenja, ED t učenja bioceno	, Školska k Jena interdi UCA, Zagre tskog jezika UCA 51, Z oza livada r	njiga, pono sciplinarnim b. . Osijek, Pe agreb. azličitim ob	vljeno izdanje, n pristupom. Za edagoški fakult licima rada na	Zagreb. agreb, Napre et. terenu. Osi	edak, 139 jek, Život
A skola, 3: 103 Peko,A., Borić z mednarodne Maribor, Pedag Španja, S. (20 centar za socij Uzelac, V. (19 Eko škole u Hr Moja škola – El	5 – 110. , E . (2001 ega znans goška faku 002), Pisan jalno poduc 96.), Okoli vatskoj, <u>h</u> ko škola. h), Projektna i tvenoga pos lteta Maribor je malih proj žavanja, Osiji š-obrazovanj ttp://www.hr ttp://skole.p	metoda u nasta veta "Didaktičk ektnih prijedlog ek – Vukovar. e-odgajatelji/uč /wwwhr/educat osluh.hr/cabar/o	vi, str. 79-8 i in metod a, U: (ed) J ćitelji, Hrvat <u>ion/elemen</u> eko-skola.h	85.,U: M. Kr lički vidiki anković, J i ski pedago: tary/index.l tm.	amar i M. Duh prenove in ra Peko, A. Zajec ško književni zl <u>pr.html.</u>	(ed), Knjiga zvoja izobra Ino Jači, PRC bor, Zagreb.	referatov aževanja". DNI

Code	UPD1011	Course			Nature s	science I		
Department		De	partment	of Primar	y Teach	er Educatio	n Veer	
Study progr	am						rear	1.
Institution			 	- SC. Zeljk	o Popov	Education i	protesso n Ocijek	
Course state			Manda	tory	Flective f	rom module	Flec	tive
			Win	ter semest	<u>er</u>	Summ	ner semest	er
ECTS student	workload coefficie	ent		3				
Hours week	у		Lectures	Seminars	Practice	Lectures	Seminars	Practice
			1	-	1	-	-	-
Course obj	ectives							
Through the essential na these conten- interest and teaching voi teaching.	IPD1011 Course Nature science I Department of Primary Teacher Education 	derstandin irety. By a tivities; de in practico s II and Fi	ng of the acquiring evelop an e in the field work					
Living and p	on-living natu	ire Nati	Iral sciences	Biology B	ological a	nd chemical e	volution	
Atom struct Essentials of reactions. C Aggregate s for living be water in nat structure and of soil. Hea conditioned Preventing Electricity. Precaution r of energy. E astronomy. from resource Practicum Separation of laboratory of freezing-poi vapor, purifi Gases. Volu extinguishes humidity. Th Composition of charcoal. Measuring of specific wa thermometer Measuring r energy into Strength of magnets.	of chemical struct themical struct tates. Air – c ings. Flight ar ture. Strength d characterist at – as a pre- by heat. Woo and extinguis Sources of e neasures in w Essentials of c Celestial bod ces on the Int of heterogeno work. Experir nt and boiling cation of wate ume of oxyg fire, gas from e equipment and structure Fire protection of length. Deter rmth of solid er. Standing esistance with electric ener lens. Binocul	ic partic measuri cure of li haracter hd flying of wate tics of s requisite od, coal shing fi lectrical vorking fi vorking fi vorki vorking fi vorking fi vorki vorking fi vorkin	les. Chemica ng. Solution iving beings. ristics and co g. Fluids. Wa er. The Earth oil. The infle for life. Te for life. T	ter – charac biology. D al elements, ns. Dilution Biogen eler omposition. ter – charac h's surface uence of or merature ground gas. tials of m lectrical cor al energy. E n and parts into space. tory equipm solutions, water, circu ion of oxy and lungs. station. oil, pH, orig fire. ravitation per as a pre- rength of characteris	compour compour Acids ments, an Meteorolic teristics a cliffs an ganisms of and the t Conditio echanics. nductor a nergy. So of the sp Selected ment and dilutions, lation of v gen and Fire dam in of soil. endulum. equisite a light b voltmete fraction of tics of a	and chiefficial e organic and or ogical station. and composition d minerals. O on the composi- hermometer. Ins of burning, Forces in ma nd insulators, ources of energy bectrum. Radia educational f glass. Measure indicators of water in natur its character p. "Machine" Characteristic Coefficient of for life. Tem ulb. Work of r. Transformir of light. Disin magnet. Com	res. Period olutions. O rganic com Significan on. Signif rigin of so ition and s Changes i , flame, e ature. Ma , electrica gy. Transfa ation. Esse films and es of prect acidity, re, energy ristics. Ga for smo s of oil. D friction. M perature electrical ng wind an tegration pass. Play	dic table. Chemical apounds. ace of air icance of il. Kinds, structure n nature xplosion. gnetism. l circuit. ormation entials of contents aution in titration, of water as which king. Air erivation leasuring and the energy. nd water of light. ving with
Lect	ures	Semir worl	hars and kshops	Practice	Indiv	<u>idual project</u>	<u>t Mult</u> <u>a</u> nd I	<u>imedia</u> internet
Distance	learning	Offic	e hours	Laboratory		Tutorial	Fiel	d work
Instruction i conduct the of modern c specialized r students and necessary to	ncludes lectur course success lassroom tech oom is require d demonstratio ensure equip	es and sfully, it nology (ed - prac on exper ment for	practicum. F is necessary multimedia p ticum (labora iments of the the work of	ieldwork is to ensure a projector, the atory) with e instructors at least 12 s	an integra classroon e Internet quipment (with equ students in	al part of the n which is equi etc.). To cond to carry out p ipment, tools a n the group.	course. In pped to pro uct the Pra ractical tas and chemic	order to ovide use acticum a sks of the cals). It is

Student obligations			
Attendance and activ	e class participation is required	d, especially in the labo	pratory practice in the
practicum.			
Examination metho	ds		
<u>Written</u>	<u>Oral</u>	Essay	Practical
Individual project	<u>Continuous assessment</u>	Seminar	
Mandatory reading			
Bačić, T., Erben, R., M. K Costantini, F. (1971). Uč Glavač V. (2001). Uvod u i prostornog uređenja, Pu Sikirica, M., Korpar-Čolig Paar, V. (2004). Fizika 4	Krajačić (2003). <i>Raznolikost živoga s im na pokusima</i> . Zagreb: Tehnička u globalnu ekologiju. Zagreb: Hrvats učko otvoreno učilište. 1, B. (2001). <i>Kemija s vježbama 1 i</i> . Zagreb: Školska knjiga.	s <i>vijeta</i> . Zagreb: Školska kn knjiga. ska sveučilišna naklada, Mii <i>2.</i> Zagreb: Školska knjiga.	jiga. nistarstvo zaštite okoliša
Recommended read	ing		
Lelas, Z. (1977). <i>Mladi c</i> Matas, M Simončić, V. E-škola Hrvatskog prirod	<i>vjećari, prirodnjaci i biolozi</i> . Zagreb - Šobot, S. (1989). <i>Zaštita okoline</i> oslovnog društva <u>http://hpd.botani</u>	: Školske novine. <i>danas za sutra</i> . Zagreb: Šk c.hr/index.html	colska knjiga.

Code	UPD3001	Course		ľ	lature s	cience II		
Department		D	epartment	of Prima	ry Teacl	ner Educat	ion	
Study program	n			Class	Teacher		Year	II.
Lecturer			mr.	sc. Željk	o Popov	vić, college	professo	r
Institution			Fa	culty of 1	「eacher	Education	in Osijek	
Course status			<u>Mandat</u>	<u>ory</u>	Elective f	rom module	Elec	ctive
			<u>Winte</u>	er semest	<u>er</u>	Sum	mer semest	ter
ECTS student we	orkload coefficie	ent		3				
Hours weekly			Lectures	Seminars	Practice	Lectures	Seminars	Practice
			1	-	1	-	-	-
Course objec	tives							•
The aim of th in both their content. And contemplative competences Natural science	is course is relationship by acquir activities; in practice es I and Fie	to attain is and t ing the develop in the t ld work	n an understa heir entirety se contents an interest a ceaching voca teaching with	anding of t through t to ensure and self-re ition. The which it n	he essent he acquis e high-qu liance and course is nakes a w	ial natural p ition of sele ality percep d enable ap closely con hole.	henomena a cted natura otive, pract plication of nected with	and rules Il-science tical and acquired courses
Course desc	ription							
Modern genet fungus. Veget methods of pl. heterotrophic the tissue and human anator Causes and ca organisms in I Biodiversity. T balance in nat Internet. Practicum The microscop Protozoa. Life membrane of starch. Micro Germination Photosynthesi Microscoping Organization of	pe and usir in a drop o the mouth scoping sto and condition of pollen ar of a living co	and the recent of the field of	nicroscope. N cell of the e stematics, and organs. Repu Human relatic sential concept d chain. Matt on nature. M velopment. So nicroscope. N cell of the e s. Chloroplas olant hair ar f germinatio hing of plant ng of the sectool.	Alicroscopir pidermis of tain proble elected edu Alicroscopir pidermis of ts from a nd scales n. Struct and man (ed vessel	dern syste function) eir charact l morphole and embry ween sex ogy. Ecolog on and bio ms of the ucational f ing bacteria of onion a leaf. Mic from bu ure and proof CO ₂ Blood gro	a, fungus, s nd epithelial croscopic and croscopic and conic develop es. Man and gical factors. ospheric ene disorder in t films and cor a, fungus, s nd epithelial croscopic and tterfly wing function c), spiromete oups. Dissec	sis and menomination of the second	lae and lintials of nunity. ips of al he gae and e mucous proof of f seeds. id stalk. id bloom. or frog.
Teaching me	thods							
Lectu	res	Sem ar works	inars I nd shops	Practice	Indiv	vidual projec	t <u>Mult</u> and I	<u>imedia</u> Internet
Distance le	earning	<u>Off</u> ho	<u>ice La</u> urs	<u>boratory</u>		Tutorial	Fiel	d work
Instruction inc In order to con provide use of Practicum a sp tasks of the st and chemicals of at least 12 s Student oblig Attendance an practicum and	ludes lecture nduct the con modern clas becialized roc cudents and , dissection students in t gations nd active cla l fieldwork.	es and purse suc ssroom to om is rec demons tools, et he group ass part	racticum. Field cessfully, it is technology (m quired - practi tration experi tration experi c and collection c.	lwork is an necessary oultimedia j cum (labor ments of tl on). It is n equired, e	integral p to ensure projector, atory) wit ne instruct ecessary t specially i	art of the co a classroom the Internet h equipment cors (microsc co ensure equ n the labora	urse. which is eq etc.). To con to carry out copes with e uipment for	uipped to nduct the practical quipment the work
Examination	methods							
Written		Ora	<u>1</u>		Essay		Practio	cal
Individual project	Contir	nuous a	ssessment		Seminar			
Prerequisite for tasks from Field	or the exam	: passe ection)	a exam in Na	iture scien	ce I, com	pleted pract	ice in Practi	cum and

Mandatory reading

Bačić, T. - Erben, R. - Krajačić, M. (2003). *Raznolikost živoga svijeta*. Zagreb: Školska knjiga.
Berns, M. (1984). *Stanica*. Zagreb: Školska knjiga.
Glavač, V. (2001). *Uvod u globalnu ekologiju*. Zagreb: Hrvatska sveučilišna naklada, Ministarstvo zaštite okoliša i prostornog uređenja, Pučko otvoreno učilište.
Keros, P. - Andreis, I. - Gamulin, M. (1998). *Anatomija i fiziologija*. Zagreb: Školska knjiga.
Note: The literature is in Croatian. Literature in a foreign language is also used in the course as well as other sources (the Internet). **Recommended reading**Brooks, J. (1987). *Počeci života*. Zagreb: Duhovna stvarnost.
Lelas, Z. (1977). *Mladi cvjećari, prirodnjaci i biolozi*. Zagreb: Školske novine.
Matas, M. - Simončić, V. - Šobot, S. (1989). *Zaštita okoline danas za sutra*. Zagreb: Školska

knjiga. Slijepčević, M. - Boranić, M. - Matekalo Draganović, J. (1997). *Čovjek, zdravlje i okoliš.* Zagreb: Školska knjiga.

E-škola Hrvatskog prirodoslovnog društva http://hpd.botanic.hr/index.html

Code	UPD	8001	Course	Re	searc	ch in tea	ach	ning of n	atural an	d so	cial scie	nces	s
Departme	nt			-	Teacl	ner Stu	die	s Depart	tment				
Study pro	gram					Clas	s T	eacher			Year		IV.
Lecturer						(dod	c. dr. sc.	Edita Bo	rić			
Institution	า				F	aculty o	of 1	Teacher	Educatio	n in	Osijek		
Course st	atus			Ма	ndato	ory		<u>Electi</u>	<u>ve from</u>		Elec	tive	è.
								<u>mc</u>	dule				
					Winte	er semes	ster	r	<u>Su</u>	mme	er semes	ter	
ECTS stud	lent wo	rkload									5		
coefficient													
Hours wee	ekly			Lectu	res	Semina	rs	Practice	Lecture	es	Seminars	Pra	actice
				-		-		-	1		-		1
Course o	bjectiv	es					-						
Investigatic to broaden develop the developing Sciences ba Out-of-Sch- learning ab the classro ability to p learning ou The corres social scien courses in modern tree education. Course d Approachess learning in nature and investigatic projects: p project on (choosing t dynamics c of results.;	on in the the kills skills t skills t seed on i ool lear oout the oon can blan and tside of sponder ices is th the mo ends in o escript s to inve natural of native native he topic of the inv Scientifi	e lower g nowledge of evalu o plan investiga ning: Le native l have a l organi: the class nce and ne core of dule. Ac educatio :ion estigative and soci ure.; Ex teaching pland.; F c, definin vestigati ic poster	grades of e e about th lating exar a curriculu ative learni earning ou land outsid positive ir ze as well sroom. I correlati of the mod ccording to n of teach e learning al sciences perimental g of natura bil – teache Project wo log goals, hy on, obtaini	lementary e investign nples of i im regarding. Itside of e of the filuence of as the s vity of the ule on de o its conters who in natura teaching trends i il and socier, teache rk in bio ypothesis, ng result sentation	v schoo gative investi ding t the c classro on lea strate welopri ent it recogri I and .; Mor n tea ial scie r – pu logy c choic s and of res	ol and pro- learning igative le he upbrin lassroom com; dev rning abo gy of cri ogramme nent and is intero nize the s social sci nitoring n ching of ences.; Ir upil – scie class.; PI e of metl analysis, sults.; Cri	omo apparn ngir : I velo out tica . T clo disc sigr enc atur nat ann hod pro	oting learn oproach ar ing and in ng and ec nsight int oping an ar the enviru- il manage The course sely corre- sely corre- se	ning by doin not teaching netruction of ducation fo o effective wareness the onment and ment which Research i sponds and nature, a f learning mural environ social scient (pression of in realizing aring and location, co of process and evalua	ig. In g of on in r the lear that e d nate n der n tea corr Natur n con nomer nomes. f pup poj carry purse ed re ation	avestigative natural sci vestigative subject of ming strate experience ture; to de mands teac aching of na elates with orresponds ral Science is, Collabo ject work. (ving out th of the inve of the inve	e lean ence lean of N egies outs evelo ching atura the wit s in estig strat creation	rning: es; to rning; atural s and ide of op the g and al and other th the basic gative tion in entific ion on ting a rroject ation, tation
Teaching	metho	ods											
Lec	<u>tures</u>		Semina worksl	rs and hops	<u>P</u>	<u>ractice</u>		Indiv	<u>idual pro</u>	ject	<u>Mult</u> and I	<u>ime</u> nte	<u>edia</u> ernet
Distanc	e learn	ing	Office I	nours	La	boratory	/		Tutorial		Field	d w	<u>ork</u>
Student of	obligat	ions											
Compulso	ry atter	ndance,	, practical	exampl	es an	d imple	me	ntation o	f models	are i	required.	Stu	dents
are expec	ted to p	perform	their owr	n investig	gatior	i in the f	orr	n of a mi	nı project.				
	non me	ethods	0	1				Feeav			Practi	cal	
<u>wince</u>	<u>==</u>			<u>II</u>				LSSdy			Flacin	Lai	
Individ	<u>uai</u> ct	Con	itinuous a	ssessme	nt			Seminar					
Mandato	rv read	lina				I							
Borć, E., radova stru županije". Borić, E., I No2, 195- Klippert, F Mužić, V., Recomme De Zan, I.	Peko,A. učno-zna Split, Hr Merdić, 198. I. (2001 Metodol ended , Istraživ	, Vujno anstveno vatski pe E., Vuč): Kako ogija pe readin vačka na	vić,M. (20 og skupa s edagoško – ković, S. (uspješno u dagoškog i g stava biolo	002): Uči međuna književn 2003): Pr čiti u tim straživanj ogije, Ško	ti o p rodnor i zbor roject u: Zbi ja, Zav Iske n	rirodi iz n suradn – Ograna work in b rka prakt vod za izc ovine, Za	prir jom ak S biolo ični dava	rode, str. n" 2. dani Split. ogy teachił h primjera anje udžbe b 1994.	93-100., U osnovne š ng. Periodic . Educa 49 enika, Saraj	: I. kole cum b , Zag	Hicela (ed. splitsko-da biologorum, reb. 1996.) Zt Ilma Vol	bornik tinske . 105,
Lock, R. (1 Peko,A., E referatov izobraževar Španja, S. socijalno po Eko škole u Moja škola	998). F Borić, E z medr nja". Ma , Pisanjo dučava u Hrvatsk – Eko šk	ieldwork , (200 harodne <u>c</u> ribor, Pe e malih nje, Osij koj, <u>http</u> ola, bttp	k in the life (1): Projek ga znanstv dagoška fa projektnih ek – Vukov ://www.hr, p://skole.po	science. tna meto venoga p kulteta M prijedlog var 2002. (wwwhr/e pslub.br/c	Intern da u bosvet laribor a, U:	nat J Sci E nastavi, a "Didak (ed) Jank ion/eleme eko-skola	Edu str. ktiči kovi enta	20 (6): 6 79-85.,U ki in me ić, J i Peke ary/index.I m.	33-642 : M. Kram. todički vid o, A. Zajed <u>nr.html.</u>	ari liki j Ino Ja	M. Duh (ec prenove ir ači, PRONI	d), ł n ra cent	Knjiga azvoja tar za

Code UPD	8001	Course			School	hygene		
Department			Теас	her Studi	es Depar	tment		
Study program				Class	Teacher		Year	IV.
Lecturer				do	oc. dr. sc.	Edita Borić		
Institution			Fa	culty of	Teacher	Education	in Osijek	
Course status			Mandat	ory	<u>Electi</u> mo	<u>ve from</u> odule	Elec	tive
			Win	er semeste	er	Summ	er semes	<u>ter</u>
ECTS student wor coefficient	rkload						5	
Hours weekly			Lectures	Seminars	Practice	Lectures	Seminars	Practice
			-	-	-	1	-	1
Course obiectiv	es					L		
Course descript	ion							
learning in natural a nature and of natu investigation in the projects: pupil – pu project on native (choosing the topic dynamics of the inv of results.; Scientifi	and socia ure.; Exp teaching upil, pupi land.; P , defining vestigatio ic poster.	al sciences perimental g of natura il – teache roject wo g goals, hy on, obtaini .; Oral pre	teaching.; Mo trends in te and social sc r, teacher – p rk in biology pothesis, cho ng results and sentation of re	nitoring nat aching of n iences.; Ind upil – scien class.; Plar ice of metho analysis, p ssults.; Critio	ure in a nat atural and ependent e: tist.; Steps ining, prep id, sample, resentation cal reflexion	cural environme social sciences xpression of pu in realizing pro- aring and carr location, course of processed r and evaluatior	nt.; Demon .; Model of pils.; Collab oject work. oying out the e of the inve esults).; Pro o of the inve	stration in scientific oration on Creating a project estigation, esentation stigation.
Teaching metho	ods		-		1			
<u>Lectures</u>		Seminar worksl	rs and nops	<u>Practice</u>	Indiv	vidual projec	t <u>Mult</u> and 1	<u>imedia</u> Internet
Distance learni	ing	Office I	<u>nours</u> L	aboratory		Tutorial	<u>Fiel</u>	<u>d work</u>
Student obligat	ions							
Compulsory atter	ndance,	practical	examples a	nd implem	entation of	of models are	required.	Students
Examination me	othods	their owr	i investigatio	n in the fo	rm of a mi	ni project.		
Written	ethous	Ora	1		Fssav		Practi	cal
Individual	Cont	tinuous a	scossmont		Sominar			
project	Com	unuous a	SSESSITIETIC		Seminar			
Mandatory read	ling					•		
Borć, E., Peko,A., radova stručno-zna županije". Split, Hrv Borić, E., Merdić, No2, 195-198. Klippert, H. (2001 Mužić, V., Metodok Recommended	, Vujnov Instvenog vatski pe E., Vučk): Kako u ogija pec reading	vić,M. (20 g skupa s dagoško – cović, S. (uspješno u dagoškog i	002): Učiti o međunarodno književni zbo 2003): Projec ičiti u timu: Zt straživanja, Za	prirodi iz pr om suradnjo r – Ogranak : work in bio virka praktiči avod za izda	irode, str. m" 2. dani Split. logy teachil nih primjera vanje udžbo	93-100., U: I. osnovne škole hg. Periodicum a. Educa 49, Za enika, Sarajevo	Hicela (ed splitsko-da biologorum greb. 1996.	.) Zbornik ilmatinske , Vol. 105,
De Zan, I., Istraživ	ačka na	stava biolo	gije, Školske	novine. Zagi	eb 1994.			
Lock, R. (1998). F Peko,A., Borić, E referatov z medn izobraževanja". Mar Španja, S., Pisanje socijalno podučavar Eko škole u Hrvatsk Moja čkolo Eko čiko	ieldwork , (200 arodneg ribor, Pec e malih p nje, Osije koj, <u>http:</u>	in the life 1): Projek a znanstv dagoška fa projektnih ek – Vukov //www.hr	science. Inter tha metoda u venoga posve skulteta Maribo prijedloga, U var 2002.	nat J Sci Bo nastavi, st ta "Didakti or. (ed) Janko tion/elemen	u 20 (6): 6 r. 79-85.,U čki in me vić, J i Pek tary/index.	333-642 I: M. Kramar i stodički vidiki o, A. Zajedno i hr.html.	M. Duh (e prenove i Jači, PRONI	d), Knjiga 1 razvoja centar za

Pedagogy

Code	UPE5001	Course			Alte	ernativ	ve schoo	s			
Department		D	epartment	of Prima	iry 1	Teach	er Educa	tion			
Study progra	am			Class	; Те	acher			Year		III
Lecturer				doo	. dr	r . sc. A	Anđelka I	Peko			
Institution			Fa	aculty of	Теа	acher	Educatio	n in	Osijek		
Course state	JS		Manda	itory		<u>Electi</u>	<u>ve from</u>		Elec	tive	;
			14/2	-	-	<u>mc</u>	odule				
			<u>Win</u>	<u>ter seme</u> :	<u>ster</u>		Su	mme	r semest	er	
ECTS student	workload coeffic	ient		2					-		
Hours week	У		Lectures	Seminar	s Pr	ractice	Lecture	s S	eminars	Pra	actice
			1	1		-	-		-		-
Course obj	ectives										
influenced ir country. Stu alternative, possibilities Course des Social condir schools. Ped concepts, or Summerhil, Curriculum s systems as s Teaching m <u>Lect</u>	itiation, stru udents will a private and of implemen cription tions, occurre agogical pro ganisation a Laborschule, specifications scientific four hethods ures	icture, o cquire k free-la tation of ence, the jects and nd pract Barbiar s of alter ndation of <u>Sem</u> wo	rganisation a nowledge on nced schools some altern en importance the effects ice od import a, Tvind). Co native school of alternative inars and rkshops	e pedagodi nd work o pedagogi s (especia ative atter e and over of the refo ant altern ontempora s. Pedagogi Practice	rview rm c ative c ide	v of alter by of alter school rivate s bluralism Indiv	e schools i c an meth rds to dif <u>current pu</u> ernative pe gogy. Peda s (Montes chools as a n of conten schools.	adagoo agogic sori, V altern mpora	gical solution gical solution chools. gical idea c-didactic Waldorf, ative attra ative attra ative attra mult and I	as a cal Frei ime	n our ns in and nd net, ots.
Distance	learning	Off	<u>ce hours</u>	Laborato	ry		Tutorial		Field	d wo	ork
Student ob	ligations	+:									
Active in-ca	n methods	tion, sei	ninar work, e	exam.							
Written		Or	al		I	Essay			Practic	al	
Individua project	l Con	tinuous	assessment		<u>Se</u>	eminar	-				
Mandatory	reading		. <u>.</u>			Č. I.I.					
Jakopovic, S Matijević, M	. (1984.), Po . (2001.), Alt	okret rac cernativr	ine skole u H ie škole, Tipe	rvatskoj, i x, Zagreb	IIRO) SKOISK	te novine,	Zagre	2D		
Recommen	ded reading	g	-, -, -, -, -, -, -, -, -, -, -, -, -, -								
Previšić, V. školi, Institu Waldorf, G.	(1992.), Alte it za pedagoo (1992.), Priv	rnativne gijska ist atne ško	škole: teorij raživanja, Za ole – iskustva	ska polazi: agreb i u deset z	sta i ema	praktič lja, Edu	ni dosezi. ıca, Zagrel	U: Pre	ema slob	odn	oj

Code	UPE6	001	Course		C	ontemp	orary te	aching st	trate	egies	
Department			De	partmen	t o	f Primai	y Teach	er Educa	tion		
Study progra	am					Class	Teacher			Year	III
Lecturer						doc.	dr. sc. /	Anđelka F	Peko)	
Institution					Fac	ulty of '	Feacher	Educatio	n in	Osijek	
Course state	us			Mano	dato	ory	<u>Electi</u> mo	ive from odule		Elec	tive
				W	inte	er semeste	er	<u>Sur</u>	nme	r semes	<u>ter</u>
ECTS student	workload	coeffici	ent			-				2	
Hours week	у			Lectures	s	Seminars	Practice	Lecture	s S	Seminars	Practice
				-		-	-	1		1	-
Course obj	ectives										
Qualify stud and to come skills among	ents to e to pre 1 their p	critic medit upils.	allly solv ated and	e preblem I well found	s a ded	nd questions decisions	on situatio , attend t	ons, confrom o and enco	nt alt ourag	ternative Je critical	thinking thinking
Course des	criptio	n									
Guided syst Critical thin thinking. Te table; Colla complication	em in o king; pr achers o aborator as, Clust	demo rovok questi s' dis cers. F	nstration ed think ons. Stra cussion, Planning	al teaching ing teachin ategies of Discussion and evalua	g cl ng, quio ons, atio	ass. Proc what is ded syste KWL ta n in the sp	edure ana critical thi m; Foresign bles, Net pirit of cor	alysis. Imp nking: Res ght based o work of temporary	leme spons on co discu teac	ntation p sibility fo ncepts, f ssions, hing stra	olanning. r critical Foresight Table of tegies.
		2	Sem	inars		Practice	Ind	ividual proie	oct	Multim	edia and
	ures		ai work	nd shops		Tuetiee	ina			Int	ernet
Distance	learning)	Office	hours	La	boratory		Tutorial		Field	d work
Student ob	ligatio	ns									
Active in cla exam (oral a	ass par and writ	ticipa ten fo	tion (lec orm)	tures and	ser	ninars), i	ndepende	nt seminar	r pap	per and p	bass the
Examinatio	on meth	nods									
Written			<u>Ora</u>	<u>1</u>			Essay			Practic	al
Individual pro	oject	Cont	inuous a	ssessment			<u>Seminar</u>	<u>.</u>			
Mandatory	readin	g									
Peko, A., Bo Ivon Majum Peko, A., Pir	orić, E., i, Split ntarić, A	Vujn . (199	ović, M. 99), Uvo	(2002), U d u didaktil	Jčiti ku l	o prirodi hrvatskog	iz prirodo a jezika, S	e, Prema k Sveučilište i	valite J.J. S	etnoj ško Strossmay	oli, u: H. vera u
Osijeku, Pec	lagoški	fakult	et, Osije	k							
Recommen	ded rea	ading		ala C (10)	00)	Olariari	under der 19	XI.e.e. and XI.			
Steele, J. L.,	Meredi Indič kro	th, K.	S., Tem	ple, C. (199 stitut otvor	98), m	, Okvirni s društvo k	ustav kriti Irvatsko	čkog mislje Zagreb	enja u	i cjelini n	astavnog
Steele, J. L.,	Meredit	th, K.	S., Tem	ble, C. (199	98),	Metode z	a promical	nje kritičko	og mi	šljenja. V	odič kroz
Projekt II., I	nstitut c	otvore	no društv	vo Hrvatske	e, Z	agreb	-	-	_		
Steele, J. L.,	Meredit	th, K.	S., Temp	ole, C. (199	98),	Citanje, p	isanje i di	skusija u sv	/akon	n predme	tu. Vodič
Steele. 1. I	, Mered	ith. K	. S., Ter	nple, C. (1	998	ske, zayre 3), Nove s	strategije :	za promica	nie k	ritičkoa r	nišlienia
Vodič kroj pr	ojekt IV	/., Ins	titut otvo	oreno društ	vo l	Irvatske,	Zagreb			inclosed in	nogenge,
Steele, J. L.	, Mered	ith, K	. S., Ter	nple, C. (1	.998	3), Suradr	ničko učen	je. Vodič k	roj p	orojekt V.	, Institut
Temple, Carl	istvo Hr Steele	vatské]. L I	e, ∠agret Meredith	, S. K. (199	98).	Planiranie	e nastavno	a sata i oci	ene.	Vodič kro	z proiekt
VI., Institut	otvoren	o druš	tvo Hrva	tske, Zagre	eb			5 5464 7 665	5.107		- p. ojekt
Terhart, E. (2001), M	Metod	e poučav	anja i učen	ija,	Educa, Za	greb				

Code	UPE3001	Course			Dida	octics			
Department		D	epartment	of Prima	ry Teac	her Educ	atio	<u>n</u>	
Study program	n			Class	Teacher			Year	II.
Lecturer				doc.	dr. sc. /	Anđelka	Peko)	
Institution			Fa	culty of	Гeacher	Educatio	on in	Osijek	
Course status			<u>Manda</u>	tor <u>y</u>	Elective f	rom modu	le	Elec	tive
			Wint	er semest	<u>er</u>	<u>Su</u>	mme	<u>r semes</u>	<u>ter</u>
ECTS student wo	orkload coeffic	ient		3				3	
Hours weekly			Lectures	Seminars	Practice	Lecture	es S	Seminars	Practice
			2	1	-	1		1	-
Course object	ctives								
To give stude and evaluation teaching style	nts deeper n of classes which is ba	didactic . To adv	: knowledge vance student teaching met	in regards skills that shots	to plannin would end timulate o	ng, organis courage de pritical thin	sation evelop king.	i, implem oment of	nentation personal
Course descrip	otion		couching mot				Ringi		
through school. Herbert, Herbart Class as commu- communication. Purpose, aims observing the organisational e features within Copperative lea processing cont Class systems. mayeistical tea teaching. Stimu indeprendednt approaches to o Teachers' work; school children, outside school.	-Ziller forma -Ziller forma unication. Cla Class bipola and assigni educational istablishmen teaching. Warning. Projecents, excern Concept def ching. Exen lation and <u>c</u> learning. Q class work. I individual a parents and Introduction	al stages, ass intera- irity. The ments oc goal out t of class. ork under ct class cising, rej initions a aplaristic james in jualificatio pupil "s wund group I teachers and train	"old" school, H ctivity. Non-ve concept of cur l education ar tcomes. Goals Teaching sour leadership, gr teaching. The petition, evalua nd categories. teaching. Pro teaching. Indivon teaching. Indivon or of school ork: individual . Parents and s s. Educational ing. Self-organ	L system of L Gaudig, G. rbal class co riculum. and educa rces. Teachir roup work, v course of t tion. Class of Teaching ar blem-related vidualised te children fo work, work school: indiv climate. Dida	Genral g itional assi og methods vork in pair eaching pri- recording a d teaching. I teaching. Fro r self-indu inpair, gro idual conta actic princip g.	w.Ratke,J.K teiner, J. De on. Goal / ge oals of edu gnments.Co . Teaching t s, individua ocess. Prep ind analysis -presented Supervise om educato iced educat up work an cts, group a oles and rul	owers ewey, pals of ucatior ontent echnic l and aration aration classe d teac r"s te tion. d tor activitie es. Te	working s vorking s class n, individu related ques. Soci individuali n, introdu luation of s. Catechi ching. Pro aching to Socio-wor k under la es, joint a aching an	chool). ual goals, class and o-working sed work, ction and teaching. stical and ogrammed schoolers k related adership. ctivites of d learning
Lectur	res	Sem	inars and	Practice	Indi	vidual proj	ject	Mult	imedia
		wo	rkshops		_	<u> </u>		and I	nternet
Distance le	earning	Offi	ce hours	Laborator	Ý	Tutorial		Fiel	d work
Chudont obli									
Presence at	dasses se	minar r	naner stude	nts annroa	ch the e	vaminatio	n aft	er comp	letion of
lectures. Exan	n is in oral	and write	en form.						
Examination	methods	-	- •		-		1	Durati	1
Written		<u>Ora</u>	al		Essay			Practio	cal
Individual project	Cont	inuous a	assessment		<u>Semina</u>	<u> </u>			
Mandatory re Bognar, L., Mati Peko, A., Pintari Jelavić, F. (1999 Desforges, C. (2 Terhart, E.(200)	eading ijević, M.(20 ić, A.(1999. 5.) Didaktičk 2001.), Uspjo 1.) Metode p	02.)Didak). Uvod u e osnove ešno učer oučavanj	ttika, Zagreb: S didaktiku hrva nastave. Jastro nje i poučavanj a i učenja. Zag	Školska knji <u>c</u> itskoga jezik ebarsko: Nal e: psihologij reb: Educa.	ja. a, Osijek: I klada Slap. ski pristupi	Pedagoški fa . Zagreb: Ed	akultet duca.		
Meyer, H. (2002	2.) Didaktika	razredne	e kvake. Zaarel	: Educa.					
Klippert, H. (20 Dryden, G., Vos	01.) Kako us , J.(2001) R	pješno uč evolucija	čiti u timu. Zag u učenju. Zagr	reb:Educa. eb: Educa.					

Code	UPE0010	Course		Ethics a	and tea	ching pro	fess	sion		
Department		De	epartment	of Prima	ry Tea	cher Educ	atio	n		
Study program	n			Class	Teache	r		Year	١	V.
Lecturer			izv. p	rof. dr. s	c. Stan pro	islava Iro fessor	ović,	associa	ite	
Institution			Fac	ulty of 1	Feache	r Educatio	on ir	n Osijek		
Course status			Mandate	ory	Elective	from modu	le	Elec	tive	
			Winte	er semeste	er	<u>Su</u>	mme	er semes	<u>ter</u>	
ECTS student wo	orkload coefficie	ent			-			4		
Hours weekly			Lectures	Seminars	Practice	Lecture	s S	Seminars	Pract	ice
						2		1	-	
Course object	tives									
Developing av	vareness or	1 profes	sional teachin schor	ig ethics,	nurturin	g conscious	sness	s on ethic	soft	the
Course descr	iption		cher.							
Professional t	eaching et	hics: re	especting chi	ldren's ri	ahts (n	on-discrimir	natio	n, confid	entiali	ity,
secrecy). Resp	pecting fam	ily. Princ	ciples of teach	ning. Acce	pting gif	ts and othe	er art	efacts. C	onflict	of
interest. Resp	ecting integ	rity of th	ne school.		<i>.</i> .					
Ethics of scien	tific resear	ch- auth	orship of scie	the reput	professi	onal works	and	other doo	umen	nts.
appearance.	the profess	SIOIT AITC	i preserving	the reput	ation of	the teach	ing	profession	I. PUL	JIIC
Ethical codex of	of teachers.									
Teaching me	thods	1			1					
Lectur	<u>es</u>	<u>Sen</u> w	<u>ninars and</u> orkshops	Prac	ctice	Individu projec	ual t	<u>Mult</u> and I	imedi ntern	ia iet
Distance le	earning	<u>Of</u>	fice hours	Laboi	ratory	Tutoria	al	Field	d work	<
Student oblig	jations		· · ·							
Active class pa	mothodo	producii	ng a seminar	paper.						
Written	methods	Ora	1		Fssav			Practic	al	
Individual	Cant	<u>014</u>	<u>u</u>		L35dy			Tractic	ai	
project	Conti	nuous a	ssessment		<u>Semina</u>	<u>IT</u>				
Mandatory re	eading									
Haskins, W. A.,	Ethos and Pe	dagogica	l Communicatio	n: Suggest	ions for E	nhancing Cre	dibilit	y in the Cl	assrool	m
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Polić, M. (1991)	Deprofesion	alizacija u	ıčiteljskog poziv	/a. Zbornik	radova U	čitelj za inova	acijsk	u školu, In	stitut z	za
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Campbell E. (20	00) Professio	onal Ethic:	s in Teachina: t	owards the	developn	nent of a code	e of p	<i>ractice</i> . Ca	mbrido	ae
Journal of Educa	ation 1 June 2	2000, vol.	. 30, no. 2, pp.	203-221(19	9)			, 	-	
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Recommended reading														
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Code	UPE10	01	Course				Peda	gogy						
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Department				Departme	ent	of Primar	y Teache	er Educatio	on					
Study progr	am					Class	Teacher			Year		Ι.		
Lecturer				pro	f. d	r. sc. Sta	nislava I	rović, asso	ociat	te profes	sor			
Institution					Fac	ulty of 1	Feacher	Educatio	n in	. Osijek				
Course stat	us			Man	date	ory	Elective f	rom modul	е	Elec	tive	j		
				<u>W</u>	inte	er semest	<u>er</u>	<u>Sun</u>	nme	er semes	ter			
ECTS studen	t workload	l coeff	ficient			3				3				
Hours week	lv			Lecture	s	Seminars	Practice	Lectures	s S	Seminars	Pra	actice		
	1			2	-	1	_	1		1		-		
Course chi				-		-		-		-				
Coherent and	d system:	atized	insiaht	into neda	inor	cal science	its esta	hlishment a	nd te	erminology	<u> </u>)ualify		
students to c	ritically ch	alleng	je issues	of contemp	orar	y pedagogi	cal theorie	s and work p	practi	se. Qualify	, stu	idents		
to independe	ntly desigr	ו smal	ll researc	h that woul	d lo	ok into outo	comes of co	mmon educ	ationa	al work ap	proa	aches.		
	with purpos	se, str	ructure a	nd activities	SOT	school alon	g with scho	ol-pedagogi	cal do	ocumentat	ion.			
Pedagogy -	science	of	unhring	ina The	sub	iect-matte	er of ner	lagogy Sv	/sten	n of ner	land	nical		
disciplines.	Relations	betv	veen pe	dagogy ar	nd o	ther scien	ces and s	cientific fie	elds.	Interdisc	ziplir	harity		
within peda	gogy. Pe	dagog	gical ter	minology.	So	cialization	Accultur	ation. Educ	atior	n. Upbrin	ging	g and		
education.	Educatio	nal	system.	. General	а	nd profes	ssional_e	ducation.	Life-	-span e	duca	ation.		
Educational	features	. Pro	cess, is	sues and	edu	icative fac	tors. Edu	cational go	bals.	Culturo-	hys	orical		
educational		Sch	chil	d as subi	nipi ect	of educat	finanistic	approach u essional eo	ucat	tors and	lssu lav	men		
Teacher's p	ersonalit	y an	d teach	er's vocat	tion	. Teacher	's compe	tence. Tea	cher	's credib	ility	and		
authenticity	. Metho	ds a	ind oth	er ways	of	upbringi	ng. Educ	ative tech	niqu	es and	wa	s of		
stimulation/	stimulation/interference.Power and weaknesses of educational means and methods. Learning and													
teaching. I	eaching. Techniques and styles of learning and teaching. Familial education. Institutionalised													
Theories of	school. F	-duca	tion in	homes. Fr	ysu ee t	time educ	ation. Edu	ication and	iu su I mo	dern info	rma	ation-		
communicat	tional te	chnol	ogy. So	ocio-educa	tior	al work.	Children	that are	diffi	iculty up	bro	ught.		
Preventive	work in u	ıpbrir	nging ar	nd educati	on.	Education	al aid: in	stitutions, i	famil	ly care, a	adop	otion.		
History of	pedagog	y. S	ubject	matter, r	netl	hods, pro	cedures	and instru	imen	its of p	eda	gogy.		
Methodology	y. Categ	ories	of pe	dagogical	res	search-the	eoretical	and empir	ical.	Qualitat	tive	and		
	nethods	n peu	ayoyica	rresearch	•									
Lect	tures		Semir	nars and		Practice	Indi	vidual proj	ect	Mult	ime	dia		
	1		worl	kshops				T 1 1 1		and 1	<u>inte</u>	rnet		
Distance	e learning			<u>e nours</u>		aboratory		Tutorial		Fiel	a wo	ЛК		
Student ob	ligation	5	الرواحية الم											
Examinatio	t seminal	r worl	k and its	s subseque	ent	presentati	on.							
Writter	n lieuiu	Jus	0	ral		1	Essav			Practio	al			
Individual n	roject	<u> </u>	ntinuous	assessmen	+		Seminar							
Mandatam				assessmen			<u>oenna</u>							
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Bratanić, M. ((1990) <i>Mik</i>	roped	lagogija,	Interakcijsk	ko-k	omunikacijs	ski aspekt o	<i>dqoja</i> , Zagr	eb, Š	kolska knj	iga.			
König, E., Ze	dler, P. (20) 001)7	Teorije zr	nanosti o od	Ιgojι	ı, Educa, Ža	agreb.			-	5			
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Gudjans, H. ((1993) Pea	lagogi	ija, temel	ina snaga,	Edu	ca, Zagreb.								
Matijević, M.	(2002) Alt	ernati	ivne škol	e, Tipex, Za	igrel	b.								
Neill, S. (199 Tillman K	4) <i>Neverba</i> 1 (1994)	alna k Teori	:omunika iia škole	<i>cija u razre</i> Zagreb Ed	du, . uca	Zagreb, Edi	ICa							
Recommend	led readir	ng	ja skole,	Zugreb, Eu	ucu.									
Ayalan, O. (1	995) <i>Spas</i>	imo d	<i>ljecu</i> , Zag	greb, Školsk	ka ki	njiga.								
Bruner, J. (20	000) Folk p	edage	ogija(57-	·77). U: Kul ma Zagrob	tura Edu	obrazovan	ja, Zagreb:	Educa.						
Glasser; W. (1999) Nas	tavnik	k u kvalit	na, ∠ayreb, etnoj školi.	Zad	reb: Educa								
Green, B. (19	96) <i>Nove</i>	parad	ligme za	stvaranje k	valit	etnih škola,	Zagreb: A	linea.	_					
Mialaret, LJ. ((1989) <i>Uva</i> na H (19	od u e וקקו µ	dukacijsl Jumana č	ke znanosti kola Zagro	(Ii h ⋿	11 poglavlje duca), ∠agreb,	Skolske novi	ine.					
Winkel, R	. (1996) <i>[</i>)jeca	koju je te	eško odgaja	ti, Z	agreb,Educ	a.							
	-		-			-								

Code	UPI	E9011 Course		Pe	dagogy fo	or childre	n with sp	pecial	needs				
Department			Departm	ent o	of Primar	y Teache	r Educati	on					
Study progr	am				Class	Teacher			Year		۷.		
Lecturer					mr. sc. G	ieza Duda	aš, senioi	· lectu	ırer				
Institution						SUVAG	, Osijek						
Course state	us		Ma	ndate	ory	Elective f	rom modu	le	Elec	tive	:		
				Winte	er semeste	er	Su	Imme	r semest	er			
ECTS studen	t work	load coefficient			4								
Hours week	у		Lectur	res	Seminars	Practice	Lecture	es S	eminars	Pra	actice		
			2		2	-							
Course obj	ectiv	es						I					
Introduce st	uden	ts to theoretical	knowledg	ge of	pedagogy	of childre	n with dev	elopn	nental di	fficu	ılties		
and issues t	hat re	egard preschool	upbringir h models	ng and	d educatio	n of those	e children (during Idron	l elemen with	tary	'		
developmen	tal di	fficulties.	ii iiioueis	oru				luren	VVICII				
Introduce st	ntroduce students with examples of practical solutions to problems of upbringing and education of mildren with developmental disabilities that are common in elementary school education. Students												
children wit	nildren with developmental disabilities that are common in elementary school education. Students												
will do one	semin	har work that wo	ould show	/ that	student i	s qualified	I to apply	acquii	red knov	vled	ge to		
Course des	cript	ion											
Different ter	ms f	or pedagogy for	children	with	developn	nental diff	iculties (te	ermino	oloav). P	eda	aoav		
of children	of children with difficulties in development and other sciences. Definitions of developmental												
difficulties.	Class	sification of de	evelopme	ntal	difficulties	s. Biomeo	dical caus	ses o	f develo	opm	ental		
disabilities.	Soci	io-economical	causes	of d	levelopme	ntal disa	bilities.	Ecolog	jical ca	uses	s of		
aevelopmen	impo	sabilities. The portance of early	detectio	e rat	e of deve d the init	iopmentai	treatment	s amo	ong chik n parly	aren			
detection. T	im-wa	ork in the proces	s of diad	nosis	. unbrinaii	na. educat	tion and re	habili	tation of	[:] chi	ldren		
with develop	omen	tal difficulties. S	System of	upb	ringing, ea	ducation a	nd rehabi	litatio	n of chile	dren	1 and		
adolescents	with	developmental	difficult	ies.	Stereotyp	es toward	ls childre	n witl	h develo	opm	ental		
difficulties.	Educ	ational and up	bringing	opti	ons for	children	with deve	elopme	ental di	fficu	lties.		
Examples of	of far	nous people th	nat have	e dev	elopment	al difficul	ties and	despi	te that	bed	came		
vouth with	n cui dovol	onmental difficu	lu variou Ilties and	s scie	enunc ner	us. Integi tendenci	es Princir		or child f unbrind	aina	anu 1 and		
education for	or chi	ildren with deve	elopment	al dif	ficulties.	General f	eatures, p	edago	paical ne	eds	and		
problems of	child	ren with vision	difficultie	es. Ge	eneral feat	tures, ped	lagogical r	needs	and pro	blen	ns of		
children with	n aud	itory problems.	General f	eatur	es, pedag	ogical nee	eds and pro	oblem	s of child	dren	with		
linguistic an	id spe	eech disabilities	. Genera	l feat	ures, ped	lagogical	needs and	l prob	lems of	chi	Idren		
with somation with	c disa	bilities and chroi	nic diseas	ses. G	Seneral fea	atures, pe Sonoral fo	dagogical Naturos n	needs	and pro	bler	ns of		
problems of	f me	ntally disabled	children.	Gene	ral featur	es, neda	nonical ne	eds a	and prof	olem	ns of		
children wit	h Aut	ism. General fe	atures, p	edag	ogical nee	eds and p	roblems o	f child	dren wit	h wi	riting		
and reading	g diff	iculties. Genera	al feature	es, p	edagogica	l needs	and probl	ems	of child	ren	with		
developmen	tal di	fficulties. Some	practical	prob	lems of pr	eschool e	ducation t	hat re	egard inc	lusi	on of		
children with	1 dev	elopmental diffic	ulties.										
		Seminars	and	P	Practice	Indiv	vidual pro	iect	Mult	ime	dia		
Lecture	<u></u>	worksho	ops	'	Tuctice			Jeee	and I	Inter	rnet		
Distance lea	arning	Office ho	ours	La	boratory		Tutorial		Field	d wo	ork		
						1			1				
Student ob	ligati	ions											
Students are	expec	ted to regularly at	tend class	es, cre	eate a semi	nar paper a	and pass th	e exan	າ.				
Examinatio	on me	ethods	- 1			F -			D				
Written		<u>Ora</u>	<u>al</u>			Essay			Practio	cal			
Individua	I	Continuous a	issessme	nt		<u>Seminar</u>	-						
project					1								

Mandatory reading Ana Sekulić-Majurec: Djeca s teškoćama u razvoju, Školska knjiga, Zagreb Gojko Zovko: Specijalna pedagogija, Fakultet za defektlogiju, Zagreb, 1986 Gojko Zovko: Peripatologija, Školske novine, Zagreb, 1994. Marija Novosel: Priručnik za djelatnike u osnovnoškolskom odgoju, obrazovanju i rehabilitaciji učenika s teškoćama u razvoju, Fakultet za defektologiju, Zagreb, 1995. Brestovci, B.: Mucanje. Fakultet za defektologiju, Zagreb, 1986. Pribanić, Lj.: Čuj, čuj, o djeci i odraslima oštećena sluha. Fakultet za defektologiju, Zagreb, 1992. Novosel-Kerinc, M.: Dijagnosticiranje u defektologiji. Fakultet za defektologiju, Zagreb, 1991. Matanović-Mamuzić, M.: Teškoće u čitanju i pisanju. Školska knjiga, Zagreb, 1982. Levandovski D.: Mjerni instrumenti za utvrđivanje obrazovnih dostignuća učenika usporenog kognitivnog razvoja. Fakultet za defektologiju, Zagreb, 1991. Komarica-Zibar, V.: Neuspjeh u školi. Školska knjiga, Zagreb, 1993. Matijević, M.: Aletrnativne škole. Institut za pedagoška istraživanja, Zagreb, 1994. Bariša Manenica: Ovisnosti. Vlastita naklada, Zagreb, 1994. Borka Teodorović, Dubravka Levandovski: Odnos roditelja prema djetetu s mentalnom retardacijom. Fakultet za defektologiju, Zagreb, 1986. Čudina-Obradović, M. (1990), Nadarenost, razumijevanje, prepoznavanje, razvijanje, Školska knjiga, Zagreb. **Recommended reading** Levandovski, D. Teodorović, B.: Kako poticati dijete s mentalnom retardacijom. Fakultet za defektologiju, Zagreb, 1991. Stančić, V.: Ispitivanje stavova i vrijednosti u djece niže osnovnoškolske dobi. Fakultet za defektologiju, Zagreb, 1991. Vuletić, D.: Test artikulacije. Fakultet za defektologiju, Zagreb, 1990. Škrinjar, J.: Primjena metode modifikacije ponašanja u radu s osobama s većim teškoćama socijalne integracije. Fakultet za defektologiju, Zagreb, 1989. Pozojević-Trivanović, M.: Slušanje i govor. Filozofski fakultet, Zagreb, 1984. Vuletić, D.: Istraživanje govora. Fakultet za defektologiju, Zagreb, 1991. Lash, J.P.: Helen i učiteljica. Savez slijepih Hrvatske, Zagreb, 1984. Pero Čimbur: Izliječio sam Petra. Školska knjiga, Zagreb, 1981. Mirjana Prebeg - Vilke: Vaše dijete i jezik (materinski, drugi i strani jezik). Školska knjiga, Zagreb, 1991. Cvetković-Lay, J. (2002), Darovito je, što ću sa sobom, Alinea, Zagreb. Cvetković-Lay, J., Sekulić-Majurec, A. (1998), Darovito je što ću s njim, Alinea, Zagreb.

Code	UPE3	010	Course		Prac	tical wor	k in scho	ools 1	I	
Department			Dep	oartment (of Primary	/ Teacher	Educati	on		
Study program	n				Class	Teacher			Year	II.
Instructor					mr. sc. Ve	esna Bulji	ubašić K	uzma	anović	
Institution					Pr	imary Scl	hool, Osi	jek		
Course status				<u>Manda</u>	:ory E	lective fro	m module	9	Elec	tive
				<u>Win</u>	ter semes	<u>ster</u>	<u>Su</u>	mme	er seme	<u>ster</u>
ECTS student	workload	l coef	ficient		2				2	
Hours weekly				Lectures	Seminars	Practice	Lecture	s Se	eminars	Practice
				-	-	1	-		-	1
Course object	tives					<u> </u>				
Practical work	r in schor	nls is	an integr	ated nart	of general	nrofession	al educat	tion a	and qual	ifving of
future teache	rs. Its p	urpos	e is to c	onnect sci	entific and	theoretica	al aspect	ofe	educatio	n to the
practical and	teaching	aspeo	cts. The u	Itimate me	aning and	objective	of practi	cal w	ork in s	chools is
to master the	e system	of th	eoretical	and practi	cal knowle	dge requii	red for ir	ndivid	dual orga	anization
and implemen	itation of	the e	ducationa	l process.						
Course desci	ription	h tha	oducatio		and the			-ha a		
and education	inteu witr al course	n the	euucatioi 1 program	an process	types and	methods	of work v	vithin	n the edu	
process, dvna	mics and	d stac	aes of the	e education	nal process	s, educatio	onal envi	ronm	nent, edu	icational
communicatio	n, educa	tional	atmosph	ere, media	in educat	ion, and r	nodes of	teac	hing for	children
with special r	needs (ta	lente	d / with	difficulties)	. To moni	tor the ov	verall act	ivity	of teach	ners and
students: re	gular, a	additio	onal, su	pplementa	y classes	s, homer	oom cla	isses,	, electi	ve and
administration	n done hy	es. To / scho	ol teache	rs as well	n peuago <u>o</u> as laws ar	nd regulati	ons from	the	educatio	articular nal area
of expertise.	To get to	knov	v the wor	k of stude	nt societies	s, school p	reventior	n pro	grams.	To direct
special attent	ion to pi	romot	ing child:	ren's creat	ivity, respe	ecting chil	dren's rig	ghts,	co-ope	ration of
school and pa	rents and	the	statute of	regulation	s regarding	g the grad	ing proce	ss. To	o get ac	quainted
with the school	ol library	and t	the collect	ion of stud	lent literati	ure, as we	II as work	ks in	expert I	iterature
information o	n applica	s or p ation	of compu	ters in sch	. TO VISIL NOOL TO A	che schoo rtivelv det	involver	l in l	life and	work of
school, to be	present	at r	neetings	of class a	nd profess	sional cou	ncils, as	well	as pro	fessional
assemblies. T	o be pres	sent i	in celebra	ting impor	tant holida	ys, festivi	ties and	schoo	ol perfor	mances,
and during vis	its to cul	tural	institutior	IS.						
Contents and	assignme	ents c	connected	to I. and	I. year co	urses and	elective	cours	ses from	Modules
Teaching me	thods									
Lectures		Sem	inars and	Pr	actice	Individ	lual proje	ct	Mult	imedia
		wo	rkshops						and I	nternet
Distance lear	ning	<u>Offic</u>	<u>ce hours</u>	Lab	oratory	<u>T</u> (<u>itorial</u>		Field	1 work
Student oblig	gations									
In the second	year of	study	the prac	tical work	in schools	lasts one	week, an	d is o	organize	d at the
beginning of t	he fourth	ו sem	ester in t	he school (of student's	s choice. S	Students a	are e	expected	to be in
on observatio	rom the t ns during	class	ning to the	e ena of ir r own wor	struction.	Iney are of are of a contract them in	n the nra) regu ctical	ulariy ta Lwork in	ke notes
portfolio. Afte	r complet	tion o	f practica	l work. stu	dents prod	uce a repo	ort on pra	ctice	and sub	mit it to
the mentor /	teacher	for ir	spection,	along wit	h the port	folio. The	mentor	gives	an opir	nion and
grades stude	nt's wor	k and	d particip	oation duri	ng practic	e. The p	ortfolio a	and	other a	dditional
paperwork ar	e submit	ted t	o the hea	ad of prac	tical work	in schools	s after th	ne pr	ractice h	as been
completed, ac	cording t	o the	arrangeo	schedule.	At the and	alysis mee	tings the	strat	tegies fo	r further
	method	inu as	signment		veu.					
Written			Oral			Essay			Practio	<u>al</u>
Individual pro	oiect (Contin	uous asse	essment	9	Seminar				
Analysis of n	ractical	work	in scho							
Mandatory r	eading			21						
School books	, manua	ls, ex	kercise bo	ooks and	worksheets	s used by	school	teach	hers and	l pupils,
children's mag	jazines	,				/				/
Recommend	ed readi	ng								
Practical work	in schoo	ls fori	m.							

Code	UPE	5100	Course		Prac	tical worl	(in school	s II						
Department			Dep	partmen	t of Primary	/ Teacher	Education	<u>ו</u>						
Study program	n				Class	Teacher		Year	III.					
Instructor					mr. sc. Ve	esna Bulju	ubašić Kuz	manović						
Institution					Pr	imary Scl	hool, Osije	ek						
Course status	;			Mand	atory E	lective fro	m module	Elec	tive					
				<u>w</u>	inter semes	<u>ster</u>	<u>Sum</u>	<u>mer seme</u>	<u>ster</u>					
ECTS student	workloa	ad coeff	icient		2			2						
Hours weekly				Lecture	s Seminars	Practice	Lectures	Seminars	Practice					
				-	-	1	-	-	1					
Course object	ctives					•								
Practical work	in sch	ools is a	an integr	ated par	of general	profession	al educatio	on and qua	lifying of					
future teache	uture teachers. Its purpose is to connect scientific and theoretical aspect of education to the practical and teaching aspects. The ultimate meaning and objective of practical work in schools is													
to master the		g aspec	ts. The t	and prace	neaning and tical knowle	objective	of practica	i work in s	CNOOIS IS					
and implement	d implementation of the educational process.													
Course desc	urse description													
Teaching me	thods													
Lectures		Semi	inars and	<u> </u>	<u>Practice</u>	Individ	lual project	Mult	imedia					
		10W	rkshops					and 1	nternet					
Distance lear	ning	<u>Offic</u>	e hours	<u>L</u> i	aboratory	<u>T</u> t	<u>itorial</u>	Fiel	d work					
Student oblig	gations	5												
In the third y	ear of	study t	he practi	cal work	in schools I	asts one v	week, and	is organize	d at the					
beginning of t	the sixt	h seme	ster in tr	ne school	of student's	choice. S	tudents are	e expected	to be in					
on observatio	ns durir	n class	and the	ir own we	ork and colle	ect them i	n the nract	ical work in	n schools					
portfolio. Afte	r compl	etion of	f practica	l work. st	udents prod	uce a repo	ort on pract	ice and sub	mit it to					
the mentor /	teache	r for in	spection,	along w	ith the port	folio. The	mentor giv	ves an opi	nion and					
grades stude	nt's wo	ork and	l particip	pation du	iring practio	e. The p	ortfolio an	d other a	dditional					
paperwork ar	e subm	itted to	o the hea	ad of pra	actical work	in schools	s after the	practice h	nas been					
completed, ac	cording	to the	arrangeo	l schedul	e. At the ana	alysis mee	tings the st	rategies fo	r further					
work are dete	rmined	and ass	signment	s are revi	ewea.									
Written	metho	as	Oral			Feeav		Practi	cal					
Tradicidual rate	dia ah	Cantin				Loody		Flace						
	oject	Contin	uous asse	essment		seminar								
Analysis of p	oractica	l work	in scho	<u>ol</u>										
Mandatory r	eading		oraigo hu		warkabaat	used by	acheal to	achara an	d nunila					
children's mag	, manu Jazines	ais, ex	ercise D	JUKS and	worksneets	s used by	school te	achers and	, pupiis,					
Recommend	ed read	ling												
Practical work	in scho	ols forn	n.											

Code	UPE	7001	Course			Pract	ical work	in scho	ols 🛛	III			
Department			Dep	partme	nt c	of Primary	⁷ Teacher	Educati	on	-			
Study program	n					Class	Teacher			Year		IV.	
Instructor						mr. sc. Ve	esna Bulju	ubašić K	uzm	nanović			
Institution						Pr	imary Scl	100l, Os	ijek				
Course status	;			<u>Man</u>	dat	ory El	ective fro	n modul	е	Elec	tive	ì	
				<u>v</u>	Vin	<u>ter semes</u>	<u>ter</u>	<u>Su</u>	mm	er seme	ste	r	
ECTS student	workloa	ad coeff	icient			3				3			
Hours weekly				Lectur	es	Seminars	Practice	Lecture	es S	Seminars	Pra	actice	
				-		-	3	-		-		3	
Course object	ctives												
Practical work	in sch	ools is a	an integr	ated pa	rt c	of general	profession	al educa	tion	and qual	lifyi	ng of	
future teache	rs. Its	purpose	e is to c	onnect	scie	entific and	theoretic	al aspect	c of	educatio	n to	o the	
practical and	teaching	g aspec	ts. The ι	Itimate	me	aning and	objective	of practi	cal v	work in s	cho	ols is	
to master the	master the system of theoretical and practical knowledge required for individual organization nd implementation of the educational process.												
	purse description												
course desci													
Teaching me	thods												
		Semi	inars and		Pr:	actice	Individ	lual nroie	oct	Mult	ime	dia	
Lectures		wor	rkshops				individ			and I	nte	rnet	
Distance lear	ning	<u>Offic</u>	e hours	<u> </u>	Lab	oratory	<u>Tı</u>	<u>itorial</u>		Field	d w	ork	
Student oblig	gations	5		•									
In the fourth	year of	study	the pract	ical wo	'k i	n schools l	asts one	week, ar	nd is	organize	ed a	t the	
beginning of t	he eigh	th seme	ester in t	he scho	ol c	of student's	s choice. S	Students	are	expected	to	be in	
school daily fr	rom the	beginn	ing to th	e end o	f in	struction.	They are o	obliged to	o reg	gularly ta	ke i	notes	
on observatio	ns durir	ig class	and the	ir own v	vork	k, and colle	ect them i	n the pra	ictica	al work ir	۱ SC	hools	
portfolio. Afte	r compl	etion of	r practica	I WORK,	Stuc	lents produ	uce a repo	ort on pra		e and sub	mit	: It to	
arades stude	nt's wo	n ion in ark and	spection,	alony	witi Itori	na practic	ollo. The o Tho n	ortfolio	and	other a	101 ddit	tional	
paperwork an	e subm	hitted to	the he	ad of n	ract	ical work	in school	after tl	he r	practice h	nas	heen	
completed, ac	cordina	to the	arranged	l schedu	ile.	At the ana	lvsis mee	tinas the	stra	ategies fo	r fu	rther	
work are dete	rmined	and ass	signment	s are rev	viev	ved.	.,	<u>g</u>					
Examination	metho	ds											
Written Oral Essay <u>Practical</u>													
Individual pro	oject	Contin	uous asse	essment	:	S	Seminar						
Analysis of p	oractica	<u>l work</u>	in scho	ol									
Mandatory r	eading												
School books	, manu	als, ex	ercise bo	ooks an	d v	worksheets	used by	school	tead	chers and	d p	upils,	
children's mag	jazines	1:00											
Recommend	ea read	ling											
Practical work	in scho	iois forn	n.										

Code	UPE	9001	Course			Pract	ical work	in scho	ols	IV		
Department			Dep	partme	nt o	of Primary	⁷ Teacher	Educat	ion			
Study program	n					Class	Teacher			Year		۷.
Instructor						mr. sc. Ve	esna Bulju	ubašić K	uzn	nanović		
Institution						Pr	imary Scl	hool, Os	ijek	[
Course status	;			<u>Mar</u>	dat	:ory El	ective fro	m modul	e	Elec	tive	ŕ
				<u>1</u>	Nin	<u>ter semes</u>	<u>ter</u>	S	umm	her semes	ster	
ECTS student	workloa	ad coeff	icient			4						
Hours weekly				Lectu	res	Seminars	Practice	Lecture	es S	Seminars	Pra	actice
				-		-	4					
Course object	ctives			•		•	<u>.</u>					
Practical work	in sch	ools is a	an integr	ated pa	art d	of general	profession	al educa	ition	and qual	lifyi	ng of
future teache	rs. Its	purpose	e is to c	onnect	scie	entific and	theoretic	al aspec	t of	educatio	n to	o the
practical and	teachin	g aspec	ts. The ι	iltimate	me	aning and	objective	of pract	ical	work in s	cho	ols is
to master the	e syster	n of the	eoretical	and pr	actio	cal knowle	dge requi	red for i	ndiv	idual orga	anız	ation
		or the et	uucationa	ii proce	55.							
course desci	πρειοπ											
Teaching me	thods											
Lectures	linus	Semi	inars and		Pr	actice	Individ	lual proje	ect	Mult	ime	dia
Lectures		now	rkshops		<u></u>		individ			and I	nte	rnet
Distance lear	ning	<u>Offic</u>	e hours	<u>.</u>	Lab	oratory	Τι	utorial		Field	d w	ork
Student oblig	gations	5		_								
In the fifth ye	ear of s	study tł	ne practi	cal wor	k in	schools la	asts one w	veek, an	d is	organize	d a	t the
beginning of t	the tent	h seme	ester in th	ne scho	ol o	f student's	choice. S	tudents	are	expected	to	be in
school daily fr	rom the	beginn	ing to th	e end o	of in	struction.	They are o	obliged t	o re	gularly ta	ke	notes
on observatio	ns durir	ng class	and the	ir own ۱	work	k, and colle	ect them i	n the pra	actic	al work ir	۱ SC	hools
portfolio. Afte	r compl	etion of	r practica	I WORK,	stu	dents produ	uce a repo	ort on pra	actic	e and sub	mit	t it to
the mentor /	teache	r for in	spection,	along	WITI	n the portion	ollo. The	mentor	give	es an opir	10r ddii	i and
naperwork ar	nus wu re suhm	hitted to	n the he	ad of r	ract	tical work	in school	s after t	anu he r	nractice h	uun Ias	heen
completed, ac	cordina	to the	arranged	l schedi	ile.	At the ana	Ilvsis mee	tinas the	stra	ategies fo	r fu	irther
work are dete	rmined	and ass	signment	s are re	viev	ved.	.,	en ge ene				
Examination	metho	ods										
Written			Oral				Essay			Practio	cal	
Individual pro	oject	Contin	uous asse	essmen	t	S	Seminar					
Analysis of p	oractica	l work	in scho	ol								
Mandatory r	eading											
School books	, manu	ials, ex	ercise bo	ooks ar	nd v	worksheets	used by	school	tead	chers and	d p	upils,
children's mag	jazines											
Recommend	ed read	ling										
Practical work	in scho	ols forn	n.									

Data autors and	UPE9010	Course		Re	search in	n educatio	on						
Department		I	Department	of Primar	y Teache	r Educati	on						
Study progr	am			Class	Teacher			Year	۷.				
Lecturer				pro	of. dr. sc	Nada Bal	oić						
Institution			Fac	culty of 1	eacher	Educatio	on in	Osijek					
Course state	JS		<u>Mandat</u>	ory	Elective f	rom modu	le	Elec	tive				
			<u>Winte</u>	er semest	<u>er</u>	Su	Immer	semest	er				
ECTS student	t workload coef	ficient		4									
Hours weekl	у		Lectures	Seminars	Practice	Lecture	s Se	eminars	Practice				
			1	2	-								
Course obj	ectives												
Preparing s pedagogical work practi methodologi qalitiy when Course des Methodology	tudents for c phenomenon se. Getting a cal competen carry out res cription y of pedagog	compreh s and h acquainte ice to c earch ar ical rese	ension of qu ow to carry o ed with form arry out anal ad manipulatin earch in the	alitative a out simple al and in ysis,interp og with dat context of	ind quant independ formal m retation r a.	itative re dent resea lethods of na dprese	search irch in data ntatior	approa their p collecti o of dat vithin sy	aches to reschool on.Basic a.Ethical				
education of	f preshool edu	ucator a	nd as part of	educators	pedagog	ic work pr	actise.	Qualita	tive and				
quantitative	research app	roaches	. Types of re	search:fur	damental	and appli	ed,dev	/elopme	ntal and				
actional,des	criptive and	causal	, cross-secti Research on	onal and history p	longituc Asont tim	linal. Exp	erime	ntal an ^E uphring	id non-				
education.R	esearch stage	es. Proj	ect research.	Techniqu	ies and i	instrument	ts of	data co	ollection:				
types,charao	pes, characteristics and their application. Experimental, quazi-experimental and ex-post facto esearch and action research. Ethnographic methods. Pilot studies. Qualitative and quantitative												
research an	esearch and action research. Ethnographic methods. Pilot studies. Qualitative and quantitative												
defined one	lefined ones), scientific principles.Research report:types of reports,working on report,publication.												
Data applica	bility.												
Teaching m	iethods	Sam	inara and	Dractico	Tradiv	idual mra	iaat	M	imadia				
Lect	ures	<u>sem</u> wo	rkshops	Practice	<u>1101v</u>	<u>iuuai pro</u>	ject	and I	nternet				
Distance	learning	<u>Off</u> i	ice hours	Laborato rv		Tutorial		Field	l work				
Student ob	ligations												
Constructing	Student obligations												
discussion o	research pro f design.	ject des	ign. Presenta	tion of res	earch des	ign and su	ıbsequ	ent anal	ysis and				
discussion o	g research pro f design. n methods	ject des	ign. Presenta	tion of res	earch des	ign and su	Ibsequ	ent anal	ysis and				
discussion o Examinatio Written	research pro f design. n methods	oject des <u>Ora</u>	ign. Presenta II	tion of res	earch des Essay	ign and su	bsequ	ent anal Practic	ysis and al				
discussion o Examinatio Written Individua	g research pro f design. I methods	oject des <u>Ora</u> nuous a	ign. Presenta II ssessment	tion of res	earch des Essay Seminar	ign and su	bsequ	ent anal Practic	ysis and al				
discussion o Examinatio Written Individua project Mandatory	research pro f design. n methods	nject des <u>Ora</u> nuous a	ign. Presenta II ssessment	tion of res	earch des Essay Seminar	ign and su	bsequ	ent anal Practic	ysis and al				
discussion o Examinatio Written Individua project Mandatory Babić; N.(19 <i>hrvatsko ško</i> Halmi, A. (20 Mužić, V. (2) Zagreb: Edu Halmi, A. (2) Jastrebarsko Sekulić-Maju	g research pro f design. n methods I Conti reading 996), Kvalitati <i>lstvo</i> (str.118- 001). Specifičr 004.): Uvod p ca. 2005). Strate Naklada Sla Jrec, A. (1994	oject des <u>Ora</u> nuous a ivna istr -123). Z nosti met u metod egije kva p. .), Akcije	ign. Presenta <u>I</u> ssessment agreb: Hrvats codologije peda lologiju istraži alitativnih istra	tion of res oja i obra ki pedagoš agoškog is vanja odg raživanja a u praksi	earch des Essay Seminar zovanja, iko-književ raživanja, oja i obra u primije školskih p	ign and su U: H. Vrg vni zbor. <i>Napredak</i> zovanja (i njenim dr pedagoga,	oč (Ur , 142, 2. pro: uštver	ent anal Practic), <i>Peda</i> 2, 168-: šireno i iim zna	ysis and al agogija i L78. zdanje). nostima.				
discussion o Examinatio Written Individua project Mandatory Babić; N.(19 <i>hrvatsko ško</i> Halmi, A. (20 Mužić, V. (2) Zagreb: Edu Halmi, A. (20 Mužić, V. (2) Zagreb: Edu Halmi, A. (20 Mužić, V. (2) Jastrebarsko Sekulić-Maju U: H. Vro planiranj	g research pro f design. m methods I Conti reading 996), Kvalitat v/stvo (str.118- 001). Specifičr 004.): Uvod Ica. 2005). Strate ica. 2005). Str	oject des <u>Ora</u> nuous a ivna istr -123). Z nosti met u metod egije kva p. .), Akcijs akse peo . Zagreb	ign. Presenta ign. Presenta ssessment aživanja odga agreb: Hrvats odologije peda lologiju istraži alitativnih istra ska istraživanj dagoga osnov : Hrvatski peda	tion of res oja i obra ski pedagoš agoškog is vanja odg raživanja a u praksi ne škole: <i>i</i> dagoško-ki	earch des Essay Seminar zovanja, iko-književ raživanja. oja i obra u primije školskih p Akcijska is njiževni zb	ign and su U: H. Vrg vni zbor. <i>Napredak</i> zovanja (: njenim dr pedagoga, straživanja por. Zagre	oč (Ur , 142, 2. pro uštver , prog	ent anal Practic), <i>Peda</i> 2, 168-: šireno i iim znai ramiranj	ysis and al agogija i L78. zdanje). nostima.				
discussion o Examinatio Written Individua project Mandatory Babić; N.(19 <i>hrvatsko ško</i> Halmi, A. (20 Mužić, V. (2) Zagreb: Edu Halmi, A. (Jastrebarsko Sekulić-Maju U: H. Vrg planiranj Recommen	g research pro f design. on methods I Conti reading 996), Kvalitat 996), Kvalitat 0/5/00 (str.118- 001). Specifičr 004.): Uvod Ica. 2005). Strate 0: Naklada Sla Jrec, A. (1994 Icc. (1994) Icc. (1	oject des <u>Ora</u> nuous a ivna istr -123). Za nosti met u metod egije kva egije kva p. .), Akcijs akse peo . Zagreb	ign. Presenta il ssessment aživanja odge agreb: Hrvats odologije ped. lologiju istraži alitativnih istra ska istraživanj dagoga osnov : Hrvatski pec	tion of res	earch des Essay Seminar zovanja, ko-književ craživanja, oja i obra oja i obra u primije školskih p Akcijska is njiževni zb	ign and su U: H. Vrg vni zbor. <i>Napredak</i> azovanja (: njenim dr pedagoga, straživanja por. Zagre	oč (U , 142, 2. pro: uštver , prog	ent anal Practic), <i>Peda</i> 2, 168-: šireno i im znan ramiranj	ysis and al agogija i L78. zdanje). nostima.				
discussion o Examinatio Written Individua project Mandatory Babić; N.(19 <i>hrvatsko ško</i> Halmi, A. (20 Mužić, V. (2 Zagreb: Edu Halmi, A. (19 Jastrebarsko Sekulić-Maju U: H. Vro planiranj Recommen Cohen, L., M Routledge. Matijević pismenos Petz, B. (19)	g research pro f design. on methods I Conti reading 996), Kvalitat 996), Kvalitat 001). Specifičr 004.): Uvod 103. 2005). Strate 104. 2005). Strate 105. 107.	oject des <u>Ora</u> nuous a ivna istr -123). Za nosti met u metod egije kva egije kva p. .), Akcijs akse peo . Zagreb 97). Res V. i Ja ji. Zagref re statist	ign. Presenta ign. Presenta ssessment aživanja odge agreb: Hrvats odologije ped. iodologije ped. iodologiju istraži alitativnih istr ska istraživanj dagoga osnov : Hrvatski pec earch methoc okić, M. (200 b): HPKZ. cičke metode :	tion of res	earch des Essay Seminar zovanja, ¹ ko-književ craživanja oja i obra u primije školskih p Akcijska is njiževni zb tion. 4. Lo ivati i ol matičar. 1	ign and su U: H. Vrg vni zbor. <i>Napredak</i> azovanja (: njenim dr bedagoga, straživanja bor. Zagrel bndon, Nev bjaviti -	oč (Ul oč (Ul , 142, 2. pro: uštver , prog b w York elemen	ent anal Practic Practic 2, 168-: šireno i im znal ramiranj : nti meto (lada SI;	ysis and al agogija i L78. zdanje). nostima. je i odološke ap.				

Code	UPE40	01	Course	Т	heory	y of cur	ric	ulum					
Department			D	epartm	nent	of Prim	ary	y Teach	ner Educ	atic	on		
Study program	n					Class	5 Te	eacher			Year		II.
Lecturer						doo	. d	lr. sc. A	nđelka	Pek	0		
Institution					Fac	culty of	Τe	eacher	Educatio	n i	n Osijek		
Course status				Ma	andato	ory		<u>Electi</u> mo	<u>ve from</u> odule		Elec	tive	
					Winte	er semes	ter		<u>Su</u>	nme	er semes	<u>ter</u>	
ECTS student we	orkload coe	effici	ent			-					2		
Hours weekly				Lectu	ires	Seminar	's P	Practice	Lecture	s	Seminars	Prac	tice
				-		-		-	1		1	-	-
Course object	tives			-									
on account of and research critical thinki institution.	on curri ng abou	a Ir culu ut (isignt in im, stud curriculu	lents wil m, and	y-me I be c be	competer able to	ic a it to im	approacn o do ind iplement	es to cons ependent curriculu	rese m i	arch, anal arch, anal in an edu	lysis ucatio	and anal
Course desc	ription												
conceptual sp Socio-political Permanent inc world work sp Methodology of legitimation,te formulation of outcomes). Research topic instructional a Models of legit Teaching me	adding theoretical and methodological approaches in development of curriculum (glossary- onceptual specifications, curriculum conceptions, way of legitimation and types of curriculum) bocio-political, economical, cultural and legal establishment and legitimation of curriculum ermanent inovation that is development of curriculum as the answer to new tendetions in the yorld work sphere and culture (comparative anysis on global Vs national level) Methodology of planning and forming curriculum (theory of goals, models of formulation, models of egitimation, teaching goals, criteria for selection of contents and methodology of didactic ormulation of contents, plan of implementation, criteria and ways of evaluating educational utcomes). esearch topics: methodology of research of disquised curriculum, curriculum analysis of particular nstructional and educational fields, relations problem area: of didactics and curriculum theory. Medels of legitimation of open curriculum.Methodology of Idactics eaching methodsEaching methodsSeminars andPracticeMultimedia												
Lecture	<u>s</u>	5	eminar: worksh	<u>s and</u> Iops	ŀ	ractice		Indiv	viduai proj	ect	and I	imea Interr	net
Distance lea	rning		Office h	ours	La	boratory			Tutorial		Field	d wor	rk
Student oblig	gations												
Active in-c	lass part	cicip	ation, p	roducing	semi	nar work	an	d passin	g the exar	n.			
Examination	metho	<u>ds</u>	0	.1		Т		F			Dup atia		
Written			Ora	<u>11</u>				Essay			Practic	cal	
Individual project	C	onti	inuous a	ssessme	ent		<u>s</u>	Seminar					
Mandatow	ading												
Marsch 1C (eading 1994) k	(uri	kulum: 7	Temelini	noim	ovi Zad	-eh-	·Educa					
Didaktičke	teorije ((199	92.) (ure	d. Gudj	ons et	.al.), Zag	gret	b:Educa					
Recommend	ed read	ling	ļ										
Moon, B.(2002 Ornstein, A. Boston:Allan& Hameyer, E. / Schröder, H. (München: Old	Bidakticke teorije (1992.) (dred. Gudjons et.al.), Zagreb:Educa Recommended reading Moon, B.(2001). A Guide to the national Curriculum. Oxford, New York:Oxford University Press. Drnstein, A.C.& Hunkins, F.P. (1998):Curriculum:Fundations, Principies, and Issues. Boston:Allan&Bacon piblishers Hameyer, E. /Hrsg./ (1983.) : Hdb. der Curriculumforschung, darin: Strukturtheoretische Konzepte Schröder, H. (2002.) : Lernen, Lehren, Unterricht: lernpsychologische und didaktische Grundlagen.												

Philosophy

Code UF	I9001	Course				World R	eligions						
Department		D	epartme	ent e	of Prima	ry Teacl	her Educ	ation					
Study program					Class	Teacher			Year	V.			
Lecturer				d	r. sc. Nil	kola Dog	gan, full	profe	ssor				
Institution					Theol	ogical F	aculty Đ	akovo	D				
Course status			Mar	ndato	ory <u>E</u>	lective fr	om modu	le	Elec	tive			
			N	/inte	r semest	<u>er</u>	Su	ımmer	semest	er			
ECTS student workle	oad coefficie	ent			4				-				
Hours weekly			Lectur	es	Seminars	Practice	Lecture	s Se	eminars	Practice			
			1		1	-	-		-	-			
Course objectiv	ves												
the world, but th determine which that they contain people.	ones are for men	significar those, . This co	they show ourse aim	ore cl uld b s to j	hallenging e classifie provide ins	ones are d accordir sight into	usually in ng to the b truth that	vestig basic re given	ated. In eligious religions	order to measure offer to			
The course conto	uon onte ie div	uidad int	o throp n	artei									
 Man's religios religious man – the basic elemen Natural religio Published religion Christianity ar the history befor formed at the Se 	 Man's religiosity, its forms and contents through history. The starting point is the analysis of a eligious man – homo religiosus – from whose behaviour, faith, and doctrined speech we can see he basic elements of people's religiosity. Natural religions and their beliefs: Hinduism (Brahmanism), Buddhism, Confucianism, Shintoism. Published religions and the contents of their beliefs: Judaism, Christianity and Islam. Christianity and its relationship towards other world religions. There is an attitude that marks he history before the Second Vatican Council, and the new attitude – dialogue among religions – ormed at the Second Vatican Council. 												
Teaching meth	ods												
Lectures	<u>5</u>	Semina works	ars and shops	I	Practice	Ind	ividual proje	ect	Multim Int	edia and ernet			
Distance learn	ning	Office	hours	La	boratory		Tutorial		Field	d work			
Lectures and offi	ce hours												
Student obligat	tions												
Attendance, liter	ature rea	ding, an	d obligat	ory t	utorials.								
Examination m	ethods								<u> </u>				
Written		<u>Ora</u>				Essay			Practic	al			
Individual project	Conti	inuous a	ssessmer	nt		Seminar							
Written or oral e	xam.												
Written or oral exam. Mandatory reading Hans KÜNG, (Josef van Ess/Heinrich von Stietencron, Heinz Bechert), <i>Kršćanstvo i svjetske religije</i> . Uvod u dijalog s islamom, hinduizmom i budizmom, Naprijed, Zagreb, 1994. Horst BÜRKLE, <i>Čovjek traži Boga</i> . Religijski pristup, Kršćanska sadašnjost, Zagreb, 2000. Nikola DOGAN, <i>U potrazi za Bogom</i> . Kršćanin u postmodernom vremenu, Teologija u Đakovu, Đakovo, 2003. Adalbert REBIĆ (gl. i od. ur.), Opći religijski leksikon. Leksikografski zavod Miroslav Krleža, Zagreb, 2002. <i>Religije svijeta</i> . Enciklopedijski priručni, Grafički zavod Hrvatske, Kršćanska sadašnjost, Zagreb, 1987. Nikola HOHNJEC (prir.), <i>Kršćanstvo i religije</i> . Zbornik godišnjeg Simpozija profesora teologije u Zagrebu, 7. i 8. travnja 1999 Kršćanska sadašnjost. Zagreb, 2000.													
Recommended	reading												
Hans WALDENFELS Johann FIGL, <i>Relig</i> Peter MEINHOLD, <i>I</i> Helmuth von GLA Christentum, Islam Harvey COX, <i>The S</i> Company, New Yor	Recommended reading Hans WALDENFELS, Begegnung der Religionen. Theologische Versuche I, Borengässer, Bonn, 1990. Johann FIGL, Religionswissenscahft. Religionen und ihre zentralen Themen, Tyrolia, Innsbruck, 2003. Peter MEINHOLD, Manuale delle religioni, Queriniana, Brescia, 1986. Helmuth von GLASENAPP, Die fünf Weltreligionen. Brahmanismus, Buddhismus, chinesischer Universismus, Christentum, Islam. Diederichs Verlag, Köln, 1982. Harvey COX, The Secular City. Secularization and Urbanization in Theological Perspective, The Macmillan Commany, New York, 1965.												

Psychology

Code	UPS301	.0 (Course			Abuse	d	and neg	glected o	hild	lren		
Department			D	epartm	nent	of Prin	a	ry Teach	ner Educ	atio	n		
Study program	l					Clas	s T	「eacher			Year		II.
Lecturer							La	ra Caki	ć, lectur	er			
Institution							Pri	mary Sc	hool, Osij	ek			
Course status				Ma	andato	ory		<u>Electi</u>	<u>ve from</u>		Elec	tive	
							Ļ	<u>mc</u>	odule				
				_	Winte	er seme	ste	<u>er</u>	Su	Imme	er semest	er	
ECTS student wor	rkload coe	fficier	nt			1							
Hours weekly				Lectu	ires	Semina	rs	Practice	Lecture	s S	Seminars	Pra	ctice
				1		1		-					
Course object	tives												
Introducing stu	ntroducing students to problems of abused and neglected children as well as comprehending the ole of teacher and school in aiding the child and family.												
role of teacher	ole of teacher and school in aiding the child and family.												
Definitions of a	Course description												
Abuse and neo	ilect mi	scon	ceptior	is. Char	acteri	stics of	ab	used and	nealecter	d chi	ld. Emoti	onal	and
behavioural pr	roblems	ttachme	ent styl	es, s	elf-impo	se	d impres	ssion. Ad	ult p	osychopat	holo	gical	
disorders. Child	ds testir	noni	ies of a	buse. H	ow to	identify	ab	oused and	neglecte	d chi	ld. Treatn	nent	and
intervention. T	he role	of s	school a	and nur	sery a	and thei	r ir	nterrelate	dness to	relev	ant instit	utio	ns in
community.													
Teaching met	hods				1			-			-		
<u>Lectures</u>	<u>i</u>	<u>Se</u>	eminar:	s and	F	ractice		Indiv	vidual proj	ect	Mult	ime	dia
Distance lear	nina	<u> </u>	<u>vorksn</u> ffice b		12	horator	,		Tutorial		Eigl	nter 1 wc	net ork
Student ablig			ince n	0013	Lu	Donaton			Tutorial		TICK		
Seminar evam	ations	_											
Examination	nethor	le											
Written		13	Ora	<u>1</u>				Essay		[Practio	al	
Individual Continuous assessment Seminar													
project													
Mandatory re	Aandatory reading												
Buljan Flander, Marko M.	G., Ko	cijar	n Herci	gonja, D	. (200)2). <i>Zlos</i>	stav	vljanje i z	anemariva	anje (djece. Zag	greb):
Recommende	d read	ing											
Nietzel, M. T. , Pečnik, N. (200	Bernste 03). <i>Mec</i>	ein, [<i>1uge</i>	D.A. , № neracij	1ilich, R. ski prije	(200 nos zl	2). Uvoc ostavlja	l u nja	kliničku p djece Ja	osihologiju strebarsko	. Nal : Na	klada Slap klada Slap).).	

Code	UPS70	01	Course		A	Applied	de	velopn	nental ps	ycł	nology		
Department			D	epartm	ent	of Prim	ary	y Teacl	ner Educ	atic	on		
Study program	n					Class	5 Te	eacher			Year		IV.
Lecturer						Že	ljka	a Živko	ović, lect	ure	r		
Institution						P	im	nary sc	hool, Osi	jek	,		
Course status				Ма	ndate	ory		Electi	ve from		Elec	tive	5
				<u>v</u>	Vinte	er seme:	ste	<u>r</u>	Su	mm	er semest	er	
ECTS student we	orkload co	effici	ent			3							
Hours weekly				Lectu	res	Semina	's F	Practice	Lecture	s	Seminars	Pra	actice
				1		1		-					
Course object	tives			•									
Introducing	studer	lts	to app	lying ir	nsigh	its in d	eve	elopmei	ntal psyc	holo	ogy in a	issi	sting
children's de	velopm	ent											
Course desc	ription												
Based on k	Based on knowledge acquired in developmental psychology on physical, motoric,												
perceptive,	perceptive, cognitive, verbal, moral, emotional and social development, students will												
apply the d	pply the obtained insights in practice in order to encourage general children's												
development	by m	ean	s of va	riously	desi	gned ac	tivi	ities, w	orkshops	an	d other t	zype	es of
work, as wel	l as wit	:hin	the sch	nool curr	riculu	um.							
Teaching me	thods												
Lecture	<u>s</u>		Seminar	s and		Practice		Ind	ividual proje	ect	Multin	nedi	a and
Distance los	un in a		worksh	ops					Tutovial		Ini	tern	et
Distance lear	ning		<u>Unice n</u>	ours	Lo	aboratory			Tutorial		riei	uw	JIK
Student oblig	gations												
Seminar, exar	n.	-											
Examination	metho	as	0					Facal			Dup ati		
written			<u>Ura</u>	<u>11</u>		_		Essay		<u> </u>	Practio	Jai	
Individual proje	ct <u>Co</u>	onti	nuous a	ssessm	ent		<u>S</u>	Seminar					
Continuous as	sessme	nt b	y means	of tests									
Mandatory r	eading												
Katz, L. G.	i D.E. I	4cC	lellan (2	2003). Po	oticar	nje razvo	oja	dječje s	socijalne k	com	petencije.	Za	greb:
Ęduca.													
Živković, Ž. (2	2004). <i>F</i>	Pami	tim, pan	ntiš, pam	nti – N	Vježbe i s	savj	jeti za bo	olje pamće	nje	i učenje, l	Knji	ga 1;
Pamtimo, par	ntite, p	amt	e - Vjež	žbe i sav	vjeti I	za bolje	pai	mćenje	i učenje, i	Knjig	<i>ga 2.</i> Jastr	eba	irsko:
Naklada Slap		_				_							
Zivković, Z. (2	2004). E	mo	cije u raz	zredu. Đa	akovo	o: Tempo							
Zivković, Z. i	Brajkovi	ć, S	. Igre sι	ıradnje.	Dijete	e, škola,	obi	telj. Br.	2, 2004.	-			
Zivković, Z. i	Brajkov	vić, S	5. (2003	5). Ja to r	nogu	. u Ziža	<, A	A i Bouille	et, D. (ur.)	Sta	andardi pro	ogra	ama
prevencije pol	remecaj	a u	ponasan	ju ajece	i mia	idih. Zag	reb	: Drzavr	ii zavod za	zas	titu obitel	יון,	
materinstva i	miadezi	I PC	ovjerens	tvo vlade	e KH :	za preve	ncij	u porem	ecaja u po	nasa	anju djece	91	
niaun Decerement	ad rate	liner											
Aiduković		ung	(1002)	Nonseile		čavania		aba 7a-	robi Alin-i				
AJOUKOVIC, Μ., Živković Ž	idaktičk	, IN. cia	(1993). re Diiet	ivenasiin e škola	ohita	savanje : ali Rr 1	5UK 2∩	oba.Zag M4	red: Alinej	d.			
	JULICK	c iy	ici Dijet			, ביוסיני-	20						

Code	UPS300	1	Course			Deve	lopment	tal psych	olog	gy			
Department			D	epartn	nent	of Prima	ry Teac	her Educ	atic	on			
Study program	n					Class	Teachei	r		Year	II.		
Lecturer				d	oc. d	r. sc. Mi	rjana D	uran, col	lege	e profes	sor		
Institution					Fac	culty of 1	Feacher	Educatio	on iı	n Osijek			
Course status				Ma	Indate	ory	Elective	from modu	le	Elec	tive		
					Winte	er semest	er	<u>Su</u>	mme	er semes	<u>ter</u>		
ECTS student wo	orkload coef	ficie	ent			3				3			
Hours weekly				Lectu	ires	Seminars	Practice	Lecture	s	Seminars	Practice		
				2		-	-	2		1	-		
Course object	tives												
emotional and and their in development.	l social de terrelated Introduc	eve dne tio	lopmen ss, un n to ma	t. Comp derstand in featu	rehen ling ires of	ding the in normative f developm	afluence of aspects nental sta	and ind ages with p	dev ividu parti	elopmenta ial differe cular emp	al factors ences in hasis on		
Course descu	rintion	JIIC			Turcioi			ciopinenti	_				
principles in nature vs nu approach. Dev Interaction ar pace and ran Kohlberg, Freu Childhood as motorical, per child psychopa	Goals and problems of Developmental Psychology. Developmental research methodology. Ethical principles in Developmental Psychology research. Problems within Developmental Psychology: nature vs nurture debate, continuity vs discontinuity, normative as opposed to idiographic approach. Developmental stages and fundamental principles of development. Genes and behavior. Interaction and communication as constructive factor in development. Individual differences in pace and range of development. Developmental theories and approaches (Piaget, Vigotski, Kohlberg, Freud, Erickson, Watson, Sinner, Bandura, Bronfenbrenner). Childhood as culturo-hystorical category. Child and culture. Children"s subculture. Physical, motorical, perceptive, cognitive, speech, moral, emotional and social development. Foundations of child psychopathology.												
Teaching me	thods												
<u>Lecture</u>	<u>s</u>	5	eminars worksh	<u>s and</u> ops		Practice	Inc	lividual proj	ect	Multim Int	nedia and ernet		
Distance lear	ning		Office h	ours	La	aboratory		Tutorial		Fiel	d work		
Student oblig	gations												
Seminar, exar	n.												
Examination	method	S				T				Duratio	!		
written			Ora	<u>11</u>			Essay			Practic	cai		
Individual proje	ct <u>Cor</u>	ntir	<u>uous a</u>	ssessm	<u>nent</u>		<u>Semina</u>	<u>r</u>					
Continuous as	sessmen	t b	y means	of test	5.								
Mandatory re	eading			(2.2.2.2)		v							
Vasta, R., Haith, M.M., Miller, S.A., (2000). <i>Dječja psihologija: moderna znanost.</i> Jastrebarsko: Naklada Slap. Duran M. (2002). Dijata i jara (nagl. 2.2 i 4). Jastrebarsko: Naklada Slap.													
Recommende	Duran, M. (2003). Dijete i igra (pogi. 2,3 1 4). Jästrebarsko: Naklada Siap.												
Recommended reading Fulgosi, A. (1982). Teorije ličnosti(Pogl. 1i 3). Zagreb: Školska knjiga. Buljan-Flander, G., Kocijan-Hercigonja,D. (2002) Zlostavljanje i zanemarivanje djece. Zagreb: Marko M. Davison, G.C i Neale J. M. (1999). Emocionalni poremećaji i poremećaji ponašanja u djetinjstvu i adolescenciji. U: Psihologija abnormalnog doživljavanja i ponašanja . Jastrebarsko: Naklada Slap.													

Code	UPS5001	Course		Ped	agogica	l psycholo	ogy					
Department		D	epartment	of Prima	ry Teac	her Educa	tion					
Study program	n			Class	Teacher			Year	II	Ι		
Lecturer				prof. dr	. sc. Vla	dimir And	Irilov	ić				
Institution			Т	eacher 1	Fraining	College in	n Zag	reb				
Course status			Mandat	ory	Elective f	rom module	3	Elec	tive			
			Winte	er semest	<u>er</u> :	<u>Sum</u>	mer s	semest	ter			
ECTS student wo	orkload coeffici	ient		3			3	;				
Hours weekly			Lectures	Seminars	Practice	Lectures	Ser	minars	Practic	e		
			2	1	-	1		1	-			
Course object	tives											
Gaining clear institutions, t relevant for so	understan o be acqua chool relate	ding of ainted w d learnin	psychologic vith practica	al aspect I applicabi	of educa ility of ps	tion, schoo sychological	ls and know	d educ ledge	ation a that ar	is e		
Course desci	ription											
short-term an strategies. Ca approaches. I Intelligence a helplessness. difficulties. Ma evaluation. In school. Schoo success. Acqu	strategies. Causes of forgetting. Memory interference. Memory and context. Intelligence-different approaches. Developmental changes in structure of intelligence. Intelligence and experiences. Intelligence and school. Motivation, internal and external factors. Locus of control. Learned helplessness. Skills that acquired through schooling. Writing. Reading. Reading and writing difficulties. Maturity of children for school initiation. Psychological aspects of testing, marking, and evaluation. Interaction, social climate and emotional atmosphere in the class. Self-impression in school. School children with difficulties. Family influences on personality development and school success. Acquirement of self-imposed learning skills. Exam anxiety. Teaching methods											
Teaching me	thods			_								
Lectur	res	<u>Sem</u> wo	inars and rkshops	Practice	Ind	ividual projec	t	Multim Int	edia and ernet	d		
Distance le	earning	Offi	ce hours	Laboratory	,	Tutorial		Field	d work			
Student oblig	gations											
Seminar, exar	n.											
Examination	Examination methods											
<u>Written</u>		<u>Ora</u>	<u>al</u>		Essay			Practic	al			
Individual proje	ct Cont	inuous a	issessment		<u>Seminar</u>	<u>.</u>						
Mandatory re	eading											
Andrilović, V. Vizek Vidović.	Cudina-Obr V., i drugi (adović,№ 2003) <i>P</i> :	1. (1996). Psil sihologija obra	hologija uč azovania.	<i>enja i nas</i> Zagreb: II	<i>stave.</i> Zagre =P.	b: Sko	olska ki	njiga.			
Recommende	ed reading	1	enteregija eere	2000 angar	Lagrobiii							
Andrilović, V. Školska knjiga Howe, M. J.A. Miljević Riđičk škole.Zagreb:	Andrilović, V. (1991). <i>Metode i tehnike istraživanja u psihologiji odgoja i obrazovanja.</i> Zagreb: Školska knjiga. Howe, M. J.A. (2002). <i>Psihologija učenja: priručnik za nastavnike.</i> Jastrebarsko: Naklada Slap. Miljević Riđički i drugi 2000) (Učitelji za učitelje: primjeri provedbe načela aktivne/efikasne škole.Zagreb: IEP.											

Code	UPS5010	Course			Psycho	logy of	children	′s p	olay				
Department		D	epartme	nt o	of Prima	ry Teacl	ner Educ	atio	on				
Study program	n				Class	Teacher			Year		III		
Lecturer			do	c. d	r. sc. Mi	rjana Du	ıran, col	leg	e profess	sor			
Institution				Fac	ulty of 1	eacher	Educatio	n i	n Osijek				
Course status			Man	dato	ry	<u>Electi</u> mo	<u>ve from</u> odule		Elec	tive	2		
			W	inte	r semest	<u>er</u>	Su	Imm	ier semest	er			
ECTS student wo	orkload coeffici	ent			2								
Hours weekly			Lecture	s	Seminars	Practice	Lecture	s	Seminars	Pra	actice		
			1		1	-							
Course object	tives												
Acquiring the Understanding childhood.	knowledge j the role	about ch of adult	nild play ar in mainta	nd it: ance	s role in c of child	hild devel play as	opment. one of ma	ainst	tream act	iviti	es in		
Course descr	ription												
play. Develop perceptive, co play. Children	mental role ognitive, sp 's play class	e of play eech, m	in humar oral, emot	n on	otogenesi al, and so	s. Childre cial devel	n's play w opment. S	ith truc	respect to tures of c	mi child	otoric Iren's		
Teaching me	Teaching methods												
Lectur	res	<u>Semir</u> worl	<u>hars and</u> kshops		Practice	Indi	vidual proj	ect	Mult and I	ime Inte	dia rnet		
Distance le	earning	<u>Offic</u>	<u>e hours</u>	La	aboratory		Tutorial		Field	d wo	ork		
Student oblig	gations												
Seminar, exar	n.												
Examination	methods				1								
Written <u>Oral</u> Essay Practical													
Individual project	Cont	inuous a	issessmen	t		<u>Seminar</u>							
project													
Mandatory re	eading												
Duran, M. (Tre	eće prošire	no izdanj	e2003). <i>D</i>	ijete	e <i>i igra.</i> Ja	strebarsk	o: Naklada	Sla	р.				
Recommende	ed reading								-				
Caillois, R.(19 Duran, M. (20 Suvremena ps	aillois, R.(1979). Igre i ljudi. Beograd: Nolit. uran, M. (2004). Može li simbolička igra biti pokazatelj razvojnih preteča metakognicije. uvremena psihologija. br.2												

Visual arts

Code UL	.I1001	Course				Visua	l arts				
Department		D	epartmer	t of Pı	rima	ry Teacł	ner Educa	ation			
Study program				CI	ass ˈ	Feacher			Year		I.
Lecturer					mr.	sc. Dav	orka Bre	šan			
Institution			F	aculty	<u>of 1</u>	eacher	Educatio	<u>n in</u>	Osijek		
Course status			Mand	atory	<u> </u>	Elective f	rom modul	e	Elec	tive	
			<u>Wi</u>	iter sei	mest	<u>er</u>	Su	mmer	semest	er	
ECTS student worklo	oad coefficie	ent		2					-		
Hours weekly			Lectures	Semi	inars	Practice	Lectures	s Se	eminars	Pra	ictice
			1	-	-	1	-		-		-
Course objectiv	/es										
of visual arts in creativity and of interpretation of works in student visual arts, their arts language of awareness to app Course descript Visual arts langu learn about the h in drawing, pair theatrical express	a genera capability visual art ts. Throu ethical a a given ply their l tion uage, intr historical nting, mo ssion, filr	roductio develop odeling, m, mon	comprehen loping visu creating and analysis of hetic value, with view ge of pedag n to the w oment of vi graphics, ument pro	s creati sion of al arts active art wo with th co enha ogy as orld of sual arts visual tection,	child child s sei relat orks l nce s a fou visua s, the comi	a precon dren's lev nsitivity a ionship to earn abou sics of spi tudents' p ndation for l arts. Th eir ethical munication rection of	vel of visual wards othe ut the hist ritual and practical w or their futu rough the and aesth n and des pupils' w	al ari thir er valu orical mater ork. F ure wo analy etic v sign, orks,	rsis of a visual a visual a visual a	ndiv sual omei of v stud pup rt w isic	vorks and and and and
Teaching meth	e. ode										
Lectures		Semina	ars and shops	<u>Practi</u>	<u>ce</u>	Indi	vidual proje	<u>ect</u>	Multim Int	nedia erne	a and
Distance learn	ning	Office	hours	Laborat	ory		Tutorial		Fiel	d wo	ork
Student obligat	tions										
Students take a	active pa	rt in a	ll teaching	activit	ies,	regularly	attend lee	ctures	s, semir	ars	and
Examination m	signment	s: semi	har paper, j	ractica	wori	k, oral exa	im.				
Written	ethous	Ora	1			Fssav			Practic	cal	
Individual project	Contin		ssessmen	+		Seminar					
	<u>Continuous assessment</u> Seminar										
Mandatory reading Damjanov, J., Likovna umjetnost 1., 2. Zagreb: Školska knjiga, 1999. Damjanov, J., Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga, 1991. Iivančević, R., Umjetničko blago Hrvatske. Motovun: ITP Motovun, 1993. Ivančević, R., Likovni govor. Zagreb: profil, 2003. Gombich, E. H., Povijest umjetnosti. Zagreb: Golden marketing, 1999. Peić, M., Pristup likovnom djelu. Zagreb: Školska knjiga, 1978. Recommended reading Collin, S., Kako radi multimedija, Zagreb: 1995.											
Collin, S., Kako radi multimedija. Zagreb: 1995. Wolfflin, H., Temeljni pojmovi povijesti umjetnosti. Zagreb: Institut za povijest umjetnosti i kontura, 1995. Wolfflin, H., Tumačenje likovnog djela, u knjizi: Ideal, forma, simbol. Zagreb: Institut za povijest umjetnost, 1995. Zevi, B., Znati vidjeti arhitekturi. Zagreb: 2000.											

Code	Code ULI5010 Course Visual arts teaching I Department Department of Primary Teacher Education												
Department				Depart	ment	t of Prim	ary	y Teach	er Educat	ion			
Study program				_		Class	5 T	eacher			Year		III
Lecturer						m	r. s	sc. Dav	orka Bre	šan			
Institution					Fa	culty of	Te	eacher	Educatio	on ir	n Osijek		
Course status				Ma	ndat	ory	E	lective f	rom modu	le	Elec	tive	9
				<u>-</u>	Winte	er semes	ste	<u>r</u>	Su	Imme	er semest	er	
ECTS student v coefficient	vorkloa	d				3							
Hours weekly				Lectu	res	Seminar	s F	Practice	Lecture	s S	Seminars	Pra	actice
				2		-		1	-		-		-
Course object	tives												
Developing a c	reative	anc	l critic	al attitude	of st	udents to	wa	rds the l	pasics of v	isual	arts and	ena	bling
them to follow	conten	проі	rary tr	ends in th	eory	and prac	tice	e in man	y visual a	rts ai	nd metho	dolo	ogical
activities in the	e count	ry a	and ab	road. Tra	ining	students	to	work in	dependent	ly ar	nd take a	cre	eative
	ve appr	oac	<u>n.</u>										
Introduction to	the me	athc	dolog	, of visual	arts	teaching	M	ethodolo		al art	s teachin		nart
of pedagogical	science	e dis	scipline	es. Histori	cal de	velopme	nt o	of the su	biects visi	ual a	rts and ed	duca	ation.
Visual arts thin	nking. [Dev	elopmo	ent of visi	ual ar	ts expres	ssic	on in chi	ldren. Pos	sibili	ties of inf	flue	ncing
visual arts crea	ativity.	Con	ditions	s for the d	levelo	pment of	f vi	sual arts	creativity	и. Мо	tifs as an	im	petus
for visual arts	expres	ssio	n rega	arding vis	ual a	rts langu	lag	e. Prese	rvation of	^c ult	tural, sch	ool,	and
ecological herit	age. Ro	ole d	of a fut	ture teach	er.								
	noas	C	Somini	arc and	C	Iractico		Indiv	vidual pro	iect	Mult	imo	dia
Lectures	<u>.</u>		works	shops	-	Tactice		Indiv		Ject	and I	inte	rnet
Distance lear	ning	<u>(</u>	<u> Office</u>	hours	La	boratory			Tutorial		Field	d wo	ork
Student oblig	Student obligations												
Students activ	ely part	ticip	ate in	the teach	ning p	process:	atte	end lectu	ires and p	oracti	icum, tak	e pa	art in
the teaching p	racticu	m iı	n scho	ols, write	an a	inalysis o	ofo	children's	s works m	ade	in the pr	acti	icum,
write an analy	SIS OF	a p	articui	ar visual	arts ork a	work as	an	Impetus	s for solv	ing c	certain vis	suai	arts
analysis of chi	ldren's	wor	rks. pr	ortfolio, ar	ade f	or the le	ai, ctu	ire aiven	i exam, g	, and	t oral exa	am s	score
are all element	s of the	e fin	al gra	de for the	cours	se.			,,	,			
Examination	metho	ds											
Written <u>Oral</u> Essay <u>Practical</u>													
Individual	С	onti	inuous	assessme	ent		S	Seminar					
project													
Mandatory re	ading												
Babić, A., Likov	/na kult	tura	i met	odika. Osi	iek: P	edagoški	fal	kultet- s	kripta za s	tude	nte razre	dne	
nastave, 1990.				-		2			•				
Grgurić, N. i Ja	kubin,	м.,	Vizual	no – likov	ni od <u>o</u>	joj i obra	zoy	/anje. Za	igreb: Edu	ca, 1	996.		
Damjanov, J.,	Vizualni	i jez	ik i lik	ovna umje	etnos	t. Zagreb	: S	kolska k	njiga, 199	1.			
l Ianay, E. R., L	ikovna	kult	ura u ⊳ž Zr	nızım razr	edima		e sł	kole. Za <u>c</u>	greb: Skol	ska k	njiga, 19	90.	
Bouulic, V., Un	d read	linc	.ez. za	igreb: SKC	ляка	knjiga, Is	102	<u></u>					
Rudolf Arnheim	n. Art a	nd \	/isual	Percention	. The	new ver	sio	n. Los Ar	naeles/Lon	don	Universit	V O	f
California Press	s, Berke	elelv	/, 1974	1.	.,e		5.01	203 AI	igeres/ LUI			., 0	•
Allue, J. M., Ve	lika knj	jiga	igara.	Zagreb: I	diz, 2	2001.							
Vrlič, T., Likovi	no – usi	tvar	jalni ra	azvoj otro	k v pr	redškolsk	em	ı obdobjı	ı. Ljubljan	a: De	eebora, 2	001	•

Code U	LI6001	Course		V	isual art	s teaching	II				
Department			Departme	nt of Prim	ary Teac	her Educat	tion				
Study program				Class	Teache			Year		III.	
Lecturer				mı	. sc. Da	vorka Bre	ešan				
Institution			Fa	culty of	Teache	r Educatio	on in	Osijek			
Course status			<u>Manda</u>	tory	Elective	from modu	ıle	Elec	tive		
			Win	ter semes	er	<u>Su</u>	mmei	r semes	<u>ter</u>		
ECTS student wo coefficient	orkload			-				4			
Hours weekly			Lectures	Seminar	s Practice	e Lecture	es S	eminars	Prac	tice	
						2		-	2	2	
Course objectiv	/es										
and train them critical relationsh creation, and tra methodological a and creative app Course descrip Preparation for organization of methodological b	to succe nip of stu in studer activities roach. Do teaching education pasis for	ssfully a idents to nts to fol in the cc evelop ir classes n on the a class.	apply the ac owards the l low modern ountry and a nterest and r in visual a e structure Evaluation a	quired kn pasics of v trends in broad. Tra need for co arts. Stud and conte nd grading	owledge isual arts theory an in studen ntinuous ying of o nts of vi g of childr	n practice. , visual art: d practice of ts for indep education. bjectives, f sual arts la en's works.	Deve s lang of man bender proces angua Corre	lop crea uage, vi ny visual nt work, ss, meth ge. Dida elation w	tive sual arts resea ods actic ith o	and arts and arch and and ther	
educational area in visual arts fr	s. Exhibit om_first	tions of a to four	children's wo th grade p	orks and m rimary sch	aking col ool. Pres	ections. Fra ervation of	amewo f cultu	ork for sy Iral, sch	/llabu ool,	uses and	
ecological herita	ge.Role (of future	teacher.								
	oas	Somi	inarc	Practico	Ind	ividual pro	iect	Mult	imod	lia	
Lectures	2	ar	nd shops	Flactice	1110		<u>Ject</u>	and 1	interr	het	
Distance lear	ning	<u>Off</u> hou	ice l urs	aboratory		Tutorial		Fiel	d wor	rk	
Student obligat	tions										
Students take a practicum in sch analysis of a wor 10 own visual a Grades for atter grade are all eler	Students take active part in the teaching process: attend lectures and workshops, teaching practicum in schools, write analyses of children's works made during practical classes, write an analysis of a work of art as an impetus for dealing with visual arts issues in children, collect at least 10 own visual arts works – exercises, methodological activites (portfolio), take the oral exam. Grades for attendance, workshops, teaching portfolio, lectures held in school, and an oral exam grade are all elements of the final course grade.										
Examination m	etnoas	010	.1		Feed		I	Bracti			
Tradicident		<u>Ura</u>	<u>u</u>		LSSdy			<u>riaci</u>	Lai		
project	Cont	inuous a	ssessment		Semina	r					
Mandatory read	ding										
Damjanov, J., Vi Filozofskog fakul Huzjak, M., Učim Jakubin, M., Liko Tanay, E. R., Lik Grgurić, N. i Jaku Ivančević, R., Lik Recommended Arheim, R., Art a California Press, Marinović, M. I R Allue, J. M., Velil	 Filozofskog fakulteta Sveučilišta u Zagrebu. Zagreb: 1989. Huzjak, M., Učimo gledati. Zagreb: Školska knjiga, 2002. akubin, M., Likovni jezik i likovne tehnike. Zagreb: Educa, 1999. Fanay, E. R., Likovnaa u nižim razredima osnovne škole. Zagreb: Školska knjiga, 1990. Grgurić, N. i Jakubin, M., Vizualno – likovni odgoj i obrazovanje, Educa, 1996. vančević, R., Likovni govor. Uvod u svijet likovnih umjetnosti. Zagreb: Profil, 1989. Recommended reading Arheim, R., Art and Vizual Perception, The new version. Los Angeles/London: University of California Press, Berkely, 1974. Marinović, M. I Radin, F., Djeca i mediji. Zagreb: Idiz, 2001. Allue, J. M., Velika knjiga igara. Zagreb: Profil, 2001. 										

Code	ULI2010	Course		Vis	ual arts	techniq	ues and	plas	tic arts		
Department		D	epartm	ent	of Prima	ry Teac	her Educ	atio	<u>n</u>		
Study program	n				Class	Teacher	I.		Year	I.	
Lecturer					mr.	sc. Dav	orka Bre	šan			
Institution				Fac	culty of [·]	Feacher	Educatio	on in	o Osijek		
Course status			<u>Ma</u>	ndate	orv	Elective f	rom modu	le	Elec	tive	
				Winte	er semeste	er	<u>Sur</u>	mme	r semes	<u>ter</u>	
ECTS student wo	orkload coeffic	cient							2		
Hours weekly			Lectu	res	Seminars	Practice	Lecture	s S	Seminars	Practice	
							1		-	1	
Course object	tives										
rovide stude provide stude Raising studer future teachin its interconnec Course descr	nodological nts with th nts' awarer ig. Introdu ctedness w r iption	develop ne applica ness of th ce studer ith archit	ment of ation and eir know nts to fu ecture a	d abili vledge ndam nd vis	ving, pain ity for ind e of visual ental issu sual arts ir	ting, graj ependent arts tech es in visu nterpretat	approach approach niques and al arts wit ion of spati	to a its a h spe ial de	visual ar visual ar opplicatior ecial emp esign.	ts work. ts their hasis on	
Painting techn Painting techn techniques of techniques: lin Problems of th The space we volume, space Types and app stress on inter	iques: nor iques: pas wall painit nocut, woo ne process live in. Pro- e, plane, lir plication of rpretation of	tel, water ng, encau dcut, cop and visua blems of ne, colour sculpture of space a	colours colours istics. So per-plate alisation the visu , and su es. Introd	in two rface. ductio in two rface. ductio	chaik, rea ache, tem ig techniq raving, aq o- and thr ocess in th Structure in to the d re. Landso	ther, pain pera, oil, o ues: wood ua-ink, dr ee-dimens ree-dimens ree-dimens ree-dimens ree-dimens ree-dimens ree-dimens	torush, car collage, act d, stone, iv y point, m sional form nsional forr ures and w nt of archit	ne, fr rilic, ory, ezzo ns. Sp n. Fo vorks tectu	fresco an bronze. G ink, litho baces we orm eleme of archite re – with	d other iraphics graphy. e live in. ents: ecture. the	
	thoas	Somin	arc and		Practice	Ind	ividual proio	oct	Mult	imedia	
Lectur		work	shops	<u>.</u>	Tactice	ina			and I	<u>nternet</u>	
Distance le	Distance learning Office hours Laboratory Tutorial Field work										
Student oblig	gations										
Students take	taking the c	in the to the top top top the top	eaching	proces	ss, attend	classes, d	o assignme	ents;	one semi	nar as a	
Examination	methods										
Written		<u>Ora</u>	<u>1</u>			Essay			<u>Practio</u>	<u>al</u>	
Individual proje	ct Con	tinuous a	ssessme	ent		Seminar					
Mandatory re	eading	. Lumalda 4	o orten:	D::-			004				
Sartori, Marce Despot, N., Sv Paro, F., Grafi Peić, M., Pristo Facillo, Henri, Hafner, Germa M. O. Štićarev Kulterman, U.	Despot, N., Svjetlo i sjena. Zagreb: Tehnička knjiga, 1966. Paro, F., Grafika. AKLU, 1991. Peić, M., Pristup likovnom djelu. Zagreb: Školska knjiga, 1968. Facillo, Henri, Život oblika. Zagreb: Biblioteka Aurel, 1998. Hafner, German, Umjetnost na slici. Rijeka:1978. M. O. Štićarevci, Hrvatska parkovna baština – zaštita i obnova. Zagreb, 1992. Kulterman, U., Povijest povijesti umjetnosti. Zagreb: Kontura, 2002. Recommended reading										
Prijateli, K. C	rteži Miros	y lava Krali	evića. S	plit: C	Galerija un	nietnina	1953.				
Itten, J., Kuns Lowry, B., The Farielio, F., Ar Clifford, A., As likovne tehnik	 Finalelj, R., Citezi Miloslava Krajevica. Split. Galerija unijetima, 1955. itten, J., Kunst der Fabre. Ravensburg: Otto Meier Verlag, 1966. owry, B., The visual experience. New York: Harry Abrams, 1967. Farielio, F., Arhitektura dei Gijardini. Roma: ezioni dellateneo e Editore, Roma, 1985. Clifford, A., Astiry of Garden Design. London: Faber and Faber, 1969.Jakubin, M., likovni jezik i ikovne tehnike. Zagreb: Educa, 1999 										

Code ULI2	2001	Course			Visual c	ommunio	ation and d	lesign				
Department			Depart	ment	of Prima	ry Teach	er Educatio	<u>n</u>				
Study program					Class	Teacher		Year	I			
Lecturer					mr.	sc. Dav	orka Breša	in				
Institution				Fac	ulty of 1	Feacher	Education	in Osijek				
Course status			Ma	andato	ory	<u>Electi</u> mo	ive from odule	Elec	tive			
				Winte	er semeste	er	Sumr	<u>ner semes</u>	<u>ter</u>			
ECTS student workl coefficient	load				-			2				
Hours weekly			Lectu	res	Seminars	Practice	Lectures	Seminars	Practice			
					-		1	1	-			
Course objectives	5								•			
design to acquire v school. The practica messages. Learning their visual and ma in practice. Course descriptio Definition of visual Observation as visu form, purpose and the mass media. In from picture to writ movie frame, editin characteristics in r creating interaction Teaching methods Lectures	Description of the description that enriches get of proceeds of alternating field of the environment of the environment of the environment of the environment of the environment.Course descriptionDefinition of visual communication and its historical development. Individual and the environment.Observation as visual thinking. Polysemy of words and unambiguousness of pictures. Structure and form, purpose and shape, art and industry. Modern technologies. Methods of graphic design and the mass media. Information design and virtual space. Object and protective visual arts attributes, from picture to writing. Composition, composition and style, moving picture, movement in picture, movie frame, editing as composition in time. Communication and human relationships, information characteristics in modern visual communication technology. Linking different media contents, creating interaction and user interfaces for screen presentations.Teaching methodsLecturesSeminars and workshopsDistance learningOfficeLaboratoryTutorialField work											
Distance learnin	ng	<u>Off</u> <u>ho</u> u	<u>ice</u> urs	La	boratory		Tutorial	Fiel	d work			
Student obligation	nc											
Students actively p an oral exam.	Student obligations Students actively participate in the teaching process, do practical assignments: pass a written and an oral exam.											
Examination mether	hods											
<u>Written</u>		<u>Ora</u>	<u>l</u>			Essay		<u>Practi</u>	<u>cal</u>			
Individual project	Conti	nuous a	ssessme	ent		<u>Seminar</u>						
Mandatony roadin												
Ivančević, R., Likov Keller, G., Design/d Ružić, F., Multimedi Vukić, F., Stoljeće h	vni govo lizajn. 2 ija. Zag hrvatsk	or – Uvo Zagreb: greb: Kil og dizaj	od u svij Vjesnik li, 1994. jna. Zag	et likc agen reb: N	ovnih umje cija za ma 1eandar, 1	etnosti. Za irketing, 1 1996.	greb: Profil, 978.	1997.				
Recommended re	ading		1		-11 7		1002					
Dorfles, G., Oscilaci Jakubin, M., likovni	ija uku: jezik i	sa i moo likovne	tehnike	njetno . Zagi	eb: Educa	b: Mlados 1, 1999	it, 1963.					

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

Croatian language

Code I	IHRS001	Course			Chil	dre	en's cre	ativity in	dra	ma		
Department		D	epartm	ent	of Prim	ary	y Teach	er Educat	ion			
Study program					Clas	ss 1	Teacher			Year		
Instructor					Μ	ira	Perić K	raljik, lec	ture	er		
Institution							HNK,	Osijek				
Course status			Man	ndat	tory	E	Elective f	rom modul	е	Elec	tive	2
ECTS student wo	orkload coef	ficient			2							
Hours weekly			Lecture	es	Seminar	s F	Practice	Lecture	S	Seminars	Pra	ctice
			1		1		0					
Course objectiv	ves											
To equip studer organizing and younger school a	nts for enc implementi age.	couragin ng vari	g and o ous form	dev ns	eloping of dram	chil a <u>c</u>	ldren's c games a	reativity i nd technio	n d ques	lrama, as s with chi	we ildre	ll as en of
Course descript	tion											
Children's express Drama games imagination, gam articulation game Teaching method Issues in creating School performa	ssion in dra for young mes fosterir es, games t ds in children g a children nces, celebi	ma (typ er scho ng free hrough n's drar i's theat	es and fe ool child expression music ex na studio er perfor and festiv	eatu drei on kpre o. ma vitie	ures). n (conce and mov ession, sy nce.	ent em /ntl	ration on nent cont hesis of i	games, ga trol, speak means of d	ame ing ran	s for de improvisa na express	velc tion ion)	oping and
Teaching meth	ods			VICIO								
Lecture	es	Semir	nars	Р	ractice		Indiv	vidual pro	iect	. Mult	ime	dia
Lectures Seminars Practice Individual project Multimedia and and and Internet workshop s s												
Distance lea	arning	<u>Offi</u> hou	<u>ce</u> rs	La	boratory			Tutorial		<u>Field</u>	d wo	ork
Student obligat	tions											
To create severa	<u>ıl (2 to 5) dı</u>	rama ga	mes for	γοι	inger sch	00	l childrer	າ.				
Examination m	Examination methods											
written		<u>Urai</u>					Essay			Practic	<u>cal</u>	
Individual	Continu	ious ass	essment				Seminar					
project												
Mandatory rea	dina											
Ladika, Z., (1970 Dramske igre, Šl Zbornici dramski	0) Dijete i s kolska knjig ih i scenskih	censka a, Zagro tekstov	umjetnos eb. va.	st,Š	kolska k	njig	ga, Zagre	eb.Ladika,	Z.,	i drugi 198	33	
Recommended	reading											
Švacov, V. (1984 Luko Paljetak: Ra R. Lazić, (2002)	Švacov, V. (1984)Temelji dramaturgije, Umjetnost i dijete br. 1/3 Zagreb, 1984. Luko Paljetak: Razgovor sa Sergejem V Obrascovim R. Lazić, (2002) Estetika lutkarstva, Beograd.											

English language

Code	IEJS00	1 Course		Drama v	vorkshop	in Englisł	n lang	juage					
Department		D	epartment	of Prima	ary Teach	er Educat	ion						
Study program				Clas	s Teacher			Year					
Lecturer				Dra	aženka Ši	mošić, lec	ture	-					
Institution			Fa	culty of	Teache	r Educati	on ir	n Osijek	(
Course status			Manda	tory	Elective f	rom modu	le	Elec	tive				
				2									
ECTS student w	vorkload	coefficient											
Hours weekly			Lectures	Seminars	Practice	Lecture	s S	eminars	Practice				
			1	1	-								
Course object	tives												
text, free exp organizational are also encour Course descri Students are a necessary for barriers betwee technique theo Thus, they bed fact that the c	pression and creating raged to performinent performinent ries that come famourse is oskills an	to activities ng in front of they are en niliar with or taught entir	and improv ues within ntaneously i and game of an audie d a spectat couraged to ganizationa rely in Engli ty when usi	isation. A the proce n commu s of impunce, and cor. As p o apply in al and pra- tish langua ng the lar	rect pront lso, an e ess of prep nication in rovisationa are mean are mean art of the a team p ctical aspe age, the sin guage.	Inclation a emphasis i paring a th the Englis I characte s of decrea course, s roject of cr ects of the cudents ar	nd in is pui heater h lang r white asing studer reatin ater v e exp	ch devel stage fr tork study stage fr ts study g a thea work. Du ected to	op skills ight and y drama ter play. ie to the develop				
Teaching methods Lectures Seminars and Practice Individual project Multimedia													
LecturesSeminars and workshopsPracticeIndividual projectMultimedia and Internet													
workshops and Internet Distance learning Office hours Laboratory Tutorial Field work													
Student oblig	ations												
The students a	re requir	ed to pass a -	n oral exam	at the er	na of the s	emester.							
Writton		Oral		1	Fccav			Bracti					
	written <u>Orai</u> Essay <u>Practicai</u>												
<u>project</u>	Co	ntinuous ass	essment		Seminar								
Mandatory re	ading												
Johnstone, K. (1999). I	mpro for Sto	<i>brytellers</i> . L	ondon: Fa	ber and Fa	aber Limite	d.						
Koppett, K. (20	JUZ). Ira	ining Using I	Drama: Suc	cesstul De	evelopmen	t recnniqu	es tro	m Theat	er and				
Morlin B (200	Nogan Para	aye. nd Staniclau	chu: A Dour	ho_Dhucic	al Annroa	to Actor	Train	ing Dow	Hodao				
Becommondo	1). Deyo		SKY: A PSYC	no-Physic	аї Арріоас	.Π ΙΟ ΑΓΙΟΙ	IIdiii	IIIY. KUU	tieuge.				
Emunah D (10		ing for Peak	Drama Th	arany Dro	acc Tach	nique and	Dorfor	mance	Brunner				
/ Mazel Publish Maley, A. – Du <i>Communication</i> CUP.	Emunah, R. (1994). Acting for Real: Drama Therapy Process, Technique and Performance. Brunner ' Mazel Publisher. Maley, A. – Duff, A. – Ur, P. (1983). Drama Techniques in Language Learning: A Resource Book of Communication Activities for Language Teachers (Cambridge Handbooks for Language Teachers). CUP.												

Kinesiology

Department Department of Primary Teacher Education Study program Teacher study Year Study program Vera Filipović, senior lecturer Institution Faculty of Teacher Education in Osijek Course status Mandatory Elective from module Elective Course status Mandatory Elective from module Elective Course status Mandatory Elective from module Elective Course objectives 1 - 1 Introduce Course objectives Introduce students to the basics of rhythmics and dancing and te enrich their knowledge and abilities. Rotanica of musical expression, the realization of musical notes by movement, space orientation and choreography. Rhythmic gymnastics, aerobics, social and folkore dances. The influence of rhythmics and dancing on the anthropological status of children and the influence of musical notes by movement, space orientation and choreography. Rhythmic gymnastics the structure of movement withory, boops, balls, clubs and ribbons Aerobics Aerobics Slavonian folk dances, kalendari, drmež hajd na livo dance Slavonian folk dances, kalendari, drmež hajd na livo dance Scoial dances Corial dances	Code	IKIS0	01	Course			Rh	ythmics a	nd dano	e			
Study program Teacher study Year Lecturer Vera Filipović, senior lecturer Institution Faculty of Teacher Education in Osijek Course status Mandatory Elective from module Elective ECTS student workload 2 Image: Course status	Department				Depart	ment	of Primar	y Teacher	Educat	ion			
Lecturer Vera Filipović, senior lecturer Institution Faculty of Teacher Education in Osijek Course status Mandatory Elective from module Elective ECTS student workload 2 Image: Course status Practice Image: Course status Practice Image: Course status Image: Course status Practice Image: Course status Image: Course status Practice Image: Course status Image: Course: Course: Course status Image: Course	Study program	า					Teache	r study			Year		
Institution Faculty of Teacher Education in Osijek Course status Mandatory Elective from module Elective Coefficient I I I Hours weekly Lectures Seminars Practice I Course objectives Introduce students to the basics of rhythmics and dancing and te enrich their knowledge and abilities. Intervention Intervention Course description Intervention Intervention Intervention Intervention Rhythmic gymnastics, aerobics, social and folklore dances. The influence of mythmics and dancing on the anthropological status of children and the influence of music in movement creation. The basic elements of musical expression, the realization of musical notes by movement, space orientation and choreography. Rhythmic gymnastics the structure of movement without apparatus, good posture, walking, jumps, jump turns balancing, elements on the floor, swings, undulation, dancing steps the structure of movement with ropes, hoops, balls, clubs and ribbons Aerobics • Folklore Saminars and Urež hajd na livo dance • Social dances Seminars and Urež hajd na livo dance • Social dances Seminars and Urež hajd na livo dance • Social dances Seminars and Urež hajd na livo dance • Social dances Seminars an	Lecturer						Vera F	lipović, se	enior le	cturer			
Course status Mandatory Elective from module Elective ECTS student workload coefficient 2 I	Institution					Fac	ulty of T	eacher E	ducatio	on in (Osijek		
ECTS student workload 2 coefficient I - I I Hours weekly Lectures Seminars Practice I	Course status				Ma	andator	ry E	Elective fro	m modu	le	Elec	tive	
Hours weekly Lectures Seminars Practice I Course objectives 1 - 1 I	ECTS student coefficient	workloa	d					2					-
1 - 1 Course Course objectives The aim of this course is to introduce students to the basics of rhythmics and dancing and the influence of mythmics and dancing on the anthropological status of children and the influence of music in movement creation. The basic elements of musical expression, the realization of musical notes by movement, space orientation and choreography. • Rhythmic gymnastics the structure of movement without apparatus, good posture, walking, jumps, jump turns balancing, elements on the floor, swings, undulation, dancing steps • Roythmic gymnastics the structure of movement without apparatus, good posture, walking, jumps, jump turns balancing, elements on the floor, swings, undulation, dancing steps • Aerobics the structure of movement without apparatus, good posture, walking, jumps, jump turns balancing, elements on the floor, swings, undulation, dancing steps • Aerobics the structure of movement with ropes, hoops, balls, clubs and ribbons • Aerobics • Aerobics serobics for children, dance aerobics, classic "light" aerobics, aerobic with apparatus: clubs, ropes, balls. • Folklore Slavonian folk dances, kalendari, drmež hajd na livo dance • Social dances • Children's dances • Children's dances seminars and ursery rhymes. Tutorial and Internet Multimedia and Internet Distance learning Oral Essay Practical Mu	Hours weekly				Lec	tures	Se	minars	Pr	actice			
Course objectives The aim of this course is to introduce students to the basics of rhythmics and dancing and t enrich their knowledge and abilities. Course description Rhythmic gymnastics, aerobics, social and folklore dances. The influence of rhythmics and dancing on the anthropological status of children and the influence of musical notes by movement, space orientation and choreography. Rhythmic gymnastics the structure of movement without apparatus, good posture, walking, jumps, jump turns balancing, elements on the floor, swings, undulation, dancing steps the structure of movement with ropes, hoops, balls, clubs and ribbons • Aerobics • Bythmic gymnastics of aerobics for children, dance aerobics, classic "light" aerobics, aerobic with apparatus: clubs, ropes, balls. • Folklore Slavonian folk dances, kalendari, drmež hajd na livo dance • Social dances coreographed children's dances and nursery rhymes. Teaching methods Lectures Seminars and workshops Verite Seminars and social project Written Oral Essay Practical Individual Continuous assessment Seminar project Mantatory reading Written Oral Essay Practical						1		-		1			
The aim of this course is to introduce students to the basics of rhythmics and dancing and t enrich their knowledge and abilities. Course description Rhythmic gymnastics, aerobics, social and folklore dances. The influence of rhythmics and dancing on the anthropological status of children and the influence of music in movement creation. The basic elements of musical expression, the realization of musical notes by movement, space orientation and choreography. • Rhythmic gymnastics the structure of movement without apparatus, good posture, walking, jumps, jump turns balancing, elements on the floor, swings, undulation, dancing steps the structure of movement with ropes, hoops, balls, clubs and ribbons • Aerobics the basic characteristics of aerobics for children, dance aerobics, classic "light" aerobics, aerobic with apparatus: clubs, ropes, balls. • Folklore Slavonian folk dances, kalendari, drmež hajd na livo dance • Social dances basic standard and Latin American dances • Children's dances coreographed children's dances and nursery rhymes. Teaching methods Exectures Regular attendance and active class participation. Examination methods Written • Written • Oral • Mantatory reading Wolf – Cvitak, J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf – Cvitak, J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf – Cvitak, J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf – Cvitak, J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf – Cvitak, J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf – Cvitak, J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf – Cvitak, J. (2004): Ritmička sportska gimnastika. Beograd Ivančany, V. (1996): Nitmička sportska gimnastika. Beograd Ivančany, V. (1996): Nitmička sportska gimnastika. Beograd Ivančany, V. (1996): Nitmička sportska gimnastika. Beograd Ivančany, A. (1998): Tjelesni občąji U eryeta Stolska knjiga, Zagreb. Recommender reading	Course object	tives											
Course description Rhythmic gymnastics, aerobics, social and folklore dances. The influence of rhythmics and dancing on the anthropological status of children and the influence of musical notes by movement, space orientation and choreography. • Rhythmic gymnastics the structure of movement without apparatus, good posture, walking, jumps, jump turns balancing, elements on the floor, swings, undulation, dancing steps the structure of movement with opes, hoops, balls, clubs and ribbons • Aerobics the structure of movement with ropes, hoops, balls, clubs and ribbons • Aerobics the structure of movement with opes, hoops, balls, clubs and ribbons • Aerobics the structure of movement and choreography. • Folklore Slavonian folk dances, kalendari, drmež hajd na livo dance • Social dances basic standard and Latin American dances • Children's dances coreographed children's dances and nursery rhymes. Teaching methods Ectures Seminars and workshops Distance learning Office hours Laboratory Tutorial Field work Multimedia nor project Multimedia more project Individual Continuous assessment Seminar	The aim of the aim of the second s	his cour Iowledge	se e an	is to int nd abilitie	roduce es.	studen	ts to the	basics of r	hythmic	s and	dancing	g an	d to
Rhythmic gymnastics, aerobics, social and folklore dances. The influence of rhythmics and dancing on the anthropological status of children and the influence of music in movement creation. The basic elements of musical expression, the realization of musical notes by movement, space orientation and choreography. • Rhythmic gymnastics • Rhythmic gymnastics • Rhythmic gymnastics • Restructure of movement without apparatus, good posture, walking, jumps, jump turns balancing, elements on the floor, swings, undulation, dancing steps the structure of movement with ropes, hoops, balls, clubs and ribbons • Aerobics the basic characteristics of aerobics for children, dance aerobics, classic "light" aerobics, aerobics status and rolk dances, kalendari, drmež hajd na livo dance • Social dances Slavonian folk dances, kalendari, drmež hajd na livo dance • Social dances coreographed children's dances and nursery rhymes. Teaching methods Lectures Seminars and workshops Distance learning Office hours Laboratory Turtient Qral Essay Regular attendance and active class participation. Essay Practical Mitten Qral Essay Practical Moldatory reading Continuous assessment	Course descr	iption											
The influence of rhythmics and dancing on the anthropological status of children and the influence of music in movement creation. The basic elements of musical expression, the realization of musical notes by movement, space orientation and choreography. • Rhythmic gymnastics the structure of movement without apparatus, good posture, walking, jumps, jump turns balancing, elements on the floor, swings, undulation, dancing steps the structure of movement with ropes, hoops, balls, clubs and ribbons • Aerobics the basic characteristics of aerobics for children, dance aerobics, classic "light" aerobics, aerobic with apparatus: clubs, ropes, balls. • Folklore Slavonian folk dances, kalendari, drmež hajd na livo dance • Social dances basic standard and Latin American dances • Children's dances coreographed children's dances and nursery rhymes. Teaching methods Lectures Seminars and Practice Distance learning Office hours Laboratory Tutorial Field work Student obligations Regular attendance and active class participation. Examination methods Wiriten Oral Examination active class participation. Examination methods Wiriten Mandatory reading Worf - Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf - Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf - Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf - Cvitak. J. (2004): Ritmička gimnastika. Beograd Individual Continuous assessment Seminar project Mandatory reading Kanadatory reading K	Rhythmic gyn	nnastics	, ae	erobics, s	social an	d folklo	ore dances						
Distance learningOffice hoursLaboratoryTutorialField workStudent obligation:Regular attendate attendative class participation.Examination methodsExamination methodsOralEssayWrittenOralOralIndividual projectContinuous assessmentSeminarPracticalMandatory readingWolf - Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004.Wolf - Cvitak. J. (2000)::Ritmičo sportska gimnastika (skripta).Zagreb:FFK. Sveučilišta u ZagrebIvančan, V. (1996) :Ritmičko sportska gimnastika. BeogradIvančan, V. (1996) :Narodni plesni običaji u Hrvata. Institut za etnologiju i folkloristiku, ZagrebKnežević, G. (1993) :Naše kolo veliko. Etno, Zagreb 1993.Ivanković, A. (1998) :Tjelesni odgoj djece predškolske dobi. Školska knjiga, Zagreb.	 The influence of m realization of Rhythmic g the structure balancing, elemented balancin	of rhyth nusic in musical ymnas of mo of move racterist s: clubs, dances, cas d and La dances <u>childrer</u> thods	mic: mov not tics ven n th mer ics ics ics ka tin	is and da vement of tes by m nent with ne floor, nt with ro of aerob pes, ball <i>lendari,</i> America <u>dances a</u> Seminars worksh	thout a swings, opes, ho oics for o s. drmež h an dance of and nurse s and ops	n the a . The b t, spac pparatu undula pops, ba childrer hajd na es ery rhyu	nthropolog asic eleme e orientati us, good tion, danc alls, clubs n, dance a <i>livo</i> dance <u>mes.</u>	Incal status Ints of mus on and cho posture, ing steps and ribbon erobics, cla Indivic	of childi ical expl reograp walking, s assic "li <u>c</u> lual proj	ren and ression hy. jump ght" ae	erobics, Mult	aero	urns, obics dia net
Student obligations Regular attendance and active class participation. Examination methods Written Oral Essay Practical Individual Continuous assessment Seminar Practical mandatory reading Seminar Mandatory reading Wolf - Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf - Cvitak. J. (2000).:Ritmičo sportska gimnastika (skripta).Zagreb:FFK. Sveučilišta u Zagreb Ivančević, V. (1996) :Ritmičko sportska gimnastika.Beograd Ivančan, V. (1996) :Narodni plesni običaji u Hrvata. Institut za etnologiju i folkloristiku, Zagreb Knežević, G. (1993) :Naše kolo veliko. Etno, Zagreb 1993. Ivanković, A. (1998) :Tjelesni odgoj djece predškolske dobi. Školska knjiga, Zagreb. Recommended reading Kate predistance	Distance lea	rning		Office h	ours	Lab	oratory	Т	utorial		Field	d wo	rk
Regular attendance and active class participation. Examination methods Written Oral Essay Practical Individual project Continuous assessment Seminar Seminar Mandatory reading Mandatory reading Voltantian (Seminar) Voltantian (Seminar) Wolf - Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf - Cvitak. J. (2000).:Ritmičo sportska gimnastika (skripta).Zagreb:FFK. Sveučilišta u Zagreb Ivančević, V. (1996) :Ritmičko sportska gimnastika.Beograd Ivančević, V. (1996) :Narodni plesni običaji u Hrvata. Institut za etnologiju i folkloristiku, Zagreb Knežević, G. (1993) :Naše kolo veliko. Etno, Zagreb 1993. Ivanković, A. (1998) :Tjelesni odgoj djece predškolske dobi. Školska knjiga, Zagreb. Recommended reading Recommended reading	Student oblig	ations											
Examination methodsWrittenOralEssayPracticalIndividual projectContinuous assessmentSeminarIndividualMandatory readingSeminarSeminarWolf - Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004.Wolf - Cvitak. J. (2000).:Ritmičo sportska gimnastika (skripta).Zagreb:FFK. Sveučilišta u ZagrebIvančević, V. (1996) :Ritmičko sportska gimnastika.BeogradIvančan, V. (1996) :Narodni plesni običaji u Hrvata. Institut za etnologiju i folkloristiku, ZagrebKnežević,G. (1993) :Naše kolo veliko. Etno, Zagreb 1993.Ivanković, A. (1998) :Tjelesni odgoj djece predškolske dobi. Školska knjiga, Zagreb.Recommended readingRecommended reading	Regular atten	dance a	nd a	active cl	ass parti	icipatio	n.						
WrittenOralEssayPracticalIndividual projectContinuous assessment projectSeminarMandatory readingSeminarImage: Continuous assessment projectSeminarWolf - Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004.Volf - Cvitak. J. (2000).:Ritmičo sportska gimnastika (skripta).Zagreb:FFK. Sveučilišta u Zagreb Ivančević, V. (1996): Ritmičko sportska gimnastika.BeogradImage: Continuous assessment Ivančen, V. (1996): Narodni plesni običaji u Hrvata. Institut za etnologiju i fokloristiku, Zagreb Knežević, G. (1993): Naše kolo veliko. Etno, Zagreb 1993. Ivanković, A. (1998): Tjelesni odgoj djece predškolske dobi. Školska knjiga, Zagreb.Recommended reading	Examination methods												
Individual projectContinuous assessmentSeminarMandatory readirectMondatory readirectWolf - Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004.Wolf - Cvitak. J. (2000).:Ritmičo sportska gimnastika (skripta).Zagreb:FFK. Sveučilišta u ZagrebIvančević, V. (1996) :Ritmičko sportska gimnastika.BeogradIvančan, V. (1996) :Narodni plesni običaji u Hrvata. Institut za etnologiju i folkloristiku, ZagrebKnežević, G. (1993) :Naše kolo veliko. Etno, Zagreb 1993.Ivanković, A. (1998) :Tjelesni odgoj djece predškolske dobi. Školska knjiga, Zagreb.Recommended reading	Written <u>Oral</u> Essay <u>Practical</u>												
Mandatory reading Wolf – Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf – Cvitak. J. (2000).:Ritmičo sportska gimnastika (skripta).Zagreb:FFK. Sveučilišta u Zagreb Ivančević, V. (1996) :Ritmičko sportska gimnastika.Beograd Ivančan, V. (1996) :Narodni plesni običaji u Hrvata. Institut za etnologiju i folkloristiku, Zagreb Knežević,G. (1993) :Naše kolo veliko. Etno, Zagreb 1993. Ivanković, A. (1998) :Tjelesni odgoj djece predškolske dobi. Školska knjiga, Zagreb. Recommended reading	Individual project	C	onti	inuous a	ssessme	ent		Seminar					
 Wolf - Cvitak. J. (2004): Ritmička gimnastika. Kugler, Zagreb 2004. Wolf - Cvitak. J. (2000).:Ritmičo sportska gimnastika (skripta).Zagreb:FFK. Sveučilišta u Zagreb Ivančević, V. (1996): Ritmičko sportska gimnastika.Beograd Ivančan, V. (1996): Narodni plesni običaji u Hrvata. Institut za etnologiju i folkloristiku, Zagreb Knežević, G. (1993): Naše kolo veliko. Etno, Zagreb 1993. Ivanković, A. (1998): Tjelesni odgoj djece predškolske dobi. Školska knjiga, Zagreb. 	Mandatory re	eading											
Fučkar, K. (1997). : Aerobika za mlađu školsku dob:Suvremena aerobika – Zbornik radova: 6.	Wolf – Cvitak. Wolf – Cvitak. Ivančević, V. (Ivančan, V. (1 Knežević,G. (1 Ivanković, A. (Recommende Fučkar, K. (19												

Mathematics

Code	IMAS0	01 Course	M	1ath	nematics	s in play	and leisu	ire a	ctivitie	s	
Department		De	epartme	ent	of Prima	ary Teac	her Educa	atior	ו		
Study program	n				Class	Teache	r		Year		
Lecturer			doc. d	lr. s	c. Marg	ita Pavl	eković, as	sista	ant pro	fessor	
Institution				Fac	culty of	Teacher	- Educatio	n in	Osijek		
Course status			Mar	ndate	ory	Electiv	e from mod	lule	Ele	ective	
ECTS student we	orkload co	efficient							2		
Hours weekly			Lecture	es	Seminars	Practice	Lecture	s S	eminars	Practice	
							1		-	1	
Course object	tives										
The objective	of this	course is to	train and	d tea	ach stude	nts how t	o popularis	e mat	thematic	s among	
	rintion										
The importance	ce of por	oularisation	of mather	mati	cs among	children	in iunior ara	ides.			
Introducing st	udents t	to books and	d iournals	s con	taining pr	oblems p	ertaining to	math	nematics	at plav	
and leisure. S	olving in	teresting m	athemati	cal c	orners in	such jour	nals.				
Posing and se	olving v	arious puzz	les and	riddl	es suitab	le for ch	ildren of th	at ag	ge. Math	ematical	
games design	ed for a	a group, a p	bair or ar	n ind	lividual p	upil using	models (e	.g. le	go cube	s), cards	
and/or approp	oriate so	ftware.									
Teaching me	thods										
Lecture	s	Seminars	s and	F	Practice	Indi	vidual pro	iect	Mult	imedia	
	-	worksh	ops						and I	nternet	
Distance lea	rning	Office ho	ours	La	boratory		Tutorial		Field	d work	
Student oblig	gations										
Students are	oblige	d to attend	d classes	3. St	tudents v	vould be	asked to	prep	bare and	d run a	
mathematical	worksh	op with a g	roup of i	inter	ested jun	ior grade	rs as well	as to	present	to their	
colleagues att	ending t	his elective:	course a	self-	evaluatio	n of the w	orkshop tha	at was	s held.		
Examination	metho	ds		_							
Written		Ora	<u>1</u>			Essay			Praction	cal	
Individual	Co	ntinuous a	ssessme	ent		Semina	r				
project											
Oral examination can be replaced by two successful tests and an independently created game											
(software) for	younge	r school age	learners								
Mandatory re	eading	<u></u>		<u> </u>	<u> </u>						
M. Polonijo, M	atemati	čki problemi	za radoz	nalc	e, Skolska	a knjiga, Z	Zagreb, 199	0. (IV	/ izdanje)	
Matka časoni	atemati	cke razbibrig	je, Eleme tičaro	ent, z	Zagreb, I	995.					
Recommend	ed read	ling									
M Polonijo M	atemati	čke zavrzlan	ne Profil	Zac	reb 2002)					
Vesela matem	atika -	računske ig	rice. Moza	aik k	niiga. 7a	 1reh. 199	3. (prijevod	s frai	ncuskoa	9	
iezika).	lacinta	rucunske igi	1100, 11020		ingu, zug	JICD, 199		Sindi	neuskogi	4	
M. Polonijo, M	atemati	čki upitnici,	Alfa, Zag	reb,	2003						
Martin Gardne	fartin Gardner, Mathematical Puzzles and Diversions, London.										
J.P. Perške, D	. Klepić,	Moja prva r	natemati	ka za	a školu i k	viz, Prosv	/jeta, 1986.				
CD – igrice, M	ath Age	s 7 – 9									
Učilica											

Music

Department Department of Primary Teacher Education Study program Class Teacher Year Iccturer Gordana Ercegovac-Jagnjić, lecturer Institution Faculty of Teacher Education in Osijek Course status Mandatory Elective from module Elective ECTS student workload - 2 Coefficient Hours weekly Lectures Seminars Practice Lectures Seminars Affrmation and encouragement of children's creative musical abilities and systematisation of experiences with regard to this problem area in the frames of pre-school education. Course description Defining the term creativity, Children's play and creativity, Children's musical creativity through movement; Musical dramatisation; Traditional children's creativity through musical instruments; Musical dramatisation; with children's creativity in Creatia; Sound improvisation; Musical agames with movement; Singing with children's creativity in Creatia; Sound improvisation; Musical agames with movement; Singing with children's orchestra accompaniment; Connecting means of expression from various artistic fields. Teacting methods Estimars and yorkshops Practice Individual project Multimedia and Internet Distance learning Office hours Laboratory Tutorial Field work fields work	Code	IGLS00	1 Course			Child	ren's crea	ativity in I	nusio	3			
Study program Class Teacher Year Lecturer Gordana Ercegovac-Jagnjić, lecturer Institution Faculty of Teacher Education in Osijek Course status Mandatory Elective from module Elective Course status Mandatory Elective from module Elective Coefficient - 2 Hours weekly Lectures Seminars Practice Affirmation and encouragement of children's creative musical abilities and systematisation of experiences with regard to this problem area in the frames of pre-school education. Course description Defining the term creativity; Children's play and creativity; Children's musical admistation; Musical dramatisation; Musical dramatisation; Children's context accompaniment; Children's musical creativity; Children's m	Department		D	epartm	ent e	of Prima	ary Teacl	ner Educa	atior	1			
Lecturer Gordana Ercegovac-Jagnjić, lecturer Institution Faculty of Teacher Education in Osijek Course status Mandatory Elective from module Elective Course status Mandatory Elective from module Elective ECTS student workload - 2 Coefficient 1 1 - Hours weekly Lectures Seminars Practice Lectures Seminars Practice Affirmation and encouragement of children's creative musical abilities and systematisation of experiences with regard to this problem area in the frames of pre-school education. Course description Defining the term creativity.: Children's musical creativity through nusical instruments.; Musical dramatisation.; Traditional children's creativity in Croatia.; Sound improvisation.; Musical games with movement ; Singing with children's creativity in croatia.; Sound improvisation.; Musical games with movement ; Singing with children's creativity in croatis.; Connecting means of expression from various artistic fields. Teaching methods Seminars and workshops Multimedia and internet Lectures Seminars and workshops Fractice Individual project Multimedia and internet Distance learning Office hours Laboratory Tutorial Fi	Study progra	m				Class	Teacher			Year			
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Course status Mandatory Elective from module Elective Coefficient Image: Status	Institution				Fac	ulty of	Teacher	Educatio	n in	Osijek			
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Image: Second	Hours weekly	,		Lectur	res	Seminars	Practice	Lecture	s S	eminars	Practice		
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Affirmation and encouragement of children's creative musical abilities and systematisation of experiences with regard to this problem area in the frames of pre-school education. Course description Defining the term creativity.: Children's play and creativity.; Children's musical creativity through voice.; Children's musical creativity through musical instruments.; Musical areativity through musical instruments.; Musical creativity through musical instruments.; Musical areativity through musical instruments.; Musical areativity through musical charatisation.; Traditional children's reativity in Croatia.; Sound improvisation.; Musical games with movement.; Mattering space and movement techniques.; Rhythmical changes of theme realisation.; Changes of tone highness.; Imitation of sounds of nature and immediate environment.; Singing with children's orchestra accompaniment.; Connecting means of expression from various artistic fields. Teaching methods Seminars and workshops Practice Multimedia and Internet Distance learning Office hours Laboratory Tutorial Field work Student obligations Nusic Field work Students' responsibilities pertain to regular class attendance and preparation. Students take an oral and practical exam. Examination methods Viriten Oral Essay Practical Individual project Continuous assessment Seminar Students' leave odgajatelje i nastavnike razed of a practical exam. Examination methods Muritin Seminar Stud	Course obie	ctives											
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Defining the term creativity.; Children's play and creativity.; Children's musical creativity.; Children's musical ispositions.; Following the development of musical abilities of pre-schoo children.; Children's musical creativity through musical instruments.; Musical dramatisation.; Traditional children's creativity toroatia.; Sound improvisation.; Musical games with movement.; Mastering space and movement techniques.; Rhythmical changes and their realisation.; Metric exercises (duple, triple and quadruple metre).; Changes of dynamic.; Changes of tempo.; Changes of tone highness.; Imitation of sounds of nature and immediate environment.; Singing with children's orchestra accompaniment.; Connecting means of expression from various artistic fields. Teaching methods Lectures Seminars and workshops Practice Individual project Multimedia and Internet Distance learning Office hours Laboratory Tutorial Field work Student obligations In order to enrol in this course students are required to pass exams in the following courses: Musical and music: reaching II, Instrument Practice II. Students' responsibilities pertain to regular class attendance and preparation. Students take an oral and practical exam. Examination methods Written Oral Manasteriotti, V.: Pru susreti digeta s muzikom, Priručnik za roditelje i sestre odgajatelje i nastavnike razredne nastave, Školska knjiga, Zagreb, 1971. Manasteriotti, V.: Yu susreti digeta s muzikom, Priručnik za roditelje i sestre odgajateljice u dječjim jaslicama, Školska knjiga, Zagreb, 1981. Manasteriotti, V.: Pu susreti digeta s muzikom, Priručnik za roditelje i sestre odgajateljice u dječjim jaslicama, Školska knjiga, Zagreb, 1981. Manasteriotti, V.: Pu susreti digeta s muzikom, Priručnik za roditelje i sestre odgajateljice u dječjim jaslicama, Školska knjiga, Zagreb, 1989. Goran, I.j., Marić, LJ., Zapjevajimo složno svi, Zbirka pjesama i igara za djecu predškolske dobi, Priručnik za odgajatelje, Skolska knjiga, Zagreb, 1989. Goran, I.j.	Course desc	ription											
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Student obligations In order to enrol in this course students are required to pass exams in the following courses: Music and Music Teaching II, Instrument Practice II. Students' responsibilities pertain to regular class attendance and preparation. Students take an oral and practical exam. Examination methods Written Oral Essay Practical Individual project Continuous assessment Seminar Seminar Students take an oral and practical exam. Seminar Mandatory reading Manasteriotti, V.: Muzički odgoj na početnom stupnju, Metodske upute za odgajatelje i nastavnike razredne nastave, Školska knjiga, Zagreb, 1971. Manasteriotti, V.: Prvi susreti djeteta s muzikom, Priručnik za roditelje i sestre odgajateljice u dječjim jaslicama, Školska knjiga, Zagreb, 1981. Manasteriotti, V.: Zbornik pjesama i igara za djecu, Školska knjiga, Zagreb, 1982. Tomerlin, V.: Dječje muzičko stvaralaštvo, Školska knjiga, Zagreb, 1969. Goran, Lj., Marić, Lj., Zapjevajmo složno svi, Zbirka pjesama i igara za djecu predškolske dobi, Priručnik za odgajatelje, Školska knjiga, Zagreb, 1989. Derfi-Bošnjak, V., Ja volim pjesmu, pjesma voli mene, Grafika, Osijek, 2001. Rakijaš, B.: Muzički odgoj djeteta, Priručnik za nastavnike, Školska knjiga, Zagreb, 1971. Recommended reading Fučkar, S.: Igre uz muziku, Pčelica, Zagreb, 1958. Fučkar, S.: Muzički odgoj predškolske djece, Školska knjiga, Zagreb, 1961.													
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Individual projectContinuous assessmentSeminarStudents take an oral and practical exam.Mandatory readingManasteriotti, V.: Muzički odgoj na početnom stupnju, Metodske upute za odgajatelje i nastavnike razredne nastave, Školska knjiga, Zagreb, 1971.Manasteriotti, V.: Prvi susreti djeteta s muzikom, Priručnik za roditelje i sestre odgajateljice u dječjim jaslicama, Školska knjiga, Zagreb, 1981.Manasteriotti, V.: Zbornik pjesama i igara za djecu, Školska knjiga, Zagreb, 1982.Tomerlin, V.: Dječje muzičko stvaralaštvo, Školska knjiga, Zagreb, 1969.Goran, Lj., Marić, Lj., Zapjevajmo složno svi, Zbirka pjesama i igara za djecu predškolske dobi, Priručnik za odgajatelje, Školska knjiga, Zagreb, 1989.Derfi-Bošnjak, V., Ja volim pjesmu, pjesma voli mene, Grafika, Osijek, 2001. Rakijaš, B.: Muzički odgoj djeteta, Priručnik za nastavnike, Školska knjiga, Zagreb, 1971.Recommended readingFučkar, S.: Igre uz muziku, Pčelica, Zagreb, 1958. Fučkar, S.: Muzički odgoj predškolske djece, Školska knjiga, Zagreb, 1961. Završki, J., Teorija glazbe, Školska knjiga. Zagreb, 1995.	Writton		<u>us</u>	Iral			Fssav			Practio	-al		
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Mandatory reading Manasteriotti, V.: Muzički odgoj na početnom stupnju, Metodske upute za odgajatelje i nastavnike razredne nastave, Školska knjiga, Zagreb, 1971. Manasteriotti, V.: Prvi susreti djeteta s muzikom, Priručnik za roditelje i sestre odgajateljice u dječjim jaslicama, Školska knjiga, Zagreb, 1981. Manasteriotti, V.: Zbornik pjesama i igara za djecu, Školska knjiga, Zagreb, 1982. Tomerlin, V.: Dječje muzičko stvaralaštvo, Školska knjiga, Zagreb, 1969. Goran, Lj., Marić, Lj., Zapjevajmo složno svi, Zbirka pjesama i igara za djecu predškolske dobi, Priručnik za odgajatelje, Školska knjiga, Zagreb, 1989. Đerfi-Bošnjak, V., Ja volim pjesmu, pjesma voli mene, Grafika, Osijek, 2001. Rakijaš, B.: Muzički odgoj djeteta, Priručnik za nastavnike, Školska knjiga, Zagreb, 1971. Recommended reading Fučkar, S.: Igre uz muziku, Pčelica, Zagreb, 1958. Fučkar, S.: Muzički odgoj predškolske djece, Školska knjiga, Zagreb, 1961. Završki, J., Teorija glazbe, Školska knjiga, Zagreb, 1995.	Students tak		and practice		mem		Semina						
Mandatory reading Manasteriotti, V.: Muzički odgoj na početnom stupnju, Metodske upute za odgajatelje i nastavnike razredne nastave, Školska knjiga, Zagreb, 1971. Manasteriotti, V.: Prvi susreti djeteta s muzikom, Priručnik za roditelje i sestre odgajateljice u dječjim jaslicama, Školska knjiga, Zagreb, 1981. Manasteriotti, V.: Zbornik pjesama i igara za djecu, Školska knjiga, Zagreb, 1982. Tomerlin, V.: Dječje muzičko stvaralaštvo, Školska knjiga, Zagreb, 1969. Goran, Lj., Marić, Lj., Zapjevajmo složno svi, Zbirka pjesama i igara za djecu predškolske dobi, Priručnik za odgajatelje, Školska knjiga, Zagreb, 1989. Đerfi-Bošnjak, V., Ja volim pjesmu, pjesma voli mene, Grafika, Osijek, 2001. Rakijaš, B.: Muzički odgoj djeteta, Priručnik za nastavnike, Školska knjiga, Zagreb, 1971. Recommended reading Fučkar, S.: Igre uz muziku, Pčelica, Zagreb, 1958. Fučkar, S.: Muzički odgoj predškolske djece, Školska knjiga, Zagreb, 1961. Završki, J., Teorija glazbe, Školska knjiga, Zagreb, 1995.	Students take	e all orai		ai exaiii.									
Manasteriotti, V.: Muzički odgoj na početnom stupnju, Metodske upute za odgajatelje i nastavnike razredne nastave, Školska knjiga, Zagreb, 1971. Manasteriotti, V.: Prvi susreti djeteta s muzikom, Priručnik za roditelje i sestre odgajateljice u dječjim jaslicama, Školska knjiga, Zagreb, 1981. Manasteriotti, V.: Zbornik pjesama i igara za djecu, Školska knjiga, Zagreb, 1982. Tomerlin, V.: Dječje muzičko stvaralaštvo, Školska knjiga, Zagreb, 1969. Goran, Lj., Marić, Lj., Zapjevajmo složno svi, Zbirka pjesama i igara za djecu predškolske dobi, Priručnik za odgajatelje, Školska knjiga, Zagreb, 1989. Đerfi-Bošnjak, V., Ja volim pjesmu, pjesma voli mene, Grafika, Osijek, 2001. Rakijaš, B.: Muzički odgoj djeteta, Priručnik za nastavnike, Školska knjiga, Zagreb, 1971. Recommended reading Fučkar, S.: Igre uz muziku, Pčelica, Zagreb, 1958. Fučkar, S.: Muzički odgoj predškolske djece, Školska knjiga, Zagreb, 1961. Završki, J., Teorija glazbe, Školska knjiga. Zagreb, 1995.	Mandatom	anding											
Fuckar, S.: Igre uz muziku, Pćelica, Zagreb, 1958. Fučkar, S.: Muzički odgoj predškolske djece, Školska knjiga, Zagreb, 1961. Završki, J., Teorija glazbe, Školska knjiga, Zagreb, 1995.	Manasteriotti razredne nasi Manasteriotti dječjim jaslici Manasteriotti Tomerlin, V.: Goran, Lj., M Priručnik za o Đerfi-Bošnjak Rakijaš, B.: N	Manasteriotti, V.: Muzički odgoj na početnom stupnju, Metodske upute za odgajatelje i nastavnike razredne nastave, Školska knjiga, Zagreb, 1971. Manasteriotti, V.: Prvi susreti djeteta s muzikom, Priručnik za roditelje i sestre odgajateljice u dječjim jaslicama, Školska knjiga, Zagreb, 1981. Manasteriotti, V.: Zbornik pjesama i igara za djecu, Školska knjiga, Zagreb, 1982. Tomerlin, V.: Dječje muzičko stvaralaštvo, Školska knjiga, Zagreb, 1969. Goran, Lj., Marić, Lj., Zapjevajmo složno svi, Zbirka pjesama i igara za djecu predškolske dobi, Priručnik za odgajatelje, Školska knjiga, Zagreb, 1989. Đerfi-Bošnjak, V., Ja volim pjesmu, pjesma voli mene, Grafika, Osijek, 2001. Rakijaš, B.: Muzički odgoj djeteta, Priručnik za nastavnike, Školska knjiga, Zagreb, 1971. Recommended reading Fučkar, S.: Igre uz muziku, Pčelica, Zagreb, 1958.											
Fuckar, S.: Muzicki odgoj predskolske djece, Skolska knjiga, Zagreb, 1961. Završki, J., Teorija glazbe, Školska knjiga, Zagreb, 1995.	Fučkar, S.: Ic	Fučkar, S.: Igre uz muziku, Pčelica, Zagreb, 1958.											
Sam, R., Glazbeni doživljaj u odgoju djeteta. Glosa d.o.o., Rijeka, 1998	Fučkar, S.: M Završki, J., To Sam, R., Glaz	luzički od eorija gla zbeni dož	lgoj predško azbe, Školsk vivljaj u odov	olske djeo a knjiga, pju djete	ce, Sk Zagr ta Cl	colska knj reb, 1995 losa d o o	iga, Zagre Riieka	b, 1961.					

Natural and social sciences

Code	IPDS100 Course Basic heraldry and symbolics										
Departme nt		Departmo	ent o	f Primar	y Teach	er Educa	tion				
Study progr	am			Class	Teacher			Year		I.	
Lecturer			izv. p	rof. dr. s	c.Ivan Ba	lta, asso	ciate	profess	or		
Institution			Fac	ulty of 1	Feacher	Educatio	on in	Osijek			
Course state	JS	Ma	andato	ory	Elective f	rom modu	le	Elec	tive	2	
ECTS studer coefficient	nt workload			-				2			
Hours week	у	Lectu	ires	Seminars	Practice	Lecture	s S	eminars	Pra	octice	
		-		-	-	1		1		-	
Course obj	ectives						<u> </u>				
Acquisition of	of fundamenta	al symbolic mear	nings.								
Heraldic me Meaning and	anings of coat d significance	of arms and fla of symbolics and	igs (na d hera	ational and Idry in the	d other). e educatio	n process.					
Course des	cription										
Fundamenta	I concepts of	symbolics and h	eraldr	Y .							
Heraldry as	an additional	historical and hu	umanis	stic-langu	age sciend	e					
Historical de	velopment of	neralary	struct	ure and c	alour Hor	aldry in Cr	oatia				
Croatian coa	at of arms – S	lavonia, Dalmat	ia. Isti	ria. Dubro	vnik. Illvri	an Croatia	histo	orical co	at of	F	
arms in Croa	atia.		10, 100		viiii, 1191		, moc				
Family coat	of arms, coat	of arms of corp	oratio	ns, cities,	guilds, I	national co	oat of	arms of	stat	es,	
provinces, c	ounties Coa	t of arms of stat	tes an	d province	es, cities,	countries i	n Euro	ope and	the	rest	
of the world, Vexillology - Croatian flags and flags of other countries. sphragistics, and filigreeology											
through heraldic symbols, Visual arts through history of the art of heraldic expression, Symbolics											
	apny; E defining svr	mbolics iconog	ranhv	iconolog	v liturav	and oth	haranl	hy Icon	oar	anhic	
methods: -	Speech of svr	nbols, -Symboli	c scen	esMeth	od of redi	iction N	arativ	re metho	ogra d. a	and –	
Method of s	imulation- Wo	ord and picture i	n sym	bolics and	iconolog	y, Iconog	raphic	topogra	aphy	/ and	
topology, Li	turgics of Ch	ristianity, Islam	n and	Buddhisn	n. Lexico	on of icon	ograp	hy, litur	gics	and	
symbolics-s	ymbolics, ideo	grams and their	- mear	ning.							
Teaching n	nethods										
Lect	ures	Seminars	i nars Pr		Indi	Individual proje		Mult	ime	dia	
		workshops						anu	inte	met	
Distance	learning	Office hours	La	boratory		Tutorial		Fiel	d wo	ork	
Student ob	ligations									-	
Seminars.	ingutions										
Examinatio	n methods										
Written		<u>Oral</u>			Essay			Practio	cal		
Individua	l Conti	inuous assessme	ent		<u>Seminar</u>						
project											
Mandatory	reading		.,								
(grupa auto A Kožar – I	ra), <i>Leksikon</i> . Balta <i>Pomo</i>	ikonografije, litu ćne historijske n	irgike Jauke	<i>i simbolik</i> i Tuzla 20	e <i>zapadno</i> 03	g krscanst	va, Za	agreb, I	990	•	
Recommen	ded reading		uune,	142147 20							
(grupa auto	ra) <i>, Bibliiski le</i>	eksikon, Zagreb	1972.								
Bartol Zmaj	ić, Heraldika,	Zagreb 1970.,		,							
Stjepan Ant	oljak, <i>Pomoćn</i>	e istorijske naul	ke, Kra	aljevo 197	'1.,						
Derkwillem	Visser, Flagen	, Wappen, Hym	nen, A	ugsburg 1	.994.,						
J.E.Cirlot, A	Dictionary of	Symbols, New Y	ork 19	962.,							
	rstner, <i>Die W</i>	eit aer Symbole, on Kroation und	, iyrol Slavor	ia, Innsbr	UCK 1960.	<i>'</i>					
	Rosenfeld D	er Adel von Dali	SIdV0[mati≏r	Nurnhar	n 1873	· · /					
Ivan Berten	vi. <i>Kis Magvar</i>	cimertan Buda	nauel nest 1	983.	y 1073.,						
	i i i i i i i i i i i i i i i i i i i	sinci tuny Duuu									

Code	IPDSC	011 Cours	se		Ecol	ogical scie	ence educ	ation		
Department			Departm	ent	of Prima	ary Teac	ner Educ	ation		
Study program	m				Class	Teacher			Year	
Lecturer				m	r. sc. Žel	jko Popov	vić, colleg	e prof	fessor	
Institution				Fa	culty of	Teacher	Educatio	on in	Osijek	
Course status	S		Ma	andate	ory	Elective f	rom modu	le	Elec	<u>tive</u>
ECTS student	workld	ad							2	
COEfficient	,		Lectu	roc	Sominar	Practice	Lecture		minars	Practice
TIOUIS WEEKIY			Leetu	103	Seminar		1	3 50	1	
Course abia							-		-	-
Course obje	ctives	from oduc	ation of a		nmant a			o du oo	tion of	ng with
Acquire know	human		ation of e	trol t	himent o	r ecologica	n Science		ition alc	ng with
Teacher Acc	numar nuisitior	of know	ledae abo	ut th	e activiti	es that e	ncourade	love t	towards	nature
environment	and ma	n's place ir	nature.				neourage	1010	comaras	nature,
Course desc	ription									
Development	of eco	ological aw	areness.	Ecolo	ical edu	cation. Ba	sic terms	of eco	ology. E	Biological
diversity. Ma	atter c	irculation	and biosp	heric	energy	flow. Na	tural and	artifi	icial bio	ocenosis.
Understandin	g of the	e man and	the nature	e as n	nodern pe	dagogical	goal. Socia	al ecol	ogy. Su	stainable
development.	. Obser	vation, der	nonstratio	n and	experim	ents in nat	ure. Chose	en film	is of edu	ucational
nature and al	ostracts	from Inter	met.							
Teaching me	ethods			-					r	
Lectur	<u>es</u>	<u>Semir</u> wor	<u>nars and</u> kshops	I	Practice	Indiv	<u>vidual pro</u>	<u>ject</u>	Mult	<u>imedia</u> nternet
Distance le	arning	Offic	e hours	La	boratory		Tutorial		Field	1 work
		00	0							
Student obli	nation	S								
Regular and subject.	active	class parti	cipation. I	ndepe	endent w	ork (semir	ar) or gro	oup pr	oject or	n chosen
Examination	n meth	ods								
Written			<u>Oral</u>			Essay			Practio	al
Individua	al	Continuo	us assessn	nent		Semina				
project										
Mandatana		_								
					lun və həlvə		naldada N	1::		¥+:+-
Glavac, V., 20	JUI.: <i>U</i>	voa u gioda	ainu ekolog	jiju. F	irvatska s	sveucilisna	nakiada, r	linista	rstvo za	stite
UKUIISA I PIUS		ureuenja, r		nia Č	kolske no	dyreb. vino Zaar	ah			
Nanomena: I	iteratu	ra ie na hrv	vatskom ie	ja. 5 ziku	ll radu se	koristi i lit	eratura na	stran	om iezil	au te
drugi izvori (1	Internet	t).	aconom je	Lincur				i stran	onn jezn	
Recommend	led rea	ding								
Cifrić, I. (198	9). Soc	ijalna ekolo	o <i>gija.</i> Zagr	eb: G	lobus.					
E-škola mladi	h znan	stvenika. <u>h</u>	ttp://hpd.l	ootani	c.hr/bio/	ekologija.h	<u>tml</u>			
Klepac, R.,19	88.: <i>Os</i>	snove ekolo	<i>gije</i> . JUME	NA, Z	agreb.					
Hrvatski infor	macijsł	ki servis za	okoliš. <u>htt</u>	<u>)://p</u>	<u>ibwww.sr</u>	<u>ce.hr/bota</u>	<u>nic/cise/do</u>	<u>c/inde</u>	<u>x.html</u>	
Lelas, Z. (198	35). <i>Na</i> :	stavne eksi	kurzije u b	iologij	ii. Zagreb	: Skolske i	novine. ≚.			
Matas, M., Si	mončić,	, V. Sobot,	S., 1992.:	Zašti	ta okoline	e danas za	sutra. Sko	iska ki	njiga, Za	agreb.
Pozaic, V. (ur	.), 199 o Iouco	1.: EKOlOGI	ja. Znanstv	eno-	eticko-teo	noski upiti	<i>i odzori</i> . F	IOZOTS	ko-teolo	SKI
Springer O	יר אישנאט נור איט	nne, zagred nni · <i>Ekole</i>). Nčki lekcika	n Mi	nistaretvr	začtito ob	oliča i prod	torno	a uređer	nia
Renublika Hr	(ur.), Zi vatsko	Barhat 79	areh	<i>ni.</i> [*[]		Lasule UK		stornog	y ureuel	ija
	auske,	barbat, Za	gicu.							

Code	IPD	S010	Course			Hygiene	in schoo	l and kind	lerga	arten		
Department			De	epartm	ent	of Prima	ry Teac	her Educ	atio	n		
Study progra	m			•		Class	Teacher			Year		
Lecturer					m	r. sc. Želj	ko Popov	/ić, colleg	e pr	ofessor		
Institution					Fae	culty of [·]	Feacher	Educatio	on ir	ı Osijek		
Course statu	s			Ma	andato	ory	Elective f	rom modu	ıle	Elec	tive	e
ECTS student	t worl	load						2				
Hours weekly	/			Lectu	res	Seminars	Practice	Lecture	es s	Seminars	Pra	actice
								1		1		-
Course obje	ctive	s										
Deepening a Acquisition of health educa area) and els	ind e f com ition. sewhe	xpandir petence Enable re.	ng recer es in hur contem	nt know man eco porary	ledge logy a interp	from inf and hygier pretation c	erdisciplir ie, especia if particul	hary scien ally hygien ar problen	ces le in : ns in	such as schools, f the scho	hyg ood ool	jiene. , and (local
Course desc	cripti	on										
 Hygiene in learning, teaching, school, dressing, food, living; personal hygiene, health and illness. Relationship of hygiene and other sciences. Human ecology. The healthy child. Injuries in and around the school and kindergarten. The principles of administering first aid. The first aid cabinet. Inborn and acquired disabilities, non-contagious diseases. Children's diseases. Causes of illness. Ways of spreading and preventing contamination. Immunity, vaccines and serums. Vitamins and hormones. Modern diet and disease. Travel illness. Addictive diseases: drugs, alcohol, smoking. Health in upbringing and upbringing in humane relations among sexes. Health education. The Red Cross and the World Health Organization. Health services in our country. Selected educational films and contents from resources on the Internet. 												
Teaching m	etho	ds										
Lecture	<u>s</u>	Se	eminars	and ons	ł	Practice	Indiv	vidual pro	<u>ject</u>	Mult	<u>ime</u> nte	edia ernet
Distance lea	rning	(Office ho	urs	La	boratory		Tutorial		Fiel	d w	ork
Lectures and children's hea	semi alth a	nars. T nd the	he teach Red Cros	ning is ir ss.	n part	organized	d in specia	alized insti	tutio	ns concer	ned	with
Student obl	igatio	ons										
Required atte	endan	ce and	active p	articipat	ion in	class and	seminar	paper.				
Examination	n me	thods				-						
Written			<u>Ora</u>	<u>11</u>			Essay			Practio	cal	
Individual project		Cont	inuous a	ssessme	ent		<u>Semina</u>	1				
Mandatory I	readi	ng						v				
Herceg, J. (1 Prebeg, Ž., Ž. Springer, O. Šarić, A. (199 Note: The lite well as other	985). . Preb (1997 90). <i>F</i> eratur <u>sourc</u>	Zdravs eg (198 '). Higij Prehrana re is in o ces (the	stveni od 35). Higij iena. Zag a. Zagre Croatian e Interne	<i>lgoj u ra</i> <i>iena i ško</i> greb: Pro b: Škols . In the t).	zredn ola. Za ofil in ka kn semir	oj nastavi agreb: Ško ternationa jiga. nar literatu	. Zagreb: olska knjig I. ire in a fo	Školska kn a. reign langu	ijiga. uage	is also us	ed a	as
Recommend	led r	eading	,	. v	/ -	L Č.						
Matasović, D. Schwoerbel, I <i>alkoholu</i> . Zag Šimunović, Z. Varoščić, M.	Matasović, D. (1993). Kako odgojiti nepušaća. Zagreb: Skolska knjiga. Schwoerbel, R. (1995). <i>Reći ne nije dovoljno. Kako odgajati djecu da razborito odlučuju o drogama i alkoholu</i> . Zagreb: SysPrint. Šimunović, Z. (1989). <i>Školsko dijete i zdravlje.</i> Zagreb: Školske novine. Varoččić M. (1992). Zdravlje čini život ljenčim. Rijeka: Tiskara Rijeka											

Code	Code IPDS001 Course Learning about plants and animals											
Department			D	epartm	ent o	of Prima	ry	/ Teacher Educ	ation	1		
Study progra	m					Class	Те	eacher		Year		
Lecturer					mr	. sc. Želj	ko) Popović, colleg	e pro	fessor		
Institution					Fac	ulty of 1	Ге	acher Educatio	on in	Osijek		
Course statu	s			Ma	andato	ry	El	ective from modu	le	Elective	5	
ECTS student coefficient	work	load						2				
Hours weekly	1			l	_ecture	es		Seminars		Practice		
					1			1		=		
Course obje	ctives	5										
can be found in addition, communities reliance and Preschool tea	can be found in the vicinity of the school, home, kindergarten, and are suited for classroom study; in addition, learning about biocoenoses relationships of organisms in the most significant communities in Croatia. By acquiring these contents, to develop an interest and enable self- reliance and the application of acquired competences in the practice of a Class teacher and Preschool teacher. The course is closely connected with Natural sciences courses and Field work. Course description											
Course desc	riptio	n										
vertical and horizontal distribution of biocoenoses in Croatia. Biological characteristics of protected areas in Croatia. Protected plants and animals. Healthy and poisonous organisms for people and animals. Organisms important for livestock breeding, gardening, vegetable growing, forestry, fishing, mariculture. Weeds, pests and rational food production. Hunting and fishing. Garden and house plants. School garden. Aquarium and terrarium. Aquarium and terrarium. Interesting organisms, especially those that are especially suitable for class study and education of school and preschool children. Selected educational films and content from the Internet. Teaching methods												
Teaching m	ethod	s					_	Tudividual una		Multing	dia	
Lecture	es <u>Seminars a</u> workshor			ops			<u>Individual pro</u>	ject	and Inte	rnet		
Distance lea	arning		Office h	ours Laboratory			Tutorial		Field we	ork		
Part of the in	structi	ion wi	ll be held	on site	: visit	to the zo	0,	animal farm, big f	farm, e	etc.		
Student obl	igatio nd act	ns tive cl	ass parti	cipation	is requ	uired, ind	ер	endent work (sen	ninar)	or group pr	oject	
Fxaminatio	n met	hods										
Written		nous	Ora	<u>ıl</u>				Essay	[Practical		
Individual		Conti	inuous a	ssessm	ent		S	eminar				
project												
_												
Mandatory reading Bačić, T Erben, R Krajačić, M. (2003). <i>Raznolikost živoga svijeta</i> . Zagreb: Školska knjiga. Domac, R. (1996). <i>Flora Hrvatske. Priručnik za određivanje bilja</i> . Zagreb: Školska knjiga. Garms, H Borm, L. (1981). <i>Fauna Evrope</i> . Ljubljana – Zagreb: Mladinska knjiga. Rauš, Đ. (ur.) (1992). <i>Šume u Hrvatskoj</i> . Zagreb: Šumarski fakultet Sveučilišta u Zagrebu, Hrvatske šume. Vevers, G. et al. – Vujnović, D. (ur.) (1990). <i>Veliki atlas životinja</i> . Ljubljana – Zagreb: Mladinska knjiga. Note: The literature is in Croatian. Literature in a foreign language is also used in the course as well as other												
Recommend	led re	eading	g									
Božac, R. <i>Gljive</i> . (1993). Zagreb: Školska knjiga; Grafički zavod Hrvatske. Bralić, I. (1991). <i>Nacionalni parkovi Hrvatske</i> . Zagreb: Školska knjiga. Chinery, M. (1989). <i>1000 ideja za prirodoslovca</i> . Sarajevo: Svjetlost. <i>Crveni popis ugroženih biljaka i životinja Hrvatske</i> . (2004). Zagreb: Državni zavod za zaštitu prirode. Durrell, G. (1990). <i>Svijet prirode</i> . Zagreb: Grafički zavod Hrvatske. Heinzel, H. et al. – Radović, D. (prilagodio) (1999). <i>Ptice Hrvatske i Europe</i> . Zagreb – Hrvatsko ornitološko društvo. Hrvatski informacijski servis za okoliš. <u>http://pubwww.srce.hr/botanic/cise/doc/index.html</u> Matoničkin, I Pavletić, Z. (1975). <i>Život naših rijeka</i> . Zagreb: Školska knjiga. Mikuska, J. – Mikuska, T. – Romulić, M. (2002). Ptice. Vodič kroz biološku raznolikost Kopačkog rita. Kopački												
rit: Matica hrva	atska O)siiek:	iavna usta	anova Par	k priro	de Kopački	i rit	t.				

Pedagogy

Code	IPES0	10	Course				Childre	n's projec	ts			
Department			Depa	rtment	t o	of Prima	ry Teacl	ner Educ	atio	n		
Study progran	n					Clas	s Teache	r		Year		
Instructor						m	r. sc. Ves	nica Mlin	arev	ić		
Institution					Fa	aculty of	f Teache	r Educat	ion	in Osije	k	
Course status				Man	da	itory	Elective f	rom modu	le	Elec	tive	
ECTS student	workload	coeff	icient							2		
Hours weekly				Lecture	e	Seminars	Practice	Lecture	s :	Seminars	Practice	
				S	_			1		1	_	
Course objec	tives											
Acturing knowledge and competences for working on projects and goals in relation to the existing pre-school programs, as well as more detailed introduction to the methods and types of co- operative learning. Students will independently research a chosen topic through co-operative learning while making a series of important decisions in order to achieve basic results. They will be engaged in work on a chosen topic in accord with their needs and environment within the pre- school context, and will assess the work of their team.Course descriptionThe concept of curriculum – integrated curriculum (work on projects as an aspect of integrated curriculum). The concept of working on projects according to authors Katz and Chard, and Reggio concept of work on projects. Teaching children and the role of a teacher in integrated teaching. Fundamental characteristics of project planning, focus on children's interests, professional competences of educators for directing students towards new areas of research, new roles of educators. Creating stimulating material and social sorroundings, types of monitoring and documenting of children's activities. Main stages of a project. Features of children's projects: individual organization and personal responsibility, targeted planning in stages, learning how to learn and work together, social learning, interdisciplinarity, the changing role of educators, reflection.Teaching methodsIndividual projectLecturesSeminars andPracticeIndividual project												
Teaching me	thods											
Lecture	<u>es</u>	<u>Sen</u>	ninars a	nd s	Ρ	ractice	Indiv	idual pro	<u>ject</u>	Mult	Multimedia	
Distance lea	arning	Of	fice hou	r <u>s</u> L	a	boratory		Tutorial			d work	
Student oblig	gations											
Students are e	expected	to pro	duce and	l presen	tä	a project c	on a chose	en topic.				
Examination	methods	5				T			1			
Written			<u>Oral</u>				Essay			Practio	cal	
Individual project	Co	ntinuo	ous asses	sment			Seminar					
<u>project</u>	I											
Mandatory re	eading											
Marsh, C. (1994), Kurikulum: temeljni pojmovi, Zagreb. Educa. Slunjski, E. (2001), Integrirani predškolski kurikulum, Zagreb, Mali profesor. Miljak,A.;Vujičić.L. (2002.): Vrtić u skladu s dječjom prirodom. Rovinj, Dječji centar Neven. (str. 10- 40.) Mlinarević, V., (2004), Vrtićno okruženje usmjereno na dijete (str. 112-118), Život i škola. br.11/1/2004., Sveučilište J.J.Strossmayera u Osijeku, Filozofski fakultet i Visoka učiteljska škola. Katz, L., Shard, S. C. (1989), Engaging Childrens minds: The Project Approach, Nowood, Ablex Publishing Corporation. New Jersey.												
Recommende	ed readir	ng										
 Senge,P.(2003.), Peta disciplina. Zagreb, Mozaik knjiga. (str. 15-227.) Katz, L., Cesarone, B. (1994), Reflectins on the Reggio Emilia Approach, Urbana, Eric/eece, Pensiylvania. Mlinarević, V. (2000). Igra – učenje u socijalnim interakcijama. U: Zbornik radova, Učiti zajedno s djecom – učiti (str.97-101), Dječji vrtić Čakovec i Visoka učiteljska škola Čakovec, Čakovec. Mlinarević, V., Peko, A. Vujnović, M., (2003). Suradničkim učenjem prema zajednici učenja, Zbornik radova Sabora pedagoga Hrvatske, Odgoj, obrazovanje i pedagogija u razvitku hrvatskog 												

Code	IPES001	L Course	1		Non-	violent c	ommunic	ation	1		
Department		C	epartm	nent	of Prima	ry Teac	her Educ	atio	<u>n</u>		
Study progra	m				Class	Teacher			Year		
Lecturer					mr. s	c. Ranka	Jindra, le	cture	er		
Institution				Fa	culty of	Teacher	Educatio	ducation in Osijek			
Course statu	S		Ma	andate	ory	Elective 1	rom modu	ıle	Elec	tive	
ECTS student	t workload	1							2		
Hours weekly	/		Lectu	res	Seminars	Practice	Lecture	s S	Seminars	Practice	
							1		1	-	
Course obje	ctives										
Mastering of	skills of	non-violer	t comm	unicat	ion. Beco	ming awa	re of viole	ent/no	on-violen	t actions	
towards self	and others	s.				_ · ·					
Course desc	ription										
To adopt nor	n-violent c	ommunicat	onal skill	s: ac	tive listeni	ng, open	questions,"	I″ s	speech, co	oncluding,	
paraphrasing,	re-shaping	, receiving	and givin	g feed ir diff	lback. Be c erent mani	ONSCIOUS O	the preser	ice an	nd meanin olution an	g of daily	
Conflict as a c	chance for	relationshi	improve	ment	within com	imunity-far	nily, school	, com	munity. T	o develop	
critical attitude	e towards v	iolence and	looking f	or way	out of vio	ence. Reco	gnition of d	ifferer	nt types of	violence-	
awareness ab	out the ou	utcomes of	violence.	How	to live in	non-viole	nce during	every	/ day livii	ng. Being	
acquainted wit	th similariti	ies and diff	erences a	mong	people-bei	ng open m	inded towa	rds di	ifferences.	Work on	
human needs	and how to	work on a	wareness	of ow	n needs H	ow we heh	ave when o	SU OUIR	er s prejuc eds aren't	met The	
point and the i	mportance	of negotiat	ions as m	eans o	f stopping	violence. B	ecoming fan	niliar v	with techn	iques that	
solve conflict:	brain-storm	ning, conse	nsus and i	nterve	ntions.						
Teaching m	ethods								·		
Lecture	<u>es</u>	Semina works	<u>s and</u> Practice Indi 10ps				vidual proj	ject	Mult and I	imedia Internet	
Distance lea	arning	Office I	ours	ours Laboratory			Tutorial		Field	d work	
Student obl	igations										
Students nee	d to activ	ely partici	oate in w	orksh	ops. Write	e an essay	and do th	e oral	l exam.		
Examination	n method	S	<u> </u>		1				D		
Writte	n		<u>Oral</u>			Essay			Practio	cal	
Individual p	oroject	Continuo	is assess	ment		Seminar					
Mandatory I	reading	<u></u>		ČL L	1	7 1					
Jull, J. (1995).	93). Pedag Vaše komi	joska komu petentno di	ete, Educa	, Sкоіs а. Zaq	reb.	Zagreb.					
Recommend	led readi	ng	,					-			
Shapiro, D. i d	r.(1998).	Sukob i ko	munikacij	a - Vo	dič kroz lab	irint upravl	janja				
sukobom, Otv	oreno druš	tvo Zagreb,	Zagreb.								
Neill, S. (1994). Neverba	alna komun	ikacija u r	azredu	J, Educa, Z	agreb.					
Simmons S i	Simmons			n prisi nalna	up, Annea, inteligencii	zagreb. ia – procier	ne i				
vrste, Sana, Za	agreb.	5. 0. (2000	J. Emocie	manna	intengeneij	a proejer					
McKay, M. i dr.	. (1997). '	Vještine ko	nuniciranj	a u dv	voje, VBZ, Z	Zagreb.					
Teršelić, V. i M	Teršelić, V. i Mladineo, M. (2001). Moć suradnje – Priručnik za suvođenje,										
Centar za zens	ike studije A	∠agreb, ∠ag	Jreb. Jičiti ovi ir	dnaki	- Europeles	kampania	mladih				
protiv rasizma	, ksenofohii	ie, antisemi	tizma i ne	tolera	ncije. Euror	ski dom Sl	avonski Bro	d.			
Ajduković, M. i	Pečnik, N.	(1994). Ne	nasilno rje	ešavar	nje sukoba,	Alinea, Zao	greb.				
Čudina - Obrac	lović, M. i T	Fežak, D. (1	995). Mir	otvorn	i razred, Zr	namen, Zag	reb.				
Janković, J. (19	996). Suko	b ili suradn	a, Alinea,	Zagre	eb.						
brajsa, P. (199 Kyriacon C. (סי. UMIJEC 1995) דביי	e razgovora pelina nasta	, C. A. S. vna umiic	n. Pul ca Ed	d. luca Zagro	h					
Uzelac, M. (19	97). Za Dai	mire i Nemi	re. Mali ko	orak. Z	agreb.						
Bognar, L Niš	st, M. I Ton	ković, LJ. (2004).Miro	, <u>–</u> oljupci	. Priručnik r	mirovnog o	dgoja.				
Centar za mir,	nenasilje i	ljudska pra	va Osijek.			-					

Code	IPES01	. 1 Cour	rse			Pare	nting					
Departme nt			Departme	nt o	f Primar	y Teach	er Educa	tion	ı			
Study progr	am				Class	Teacher			Year		I.	
Lecturer					Zora	Redžep-l	Borak, lec	ture	r			
Institution				Fac	ulty of 1	Feacher	Educatio	n in	n Osijek			
Course stat	us		Man	dato	ory	Elective f	rom module <u>Elective</u>			2		
			V	Vinte	er semeste	r semester		Summer semester				
ECTS studer coefficient	nt workloa	d							2	2		
Hours week	У		Lecture	es	Seminars	Practice	Lecture	s S	Seminars	Pra	ctice	
							1		1		-	
Course obj	ectives			U			1			L		
Acquire kno ponder upo improvemer	Acquire knowledge about complex parenthood tasks in modern social context. Qualify students to ponder upon other approaches to parenthood based on newly acquired ideas that contribute to improvement of child behaviour and child maturation in healthy context.											
Course des	cription											
between marital and parental roles (personality development through parental role, relations between marital and parental roles, the role of mother in the family, the role of father in the family, single parents). Preparation for parenthood. Motives beg hind wish for parenthood. Family planning (wishing/not wishing for the child). Parental responsibility for familial healthy relations. Characteristics of successful parents. What child needs from parents? Development of parents through different parenthood stages. Parenthood styles. Family factors (parental love, trust, family pride, morals of family, dignity, respect within the family). Expression of feelings in the family. Children's emotional violation. Parental system of values (attitudes, beliefs and beliefs about the child, childhood, relationships between sexes, values and efficacy of educational treatments). Methods for successful problem resolution: the power of "accepting" language, showing acceptance. Parental power-effects on the child. Parents in various real life situations(pregnancy and birth, working mother, single child, parenthood in the family with several generations, child's nursery start, child's school star, child's hospitalization, child with special needs, parents during divorce, parent and free time). Parents, nursery and school. Teaching methods												
Lect	ures	Se	minars and		Practice	Indiv	vidual pro	<u>ject</u>	Mult	ime	dia	
Distance	learning	M Of	fice hours	Li	aboratory		Tutorial		and I Field	nte d wo	rnet ork	
	5				,							
Student ob	ligations											
Examinatio	n metho	ds										
Writte	en		Oral			Essay			Practio	al		
Individual	proiect	Continu	ious assessm	ent		Seminar						
	5											
Mandatory	reading											
Buljan Flanc	ler, G.; Ka	arlović, A	. (2004.). Od	lgaja	im li dobro	o svoje dij	ete? Zagre	eb:Ma	arko M. U	slug	je	
d.o.o.												
Gordon, E. (1993.). S	kola rodil	teljske djelot	vorn	iosti. Zagr	eb: Alinea). La ia hiti ra	dital.	i Zaarah			
Creativa	ı, .; ⊮II]	KOVIC, D.	; Lugomer Ar	mar	io, G. (200	JU.). LIJEP	o je diti ro	uitel	j. Zagreb			
Jull, J. (199	5.). Razao	vori s ob	iteljima: pers	spek	tive i proc	esi. Zaare	eb: Alinea:					
Recommen	ded read	ling	- , - , - , - , - , - , - , - , - , - ,									
Berkenkamp	, L.; Atkir	ns, S. C.	(2004.). Obit	eljsl	ke prepirk	e i kako ił	n riješiti. S	plit:	Marjan tis	sak.		
Prekop, I. (L995.). Ma	ali tiranin	. Zagreb: Ed	uca.	Sullo, R.	A. (1995.)). Učite ih	da bu	udu sretni			
Zagreb: Alir	iea.											

Code	IPES10	0 Course		So	ciology i	n educatio	on				
Departme		De	epartment o	of Primar	y Teach	er Educa	tion	ו			
nt			-		-						
Study progra	am			Class	Teacher			Year		I.	
Lecturer			izv. prof	f. dr. sc. A	ntun Šur	ndalić, as	socia	ate profe	sso	or	
Institution				Facul	ty of Eco	nomics, O	sije	k			
Course state	JS		Mandato	ory	Elective f	rom modul	ule <u>Elective</u>				
			Winte	er semeste	r	Su	mme	er semest	er		
ECTS studer coefficient	nt workloa	d						2			
Hours week	у		Lectures	Seminars	Practice	Lecture	s S	Seminars	Pra	actice	
						1		1		-	
Course obj	ectives										
To introduce students to socio-cultural meaning of education, as well as the inevitable role and significance of education in processes of socialisation. It is necessary to point at social assumptions of education and contemporary tasks of education under conditions of high technology and innovations. It is important to emphasize the importance of educational profession and motivate students for their future calling. Course description Subject and methods of sociology of education as a special type of sociology. Theoretical approaches to education: psychoanalytical, structural and functionalistic, symbolic and interactionistic, cultural and anthropological, role theory, theory of social exchange, conflict theory. Social assumptions in education: types of socialisation, cultivation and personalisation. Institutionalisation of socialisation – religious, political, educational. Factors of socialisation through its institutionalisation. Educational institutions and social needs, interests of society, parents, pupils and teachers. Social stratification and educational system, education and social mobility, lifestyle and education. From education as a social particularity and social priviledge to education as existential imperative. Education facing ecological challenges. Educational system in the Republic of Croatia, direction of											
Student ob	ligations										
Student is e paper during	expected to a semiclassical semiciras in the semiclassical semiclassical semiclassical semiclassical semiclassical semiclassical semiclassical semiciras in the semiclassical semiclassi	o regularly ester.	attend class,	participat	e in the s	seminar aı	nd p	roduce a	ser	ninar	
Examinatio	n metho	ds									
Writte	en	<u>(</u>	<u> Oral</u>		Essay			Practic	al		
Individual	project	Continuou	s assessment		Seminar						
Mandatory	reading										
Cifrić, I. (19 Vrgoč, H., u Haralambos 773-882), Z	Cifrić, I. (1990.) <i>Ogledi iz sociologije obrazovanja</i> , Zagreb, Školske novine. Vrgoč, H., ur. (1994.) <i>Obitelj – škola – društvo</i> , Zagreb, Hrvatski pedagoško-književni zbor. Haralambos, M. – Holborn, M. (2002.) <i>Sociologija – teme i perspektive</i> (pogl. 11. <i>Obrazovanje</i> , str. 773-882), Zagreb, Golden marketing.										
Recommen	ded read	ing	-								
Lesourne, J Tillmann, K. Durkheim, E Ornstein, All 289), Bostor	. (1993.) J. (1994.) E. (1996.) an C Le n, Houghte	Obrazovanj Teorije škol Obrazovanj evine, Danie on Mifflin Ce	e i društvo, Za le, Zagreb, Ed ie i sociologija el U. (1981.) F ompany.	agreb, Edu uca. , Zagreb, Z Foundation	ca. Zavod za s s <i>of Educa</i>	sociologiju, ation (pogl.	, Soc 8, 9,	cietas. , 10., str.:	194		

Philosophy

Code	IFIS001 Course		II	ntroducti	on to the	Bible				
Department	Depa	rtment	of Prima	ry Teach	ner Educa	ation				
Study program	1		Clas	s Teache	r	Yea	r			
Instructor			mr.	sc. Mark	o Tomić, l	ecturer				
Institution		Catho	lic Facult	y of Theo	logy, Univ	versity of Za	igreb –			
Course status		Manda	atory	Flective f	rom modul		ctive			
		Plana		LICCUVCT						
ECTS student	workload coefficient					2				
Hours weekly		Lecture	Seminars	Practice	Lecture	s Seminars	Practice			
					1	1	-			
Course obiec	tives									
humanity. Through Christianity it became an important component of the Western culture. The Bible is mentioned in connection to the beginnings of literacy in most European, especially Slavic cultures. For Christians and Jews it is a sacred and inspired book. It was also a powerful source of inspiration to many artists. The course <i>Introduction to the Bible</i> wants to provide basic knowledge for a correct approach to Biblical texts and motifs which are, aside for religious purposes, encountered as topics and motifs in different arts. Course description The course is comprised of two thematic units. The first one deals with the following topics: what is the Bible? books of the Bible; the Semitic origin, characteristics and background of the Bible; role and meaning of oral tradition; chronology of origin of Biblical records; the origin of cannon, apocryphal records; the Qumran scripts; history of the people of Israel; inspiration within Biblical records; text of the Bible: languages, scripts and translations; interpreting the Bible: intention of the author, literary genres; the Bible in Croatia. The second section deals with the Biblical books included in the curriculum on different levels of schooling: the Book of Genesis, Exodus, Judges, Judith, Psalms, Job, Song of Solomon, selection from the Prophets, selection from the Gospel, the Book of Revelation. Special attention is given to popular Biblical motifs which are encountered in prominent works of art. Students of pre-school studies will be introduced to available children's Biblical literature in Croatian language (illustrated										
bibles, picture	books, etc.).									
Teaching me	thods: <u>Lectures, Sem</u>	inars and	d worksh	ops						
Regular attend work (reading	ance of lectures and pu and analysis of individu	ractice, as ial texts	s well as a)	ctive part	icipation in	anticipated	individual			
Examination	methods			Facav		Dract	ical			
written				Essay		Practi	Cal			
Individual project	Continuous asses	sment		Seminar						
Mandatow	ading									
W. 1. HARRING	W. J. HARRINGTON, Uvod u Bibliju, IV. izd., KS. Zagreb, 1995.: Th. SÖDING. Više od knijge.									
Razumjeti Bibl	<i>liju</i> , KS, Zagreb, 2001.;	C. TOMIC	C, Pristup L	Bibliji, Zag	reb, 1986.		,			
Recommende	ed reading									
D. i P. ALEXAN Enciklopedija I Uvod u Novi za	IDER (prir.), <i>Biblijski pri</i> Biblije, Zagreb, 2000.; \ avjet, Zagreb, 1990.; J.	i <i>ručnik. M</i> N. J. HAR B. PRITC	<i>ala enciklo</i> RINGTON, HARD, <i>Bib</i>	opedija, Za Uvod u S olijski atlas	agreb 1989 <i>tari</i> zavjet, 5, Zagreb,	9.; Grupa aut Zagreb, 199 1990.; A. RE	ora, 96.; Isti, BIĆ,			
Bibliiske starir	ne, Zagreb, 1983.: Knijo	ie i članci	uz pojedir	ne bibliisko	e kniiae					

Psychology

Code	IPSS011 Course Emotional intelligence of teachers												
Departme		De	partm	ent o	f Primar	y Teach	er Educa	tion					
nt Study progra	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~				Class	Taaahar			Voor		TTT		
Study progra					Class	reacher			rear		111		
Lecturer					doc.	dr. sc. V	ladimir Ta	ikšič					
Institution					Facul	ty of Phil	osophy, F	Rijeka	<u> </u>				
Course statu	IS		Ma	andato	ory	Elective f	rom modu	le	Elec	tive			
				winte	er semeste	r	Su	Summer semester					
ECTS studen coefficient	t workloa	ad							2				
Hours weekly	Ý		Lectu	ires	Seminars	Practice	Lecture	s Se	eminars	ars Practice			
							1		1 -		-		
Course obje	ectives									L			
construct of and managin emotional int	construct of intelligence. Special attention will be given to the role of acknowledging, expressing and managing one's own and other people's emotions, as the most important components of emotional intelligence. Course description												
Course des	Emotional intelligence is the latest term in the field of cognitive abilities. Firstly, the theoretical												
presented. T given to the results of en more pleasa latest insight	basis and the foundation of EI in recognized theories up-to-date will be introduced. Subsequently the problem of conceptualizing EI and connection to relevant concepts of personality traits will be presented. The largest part will be dedicated to practical implications of EI with special attention given to the role of EI in managerial positions. By means of practical examples we will observe the results of empirical research which demonstrate that EI has had significant influence in creating a more pleasant working environment and resolving conflict situations. It is planned to show the												
Teaching m	ethods	1		-					-				
<u>Lectur</u>	<u>es</u>	<u>Seminars</u> worksh	<u>s and</u> ops	F	Practice	Indiv	vidual project		Multimedia and Internet		dia met		
Distance le	arning	Office h	ours	La	boratory		Tutorial		Field	d wo	ork		
		-											
Student ob	igations	5											
Examinatio	n metho	ods	.1			Γοοργ			Dup of				
written		<u>Ura</u>	<u>11</u>			Essay			Practic	al			
Individual project	(Continuous a	ssessme	ent		<u>Seminar</u>							
Mandatory	reading												
Goleman, D. Goleman, D.	(1997.) (2000.)	Emocionalna Emocionalna	i intelige i inteliae	encija. encija	Mozaik kr u poslu. M	ıjıga, Zag ozaik knii	reb. ga, Zagrel	э.					
Recommen	ded read	ding					<u></u>						
Salovey, P. i implikacije, F	Sluyter, DUCA, Z	D. (1999). E Zagreb.	mocion	alni ra	zvoj i emo	cionalna	inteligenci	a: Peo	dagoške				
Code	IPSS0	IPSS001 Course Tradition of spontaneous children and youth culture											
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Departme Department of Primary Teacher Education													
Study progra			Class	Teacher			Year						
Lecturer		doc. dr. sc. Mirjana Duran, college professor											
Institution				Faculty of Teacher Education in Osijek									
Course state	JS		Ma	Mandatory Elective from module Elective									
				Winter semester Sum					nmer semester				
ECTS studer coefficient	nt worklo	ad		2									
Hours weekl	у		Lectu	ires	Seminars	Practice	Lectures	Se	eminars	Practice			
							1		1	-			
Course obj	ectives							- 1					
Getting fam	iliar with	spontan	eous childr	en ar	nd youth c	ulture an	d its role in	the	ir devel	opment.			
Investigating	g creatio	ns of spor	ntaneous ch	ildren	's culture	n Slavoni	a.						
Course des	cription								_				
Culture for	children	and chi	ldren's cul	ture.	Children	tradition.	Children fo	lk a	irt. Rea	ltionship			
between fol	k nation	al culture	and spont	aneou	is children	's culture	. Types of	child	ren's su	ibculture			
and its func	tion in cl	nildhood.	Autograph	aph books, traditional games, lexicons, diaries, graffiti, song-									
books etc. C	ross-cult	ural resea	arch. Cultiv	ation	of traditior	al childre	n and youth	genr	res.				
Teaching m	nethods	1		1		- T			•				
Lectur	res	<u>Semir</u> wor	<u>nars and</u> kshops	F	Practice	Indiv	vidual project		Multimedia and Internet				
Distance le	earning	<u>Offic</u>	<u>e hours</u>	<u>10urs</u> Lat			Tutorial		Field	d work			
Student ob	ligation	S											
Evaminatio	n moth	ode											
Written		Jus	Oral		1	Fssav			Practic	al			
Individua		Continuo		<u>41</u>		Somina							
project	1	Continuot	15 0556551116	issessment		<u>Seminar</u>							
p: 0j000													
Mandatory reading													
Duran, M. (2003). Tradicija spontane kulture djece i mladih: spomenar i dnevnik. Jastrebarsko:													
Naklada Slap.													
Duran, M. Irović, S.(1994). Ratni leksikon osječke djece. U: Šikić, N., Žužul, M., Fatorini,I. (ur.)													
Stradanje djece u domovinskom ratu. Jastrebarsko: Naklada Slap.													
Duran, M. (2003). Dijete i igra. Jastrebarsko: Naklada Slap.													
Recommended reading													
Ledić, J. (2000). Dnevnik Mladena Lokara: uvod u povijest djetinjstva. Rijeka: Filozofski fakultet u													
rijeci.													
Bronner, S. J. (1998). American Children's Folklore. Arkansas: August house/ Little Rock.													

Visual arts

Code I	LIS010 Course Children's creativity in visual arts										
Department Department of Primary Teacher Education											
Study program	Class Teacher					Year					
Lecturer			mr. sc. Davorka Brešan, doc. art.								
Institution				Fac	culty of 1	Feacher	Educatio	on in	Osijek		
Course status			Ма	indato	ory	ry Elective f		le	Elec	<u>Elective</u>	
			Winter semester			er	Summer semester				
ECTS student workload coefficient						2					
Hours weekly			Lectu	res	Seminars	Practice	Lecture	s S	Seminars	Practice	
							1		-	1	
Course objectiv	ves										
Through teacher course students should be qualified to observe and encourage development children's visual-art creativity. Being familiar and being competent with techniques of drawing ar painting, graphical and morphological visual-art techniques. Being competent to perform visual-a activities with school and preschool children.									oment of wing and visual-art		
Course descrip	tion										
Development of art creativity. Vi visual-art work.	childr sual-a Interi	en's visual-a art technique or design. V	art uttera es. Kitsc 'isual-art	ance h mo : work	and creati del. Prese shops and	vity. The ntation of d play-roo	ways of inf pre-schoo m.	luenc I and	ing child school c	's visual- hildren's	
Teaching methods											
<u>Lectures</u>		Seminars	s and ops	<u>P</u>	ractice	Indi	vidual proj	ect	Mult and I	imedia internet	
Distance learni	ng	Office ho	ours Lab		boratory		Tutorial		Field	d work	
						•			•		
Student obliga	tions										
Student is obliga exercises (10). exam.	ated t Succe	o actively passfully write	articipate e one pi	e in a robler	n analysis	f classes f s of child	to fulfil ass s visual-ar	t wo	ents of v rk. Pass	isual-art the oral	
Examination m	etho	ds			-						
Written		<u>Ora</u>	<u>1</u>			Essay			<u>Praction</u>	<u>cal</u>	
Individual project	ssessme	nt	Seminar								
Mandatory reading											
Damjanov, J., Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga, 2003. Jakubin, M., Osnove likovnog jezika i likovne tehnike. Zagreb: Školska knjiga, 2000. Zavod za prosvjetno-pedagošku službu, Likovna kultura. Zagreb: 1985.											
Recommended	read	ling	,			<u> </u>					
Supek, R., Dijete i kreativnost. Zagreb: Globus, 1987. Vivas, E., Creation and Discovery. Chicago: Gateway, 1955.											
		1	<u> </u>								

Code	ILIS0:	11	Course	Protection and communication of visual arts heritage in primary schools and kindergartens								
Department	tment Department of Primary Teacher Education											
Study program				Class Teacher Year								
Lecturer						mr. sc.	Davorka	Brešan, d	loc. a	irt.		
Institution					Fa	culty of 1	「eacher	Educatio	n in	Osijek		
Course status				Ma	andat	ory	ry Elective f		from module		Elective	
					Wint	er semeste	r semester		Summer semester		er	
ECTS student v coefficient	workloa	d						2				
Hours weekly				Lectu	res	Seminars	Practice	Lecture	s S	eminars	Practice	
								1		-	1	
Course object	tives											
Raise students' awareness of the need to protect visual arts heritage in the sense of protection and communication as basic museum-function. Raise students' awareness of the values of children's visual arts work, prevention of damage, making art collections, communication and modern communication technologies.									tion and hildren's modern			
Course descri	Iption						C 11 - 1	1				
documentation and presentatio	ual arts 1. Comn on of ch	s wo nun <u>nildr</u>	ork as ication (en's visi	Arhibits and criteria of their evaluation. Proposals for making of children's art work in schools and kindergartens. Preservation al art work. Traditional communication. Virtual galleries.								
Teaching met	thods				-							
Lectures Seminars				s and ops	P	<u>Practice</u>	<u>Indiv</u>	<u>idual pro</u>	<u>ject</u>	Mult and I	imedia Internet	
Distance learning Office h			ours Lat		boratory		Tutorial		Field work			
Student oblig	ations											
Students activ	ely par seminar	ticip bai	bate in t per, coll	he teac: ection of	hing [:] child	process, a ren's work	ttend lect s. oral exa	ures and p am.	oracti	cal exer	cises, do	
Examination	metho	ds										
Written			<u>Ora</u>	<u>1</u>			Essay			Practio	<u>cal</u>	
Individual Continuous a project				ssessme	ent	Seminar						
Mandatory reading												
Vujić, Ž., Izložba u školi ili (I) škola na izložbi. Rijeka: Proljetna škola školskih knjižničara, 1998. Marojević, I., Škole i kulturna baština. Rijeka: Proljetna škola knjižničara, 1998. Lazlo, Ž., Preventivna zaštita. Zagreb: Muzejski dokumentacijski centar, 2001.												
Recommende	Recommended reading											
Vijesti muzealaca i konzervatora, Zagreb: 2-3, vol. 18. 1988.												

Code	ILIS	IS001 Course Puppet making											
Department Department of Primary Teacher Education													
Study program				School Teacher									
Instructor				Mira Perić Kraljik, lecturer									
Institution		HNK, Osijek											
Course status				Manda	atory	Elective f	rom modu	le	Elec	<u>tive</u>			
ECTS student workload coefficient							2						
Hours weekly				Lecture s	Seminars	Practice	Lecture	s S	Seminars	Practice			
							1		1	-			
Course objec	tives												
Acquiring basi	c knowl	edge or	n creatin	g and ani	mating pu	ppets. De	velopment	of cr	reative al	oilities in			
theatrical expr	ession t	hrough	puppetr	y. Applica	ation of pu	ppets in e	ducational	proce	ess.				
Course descr		at and a	ombinat	ion of nur	note cach	ing pupp	te Animat	ion o	fabiaata	and			
different materials, non-verbal expression, relationship building. Story without words told th objects. Animation of body parts (hand, feet, legs) in an expressive mode, i.e. by means of for								hrough bur basic					
Teaching me	thods	Juaneoe	, angen										
Lectures	<u>s</u>	Semi	inars an	d <u>Practice</u> <u>Indiv</u>			vidual pro	ject	Mult	Multimedia			
		wo	rkshops						and I	nternet			
Distance lear	rning	Offic	ce hours	<u>s</u> Laboratory			lutorial		Field	<u>l work</u>			
Student oblig	<u>jations</u>	atudaa	with one	atad au	moto and		abiaata		maniad	hu non			
verhal speech	or tale	etudes	with the	eated pup	opers and	annated	objects,	accoi	npanieu	by non-			
Examination	metho	ds											
Written			<u>Oral</u>		Essay				Practical				
Individual pr	roject	Contin	uous ass	sessment Seminar			-						
Mandatory re	eading												
Z. Ladika, S. Cećuk, Đ. Dević: Dramske igre, Zagreb 1983. Verica Coffou: Lutka u školi, Školska knjiga Zagreb, 2004. Z. Ladika: Dijete i scenska umjetnost, Školska knjiga Zagreb, 1970. V. Pokrivka: Dijete i scenska lutka, Školska knjiga Zagreb 1978.													
Recommended reading													
V. Švacov: Temelji dramaturgije Umjetnost i dijete br. 1/3 Zagreb, 1984,; Luko Paljetak: Razgovor sa Sergejem V Obrascovim R. Lazić, Estetika lutkarstva, Beograd, 2002.													

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

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

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

Prof. dr. sc. Vladimir Andrilović, full professor

Institution: Teacher Training College in Zagreb e-mail address: <u>andrilovic.vladimir@uazg.hr</u>; web page: <u>www.uazg.hr</u>

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

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

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

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

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

- Andrilović, V. (2001). Jedno ispitivanje dinamičnosti-statičnosti dugoročnog pamćenja u mlađoj odrasloj dobi. Uspješna škola. HPKZ. Zagreb – Križevci.
- Andrilović, V. (2001). Samostalno učenje. Jastrebarsko: Naklada Slap.

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

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

Prof. dr. sc. Nada Babić, full professor

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>nada.babic@vusos.hr</u>; web page: <u>www.vusos.hr</u>

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

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

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

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

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

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

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

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

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

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

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

Babić, N., Irović, S. (2001), Adult-Child Interaction and Child Autonomy, in: E. Giedraitiene, A. Hansen, et al. (Eds.), *Realising Educational problems* (pp. 61-68). Klaipeda: Klaipeda University. Babić, N., Irović, S. (2003). Education of pre-school teachers. in: A. Juodaityte, F. Ivanauskiene et al. (Eds.), *Teacher education in the 21st century: Changes and perspectives* (pp. 10-16). Šiauliu: Šiauliu Universitetas.

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

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

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

Prof. dr. sc. Ivan Balta, associate professor

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>ivan.balta@os.htnet.hr</u>; web page: <u>http://www.vusos.hr</u>

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

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

Iz prošlosti Grada na vodi, Gračanica, 2003.

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

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

Doc. dr. sc. Mirta Benšić

Institution: Department of Mathematics, Osijek e-mail address: <u>mirta@mathos.hr</u>; web page: <u>www.mathos.hr</u>

Mirta Benšić was born in Djakovo, in 1961. **Education**:

- 1997 PhD degree from the Department of Mathematics, University of Zagreb
- 1990 MSc degree from the Department of Mathematics, University of Zagreb
- 1985 BSc degree in Mathematics and Physics from the Faculty of Education in Osijek **Employment and duties:**
 - Since 2000 Department of Mathematics, University of Osijek; assistant professor, deputy head of the Department, head of the scientific section of the Mathematical Colloquium
 - 1997 member of the Programme Committee of the internationally recognised journal "Mathematical Communications"
 - 1998 2003- Faculty of Economics in Osijek, assistant professor at the Department of Quantitative Methods and Computer Science
 - 1986 -1998 Faculty of Economics in Osijek, assistant at the Department of Mathematics and Statistics
 - 1985 -1986 'Anka Butorac' Primary School in Osijek, mathematics and physics teacher
 - In 1985 Secondary School for Trade and Commerce in Osijek, mathematics and physics teacher

Professional improvement and advanced training:

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

Memberships:

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

Other relevant information:

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

Research interest:

Her research interests include mathematical statistics as well as application of mathematical models in various branches of science, which is exemplified by the list of published scientific papers. Dr. Benšić was appointed assistant professor in 2003.

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

Doc. dr.sc. Edita Borić, assistant professor

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>eboric@ffos.hr</u>; web page: <u>www.vusos.hr</u>

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

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

Mr. sc. Davorka Brešan, assistant professor

Institution: Institute of Education, Republic of Croatia, Zagreb e-mail address: <u>davorka.bresan@mips.hr</u>; web page: <u>www.mzos.hr</u>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lara Cakić, lecturer

Institution: Centre for Pre-school Education, Osijek e-mail address: ; web page:

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

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

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

As a research worker at the Teacher Training College within the University of J.J. Strossmayer, Osijek she teaches seminars in Developmental Psychology as part of pre-school education programme. She also runs a Developmental Psychology module which is part of the dislocated course in Vukovar. She was given the title of lecturer in 2004.

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

Dr. sc. Mirjana Duran, college professor

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>mirjana.duran@vusos.hr</u>, <u>mirjana.duran@os.hinet.hr</u>; web page: <u>www.vusos.hr</u>

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

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

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

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

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

- Duran M. (2003). *Tradicija spontane kulture djece i mladih. Spomenar i dnevnik.* Jastrebarsko: Naklada Slap.
- Duran, M., Spomenar tradicijski žanr spontane kulture djece i mladih, Društvena istraživanja, 2004 No. 3. UDK: 394-053.2/6(497.5)(091)"18/19" 316.723-053.2/.6 (497.5)(091)*18/19
- Duran, M., (2004) *Može li simbolička igra biti pokazatelj razvojnih preteča metakognicije*. Suvremena psihologija No.2, 2004
- Duran, M., *Traditionelle Spiele in verschiedenen Kulturen* (Traditional play in different cultures.) World Play Conference, University Erfurt 2001, CD-ROM

Gordana Ercegovac-Jagnjić, lecturer

Institution: Department of Mathematics

e-mail address: ; web page: <u>www.vusos.hr</u>

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

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

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

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

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

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

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

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

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

She is a member of the Croatian Association for Musicology.

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

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

- Ercegovac-Jagnjić, G., Djetinjstvo uz glazbu, Zbornik radova sa znanstvenog i stručnog skupa s međunarodnim sudjelovanjem Dijete i djetinjstvo - teorija i praksa predškolskoga odgoja, Osijek, October 2003, pp. 78-88
- Ercegovac-Jagnjić, G., Rončević, S., Važnost kontinuiranosti nastave glazbene kulture u osnovnim i srednjim školama sa studijima razredne nastave i predškolskoga odgoja, Zbornik radova sa znanstveno-stručnog skupa Dijete, odgojitelj i učitelj, Zadar-Preko, May 2004, pp. 279-290
- Ercegovac-Jagnjić, G., Glazbeno obrazovanje učitelja kao bitni čimbenik predstojeće reforme školstva, Zbornik radova Stručnog odjela za izobrazbu učitelja i odgojitelja predškolske djece (Ed. R. Bacalja), Zadar, 2004, pp. 152-161
- Šenk, L., Ercegovac-Jagnjić, G., Poteškoće u nastavi sviranja na učiteljskom studiju, Život i škola, No. 12, Osijek, 2004, pp. 116-124

Dr. sc. Mario Essert, associate professor

Institution: Faculty of Mechanical Engineering and Naval Architecture, Zagreb e-mail address: <u>messert@fsb.hr</u>; web page: <u>www.fsb.hr</u>

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

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

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

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

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

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

Dr. Essert was appointed professor in 2001.

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

Ćepulić, V.; Essert, M., *Biplanes (56,11,2) with Automorphism Group Z2 x Z2 Fixing Some Point*, Journal of Combinatorial Theory, Series A, Vol. 48, No. 2, (1988), 239-246.

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

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

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

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

Ivanka Ferčec, lecturer

Institution: Faculty of Electrical Engineering in Osijek e-mail address: <u>ivanka.fercec@etfos.hr;</u> web page: <u>www.etfos.hr</u>

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

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

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

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

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

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

Course package:

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

Articles:

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

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

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

Vera Filipović, senior lecturer

Institution: Faculty of Teacher Education in Osijek e-mail: <u>vera.filipovic@vusos.hr</u>; web page: <u>www.vusos.hr</u>

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

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

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

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

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

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

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

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

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

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

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

Rastovski , D., Kraljević,Z., Filipović,V.: Interes studenata Pedagoškog fakulteta u Osijeku za

nastavu TZK ,Zbornik radova 11, Ljetne škole kineziologa RH Rovinj, 2002.

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

Filipović V.,Kraljević,Z.:Plivanje u učiteljskom / odgajateljskom studiju, Zbornik sažetaka, Znanstveno – stručni skup Treći dani Mate Demarina VUŠ, Petrinja2002.

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

Ksenija Gal, lecturer

Institution: I. Grammar School, Osijek e-mail address: ksenija.gal@vusos.hr; web page: www.vusos.hr

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

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

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

Publications:

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

Mr. sc. Branko Hrpka, lecturer

Institution: Narodna tehnika, Osijek

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

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

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

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

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

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

Appointment pending.

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

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

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

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

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

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

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

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>stanislava.irovic@vusos.hr</u>, <u>nasta_bi@yahoo.com</u>; web page: <u>www.vusos.hr</u>

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

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

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

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

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

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

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

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

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

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

- Babić, N., Irović, S. (2000), *Strategije interaktivnoga učenja u izobrazbi studenata budućih odgojitelja, učitelja,* in: Mednarodni znanstveni posvet Didaktični in metodični vidiki nadaljnega razvoja izobraževanja, Knjiga referatov, (Eds. Kramar, M., Duh, M.), Univerza v Mariboru, Pedagoška fakulteta, Maribor, Slovenija, pp. 270 275
- Babić, N., Irović, S. (2000) The Value System and Parental Behaviour in Interaction with Children, in: Social Educational Changes in Pre-school Education, Scientific publications dedicated to 150th anniversary of kindergarten in Lithuania and 100th anniversary of Lithuanian kindergarten, (Ed. Juodaityte, A.), Klaipedos Universitetas, Klaipeda, Lithuania, pp. 86–91
- Babić, N., Irović, S. (2001) *Educational and cultural identity*, in: Elementy techniki i sztuki w edukacji regionalnej dzieci w wieku predszkolnym i wczesnoszkolnym (Ed. Kraszewski, K.), Wydawnictwo Oświatowe FOSZE, Rseszów Kraków
- Babić, N. Irović, S. (2001) Učenje i poučavanje u predškolskim programima u svjetlu konstruktivizma, Napredak, 142 (1), 39-50
- Babić, N., Irović, S. (2003) Suvremene informacijske tehnologije i edukacija, Informatologija, 2003, 36, 1:8-14

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

Doc. dr. sc. Antoaneta Klobučar

Institution: Faculty of Economics, Osijek e-mail address: <u>aneta@efos.hr</u>; web page: <u>www.efos.hr</u>

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

Education:

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

Languages: Croatian and German - active, English - passive

Professional activities:

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

Professional improvement and advanced training:

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

Main research fields: Graph theory

In 2004 Dr. Klobučar was reappointed assistant professor.

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

- 2005. A. Klobucar, On the k-dominating number of Cartesian products of two paths, Mathematica Slovaca, Vol 99 (to be apper)
- 2004. A. Klobucar, Total domination numbers of Cartesian products, Mathematical Communications, Vol.9. (2004), No.1.

2004. A. Klobucar, Some results about independent sets and independent dominating sets on the strong product of graphs and its applications, KOI 2004.

2003. A. Klobucar, K-dominating sets of the Cartesian product of two paths in K.Soric, T.Hunjak, R.Scitovski: Proceedings of the 9th International Conference on Operational Research - KOI 2002, Trogir, Osijek, 2003, 111-119

2001. A. Klobucar, K-dominating sets of P(2k+2)xPn and PmxPn, Ars Combinatoria, 58(2001), 279-288

2000. A.Klobucar, N.Seifter, K-dominating sets of cardinal products of paths, Ars Combinatoria, 55 (2000), 33-41

Doc. dr. sc. Zdenka Kolar-Begović

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>zdenka.kolar@vusos.hr</u>, <u>zkolar@mathos.hr</u>; web page: <u>www.vusos.hr</u>

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

She completed her primary and secondary school education in Vinkovci.

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

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

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

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

Dr. Kolar Begović has participated in 4 international conferences.

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

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

- V. Volenec and Z. Kolar-Begović, Affine-regular pentagons in GS-quasigroups, Quasigroups and related systems **12** (2004), 103-112.
- *Z. Kolar-Begović, V. Volenec, DGS-trapezoids in GS-quasigroups*, Mathematical Communications **8** (2003), 215-218.
- Pavleković Margita; Kolar-BegovićZdenka, Teachers contribution to the modernization of teaching mathematics, II Proceeding of the International Scientific colloquium on Contemporary teaching in Osijek /2002/Peko A.(ur). Osijek:PF, Osijek, 2005. 120-131.
- V. Volenec, Z.Kolar, GS-trapezoids in GS-quasigroups, Mathematical Communications 7 (2002) No.2, 143-158.
- Z. Kolar, Heap--ternary algebraic structure, Mathematical Communications 5 (2000) No.2, 87--95.

Mr. sc. Nada Lagumdžija, college professor

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>nada.lagumdzija@vusos.hr</u>; web page: <u>www.vusos.hr</u>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lana Mayer, assistant

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>lana.mayer@vusos.hr</u>; web page: <u>www.vusos.hr</u>

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

Mr. sc. Vesnica Mlinarević, lecturer

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>vesnica.mlinarevic@vusos.hr</u>; web page: <u>www.vusos.hr</u>

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

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

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

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

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

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

- Mlinarević, V. (1999). Pretpostavke kvalitetnog sustava predškolskog odgoja. In: Babić N. (Ed.). Zbornik radova stručnog i znanstvenog skupa, Kvalitetno djelovati – dobro se osjećati (pp. 31-36), Centar za predškolski odgoj Osijek and Visoka učiteljska škola u Osijeku.
- Mlinarević, V. (2000). Igra učenje u socijalnim interakcijama. In: Zbornik radova, Učiti zajedno s djecom učiti (pp. 97-101), Dječji vrtić Čakovec i Visoka učiteljska škola Čakovec, Čakovec
- Mlinarević, V. (2000). Kompetencija odgojitelja i autonomija djeteta. U: Zbornik radova sa znanstvenog kolokvija s međunarodnim sudjelovanjem Interakcija odrasli – dijete i autonomija djeteta (pp.143-150), Sveučilište J. J. Strossmayera u Osijeku, Visoka učiteljska škola u Osijeku, Sveučilište u Rijeci Visoka učiteljska škola u Rijeci.
- Mlinarević, V. (2002). Učitelj i odrednice uspješnog poučavanja, Časopis za teoriju i praksu odgoja i obrazovanja (pp.140-147), Život i škola, No.7/2002, Sveučilište J.J.Strossmayera u Osijeku, Pedagoški fakultet and Visoka učiteljska škola.
- Mlinarević, V., Peko, A. Vujnović, M., (2003). Suradničkim učenjem prema zajednici učenja, Zbornik radova Sabora pedagoga Hrvatske, Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva, Hrvatski pedagoško-književni zbor, Zagreb.

Dr. sc. Željka Nemet, senior assistant

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>znemet@vusos.hr</u>, web page: <u>www.vusos.hr</u>

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

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

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

Publications:

19. znanstveni skup **HDPL-a** s međunarodnim sudjelovanjem – JEZIK_I_MEDIJI@Jedan_jezik_:_više_svjetova *Strah od javnog nastupa i improvizacijski teatar*. Knjižica sažetaka, 33. Urednica: Jagoda Granić. Zagreb: Nacionalna i sveučilišna knjižnica, 2005.

Doc. dr. sc. Margita Pavleković, college professor

Institution: Faculty of Teacher Education in Osijek

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

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

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

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

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

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

Since 1981 Dr. Pavleković has conducted exercises and/or lectures in the following courses:

Mathematics Teaching Methodology I,II; Mathematics and Computer Science Teaching Methodology I,II;

Linear Algebra I,II; Vector Spaces I,II, III; Elementary Mathematics I,II;

Geometry Models; Calculus I,II; Methodology of Teaching Mathematics at Elementary Stages I,II.

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

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

Projects

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

Researcher in the scientific project 122003 Pedagogical help to displaced and returnee children (principal investigator Dr.

Andelka Peko, assistant professor, Faculty of Education in Osijek) in the part pertaining to mathematics.

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

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

Principal investigator of the scientific project 122020 Mathematics teaching methodology.

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

Membership in scientific (or other) institutions

Member of the Croatian Mathematical Society.

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

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

Since 1996 a member of the Mathematical Association of America.

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

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

Appointments by the Ministry of Science and Technology

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

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

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

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

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

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

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

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

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

Doc. dr. sc. Anđelka Peko, assistant professor

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>apeko@ffos.hr</u> ; web page: <u>www.vusos.hr</u>

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

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

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

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

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

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

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

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

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

- Peko, A., Pintarić, A. (1999), *Uvod u didaktiku hrvatskoga jezika*. Sveučilište Josipa Jurja Strossmayera u Osijeku, Pedagoški fakultet, Osijek
- Peko, A. (1999), *Obrazovanje*, in: Osnove suvremene pedagogije, (Eds.: Mijatović, A., Vrgoč, H., Peko, A., Mrkonjić, A., Ledić, J.), Hrvatski pedagoško-književni zbor, Zagreb, pp. 203-223
- Peko, A. (1998), *Praćenje i mjerenje nastavnikove uloge u nastavi put k promjeni nastavne komunikacije.* in: Vrjednovanje obazovanja, Osijek, 12-13 December 1996, Zbornik radova s međunarodnoga znanstvenoga skupa (Eds.: Peko, A., Vodopija, I.), Sveučilište J. J. Strossmayera u Osijeku, Pedagoški fakultet, Osijek, pp. 12.-23
- Borić, E., Peko, A. (1998), Poticanje i praćenje djelatnog odnosa prema okolišu. in: Vrjednovanje obrazovanja, Osijek, 12-13 December 1996, Zbornik radova s međunarodnoga znanstvenoga skupa (Eds.: Peko, A., Vodopija), I. Sveučilište J. J. Strossmayera u Osijeku, Pedagoški fakultet, Osijek, pp. 220-230
- Haussner, S., Peko, A. (2000), *Poticanje autonomije učenika kroz rad na projektima*. in: Međunarodni znanstveni posvet Didaktični in metodični vidiki nadaljnega razvoja izobražavanja, Maribor, 25-26 November 1999, Knjiga referatov (Eds.: Kramar, M., Duh, M.), Univerza v Mariboru, Pedagoška fakulteta, Maribor, Slovenija, pp. 145-152

Prof. dr. sc. Ana Pintarić, full professor

Institution: Faculty of Philosophy, Osijek e-mail address: <u>apintar@ffos.hr</u>; web stranica: <u>www.ffos.hr</u>

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

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

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

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

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

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

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

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

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

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

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

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

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

BOOKS:

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

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

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

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

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

Mr. sc. Željko Popović, college professor

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>popovic@vusos.hr</u>, <u>popovic@ffos.hr</u>; web page: <u>www.vusos.hr/~popovic</u>

Education and degrees

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

Ranks

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

Employment, courses

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

1995 works at both institutions, at the end of 2000 at the Teacher Training College teaching the following courses: Nature and science, Field work, Ecology and hygiene, Methodology of science and society – practical work.

New courses

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

Projects

1984-1989 "Biological and ecological investigations of "Kopački rit" – phytoplankton research and lower plants research of the Nature Reserve "Kopački rit" and Slavonia and Baranja region,

1996 "Teaching for Environment" – biological waste treatment,

1997-1998 "Revitalisation of Stara Drava" – phytoplankton ecology,

From 1998 "Leaves anatomy of damaged trees of the abies (*Abies alba* Mill.) " – leaf anatomy of the damaged abies trees in the Risnjak National Park in the comparison to air pollution.

Study abroad

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

Publications and activities

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

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

Mirna Radišić, senior lecturer

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>mradisic@vusos.hr</u>, <u>mradisic@ffos.hr</u>; web page: <u>www.vusos.hr/</u>

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

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

Dražen Rastovski, lecturer

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>drastovski@vusos.hr</u>, web page: <u>www.vusos.hr/</u>

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

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

Mr. sc. Vladimir Redžep, lecturer

Institution: HEP, Osijek e-mail address: <u>Vladimir.Redžep@hep.hr</u>, web page: <u>www.hep.hr</u>

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

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

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

Vladimir Redžep is a part-time staff member. Appointment pending.

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

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

Definiranje optimalnog proizvodnog programa mesne industrije, Ekonomski Vjesnik 2/1989. Optimalni proizvodni program za mesne industrije, Zavod za ekonomska istr, Osijek, 1989. Metoda analitičkog procjenjivanja nivoa organizacije po procesnim funkcijama, ZEI Osijek, 1986. Prikupljanje i obrada podataka u medicinsko sociološkim istraživanjima, Privreda, 31/1987.

Mr. sc. Tomislav Rudec, lecturer

Institution: Faculty of Teacher Education in Osijek e-mail address: tomo@ffos.hr, web page: www.vusos.hr/

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

Appointment pending.

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

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

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

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

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>drazenka.simosic@vusos.hr</u>, web page: <u>www.vusos.hr/</u>

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

Mr. sc. Mara Šumanović, senior lecturer

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>msumanovic@vusos.hr</u>, web page: <u>www.vusos.hr</u>

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

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

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

Mr. sc. Gordana Todorović, senior lecturer

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>gtodorovic@ffos.hr</u>; web page: <u>www.vusos.hr</u>

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

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

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

Damir Tomić, lecturer Institution: I. Grammar School, Osijek e-mail address: dammir@email.htnet.hr; web page: www.vusos.hr

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

From 1995 to 2004 Damir Tomić conducted courses in computer science for gifted primary and secondary school pupils. He headed the Winter School of Computer Science for two years (workshops in multimedia and film). For a longer period of time he was engaged in the Committee for competitions in programming for primary and secondary school pupils of both the city of Osijek and the County. In 2003 he received a Slavonia and Baranya County award in the field of technical education for successful work with young people and outstanding results as an author. His interests include photography and film, to which he relates computer science through digital processing of video films. So far he has shot about thirty short films of various genres, some of which were included in film festivals in Croatia and abroad and received many awards.

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

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

Appointment pending.

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

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

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

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

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

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

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

Doc. dr. sc. Irena Vodopija, assistant professor

Institution: Faculty of Teacher Education in Osijek e-mail address: <u>ivodopija@vusos.hr</u>, web page: <u>www.vusos.hr</u>

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

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

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

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

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

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

Member of Matica hrvatska, Croatian Language Department of the Osijek branch of MH. President of the Croatian Literary Society in Osijek.

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

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

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

- Vodopija, I. (2003.) *Biti učitelj hrvatskoga ne samo na satu hrvatskoga*. U Dijete i jezik danas-učitelj hrvatskoga jezika i učitelj stranoga jezika za učenike mlađe školske dobi, Zbornik radova s međunarodnoga stručnoga i znanstvenoga skupa. Vodopija, I.(ur.). Osijek: Visoka učiteljska škola u Osijeku, str. 13-18.
- Vodopija, I. (2004.) Čitateljske navike, interesi i svjetonazor mladih. U Bognar,L., Hugo, M., Jerkelund,C., Munjiza, E., Peko, A., Vodopija I., Problemi mladih Slavonije i Baranje. Osijek: Filozofski fakultet i Visoka učiteljska škola u Osijeku, str. 111.-119.

Gertraud Zaneletti, college professor

Institution: Pädagogische Äkademie in Graz e-mail address: <u>zaneletti@utanet.at</u>, web page: <u>www.pa.asn-graz.ac.at</u>

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

Ivana Živić, lecturer

Institution: OŠ «Grigor Vitez», Osijek e-mail address: <u>zivic_i@yahoo.co.uk</u>; web page:

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

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

Željka Živković, lecturer

Institution: OŠ "Svete Ane", Osijek e-mail address: ; web page:

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

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

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

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

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

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

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

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

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

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

X. INSTITUTION'S PERMISSIONS FOR PART-TIME EMPLOYMENT

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

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

ODLUKU

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

lov, izv. profesor

Dostaviti:

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

OŠ «Dobriša Csarić» Neretvanska 10 31000 Osijek

VISOKA UČITELJSKA ŠKOLA Osijek

SUGLASNOST ZA DOPUNSKI RAD

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

U Osijeku, 21. listopad 2004.

Ravnatelj škole: ndrija Vučković, prof. Queasus

CENTAR ZA PREDŠKOLSKI ODGOJ O S I J E K Broj: sl/o4. Osijek, 5.11.2004.

VISOKA UČITELJSKA ŠKOLA O S I J E K

Suglasnost.-

Ova Ustanova daje s u g l a s n o s t gospodici LARI CAKIĆ, dipl. psiholog, da obavlja dopunski rad na Visokoj učiteljskoj školi u Osijeku u akademskoj 2004/05.godini.

RAVNATELJICA Marijana Bučanac, prof. ane Encamec

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

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VISOKA UČITELJSKA ŠKOLA

31000 OSIJEK L.Jagera 9

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

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

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

S poštovanjem,

Marija Baris

Osnovna škola Franje Krežme Školska 3. Osijek

Klasa: 602-02/04-05-01

Urbroj: 2158-11/04-158

IZJAVA

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

S poštovanjem,



Ravnateli

U Osijeku: 11. 10. 2004.

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

O D L U K U o odobravanju dopunskog rada

I.

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

II.

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

III.

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

KULTURE OSVECTO Pr∉dsjednik: (EHNICKE) an Baéani. dpl. ing. OSUEK OSUEK STILLAS

CENTAR ZA MIR NENASILJE I LJUDSKA PRAVA

OSIJE

misi

Izgradnja društva temeljenog na kulturi mira

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

Osijek, 21. listopada 2004.

SUGLASNOST

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

Izvršna direktorica Branka Kaselj





Kisse: 900-01/04-01/37 Ur. broj: 2158-19-01-04-37 Osilet. 09.09.2004.

Visoka učiteljska škola L. Jaegera 9 31000 OSLJEK

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

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

S poštovanjem,

16

-



DEKAN

Prof.dr.sc. Ivan Ferenčak

HRVATSKO NARODNO KAZALIŠTE U OSIJEKU

Cijenjeni intendante,

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

Zahvaljujem Vam! Mira Perić Kraljik luine Penic Kro

U Osijek, 13. listopad 2004. godine.

OBRINASE PAD. MA VISUAD VOITENSUUD EURI JUAL: MILL PERIC- KRAUNU UD SMANTE HMU-4 OSIJERU.

13.10. 2004 g. MENDANT.



Broj: 5-2004/2005.

SVEUČILIŠTE J. J. STROSSMAYERA U OSIJEKU FILOZOFSKI FAKULTET

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

Osijek, 15. rujna 2004.

SUGLASNOST

za rad u izvanjskoj suradnji

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



Prodekanica L. Holenni Prof. dr. sc. Ljiljana Kolenić CENTAR ZA PREDŠKOLSKI ODGOJ O S I J E K Broj: s1/05. Osijek, 23.03.2005.godine

VISOKA UČITELJSKA ŠKOLA

Suglasnost .--

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

NATELJICA Bučanac, prof.

I. GIMNAZIJA ŽUPANIJSKA 4

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

VISOKA UČITELJSKA ŠKOLA OSIJEK

PREDMET: SUGLASNOST

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

Ravnatelj I gimnazije (ugomir Kudu GIM. OSUER

OSNOVNA ŠKOLA « GRIGOR VITEZ « OSIJEK

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

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

Predmet : Suglasnost

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

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

S poštovanjem,



OSNOVNA ŠKOLA SVETE ANE U OSIJEKU <u>31000 OSIJEK</u> Ul. Svete Ane 2

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

Suglasnost

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

S poštovanjem,



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

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

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