 PROPOSAL FOR THE DOCTORAL STUDY PROGRAMME

Postgraduate university (doctoral) studies

**EDUCATIONAL SCIENCES AND PERSPECTIVES OF EDUCATION**

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1. INTRODUCTION
   1. General information on the higher education institution and the proposed study programme

|  |  |
| --- | --- |
| Name of higher education institution: | Josip Juraj Strossmayer University of Osijek  FACULTY OF EDUCATION  OIB (PIN) 28082679513  IN 1404881 |
| Address: | Ulica cara Hadrijana 10  31000 Osijek |
| Phone: | 031 321 - 700 |
| Fax: | 031 321 - 899 |
| Web Address: | [helpdesk@foozos.hr](mailto:helpdesk@foozos.hr) |
| Website: | [http://www.foozos.hr](http://www.foozos.hr/) |

|  |  |
| --- | --- |
| Name of the study programme | **EDUCATIONAL SCIENCES AND PERSPECTIVES OF EDUCATION** |
| Institution providing the programme | Josip Juraj Strossmayer University of Osijek  FACULTY OF EDUCATION |
| Type of the study programme | Postgraduate interdisciplinary doctoral and specialist studies |
| Level of the study programme | Level 3 - postgraduate university (doctoral) study |
| The academic title received on completion of the study programme | Doctor of Science in the interdisciplinary field of science (8.0), the field of educational sciences (8.05)  (PhD) |

* 1. Document on the initiation of the new study programme

The Proposal for postgraduate university doctoral study in the scientific field of interdisciplinary sciences was created in accordance with the Act on Scientific Activity and Higher Education and its amendments (OG 123/03, 154/04, 174/04, 02/07, 46/07). , 45/09, 63/11, 94/13, 139/13, 101/14, 60/15, 131/17), the Strategy of Education, Science and Technology (MSES, 2014) and:

1. The Quality Assurance in Science and Higher Education Act (OG 45/09),
2. Ordinance on the content of the licence and the conditions for issuing a licence for performing higher education activities, conducting a study programme and re-accreditation of higher education institutions (OG 24/10),
3. Guidelines for writing study programme proposals of the Agency for Science and Higher Education dated 22 December 2010

|  |  |
| --- | --- |
| Approval document | Decision of the Faculty Council of the Faculty of Education (CLASS: 003-06 / 19-01 / 3, REGISTRATION NUMBER: 2158-63-01-19-3 of 6 May 2019. |

* 1. Teachers involved in the preparation of the Proposal

|  |  |
| --- | --- |
| Author of the Proposal and the Head of the doctoral study programme | Emina Berbić Kolar, Associate Professor, PhD, at the Faculty of Education, the field of Humanities, scientific field of Philology |
| Teachers involved in the compiling of the study programme | 1. Anđelka Peko, Full Professor, PhD, at the Faculty of Education, the field of Social Sciences, scientific field of Pedagogy 2. Irella Bogut, Full Professor, PhD, at the Faculty of Education, interdisciplinary field of science, elective scientific fields 1.05 Biology and 5.07 Pedagogy 3. Edita Borić, Full professor, PhD, at the Faculty of Education, Social sciences, scientific field of Pedagogy 4. Zdenka Kolar-Begović, Full Professor, PhD, at the Faculty of Education, the field of Natural Sciences, scientific field of Mathematics 5. Damir Matanović, Full Professor, PhD, at the Faculty of Education in Osijek, the field of Humanities, scientific field History 6. Vesnica Mlinarević, Full Professor, PhD, at the Faculty of Education, the field of Social Sciences, scientific field of Pedagogy |

1. INSTITUTIONAL PRECONDITIONS
   1. Analysis of the comparability of the proposed study programme with the quality of related accredited programmes in the Republic of Croatia and the countries of the European Union

The comparability of the proposed programme with similar accredited programmes in the Republic of Croatia and the countries of the European Union is described in point 3.21.

* 1. Faculty of Education Strategic Plan

In the Faculty of Education's strategic plan for the period 2017 - 2021, the initiation of postgraduate university (doctoral) studies occupies an important place in the development activities of the Faculty. The Faculty of Education sees the support of these efforts in other strategic documents of the Republic of Croatia ([Strategy for Education, Science, and Technology](http://narodne-novine.nn.hr/clanci/sluzbeni/2014_10_124_2364.html), 2017) and the European Union and is in line with the Strategy of Josip Juraj Strossmayer University of Osijek. Launching the university (doctoral) studies at the Faculty of Education is the primary goal of the administration and the Faculty Council because it would give the Faculty of Education a complete educational and academic vertical that it did not have before and because of which, primarily students of this Faculty, were deprived of level 3 academic education. The launch of university (doctoral) studies is the primary strategic goal of the Faculty of Education. It has marked the most significant step forward in the development of this institution from its inception until today.

* 1. Standards and regulations for the assessment of acquired learning outcomes (examination procedures) within the study programmes conducted by the Faculty, including methods of assessing quality assurance, impartiality, and transparency of procedures in cases of appeal and other relevant areas

Learning outcomes are intensively researched and elaborated in various documents related to the Bologna Declaration and represent the foundation of transparent higher education. At the end of June 2008, working groups for defining learning outcomes were appointed within the scientific-teaching and artistic-teaching constituents of the Josip Juraj Strossmayer University of Osijek. The composition of the working groups is publicly available on the university's website. As a result of the work on the project *Systematic Approach to the Introduction of Education Outcomes into the Students’ Education at the Josip Juraj Strossmayer University of Osijek” (SUPER UNIOS)*, the manual **"** ***Learning Outcomes - a handbook for university teachers*** **" was created.** The project was implemented in the period from January 2008 to February 2009 at the initiative of the National Science Foundation, which supported the project within the Foundation's programme: Higher education based on learning outcomes. The objectives of the project were to promote the status of learning outcomes in higher education at the Josip Juraj Strossmayer University of Osijek, to adapt the study process to students' needs, to raise the level of teachers' quality and excellence, to devise a strategy for performing learning outcomes, to create an organisational structure (teams responsible for developing learning outcomes formed in every scientific-teaching constituent/unit).

In the spirit of the requirements of the Bologna system, and in order for the methods of student assessment to be established in such a way as to measure the achievement of the envisaged learning outcomes and other programme objectives, the Faculty of Education has emphasised the continuous assessment of student activities. Such an approach provides a more objective evaluation, transparency of examination, improved quantification, and constant monitoring of student achievement and progress.

* 1. Student participation in quality \*assurance procedures at the higher education institution

Students are involved in many quality assurance processes at the Faculty of Education. In accordance with the Manual on Quality Assurance at the University of Osijek, the organisational structure of the quality assurance system consists of the following:

1. Committee for quality monitoring and assurance in higher education at the Josip Juraj Strossmayer University of Osijek,
2. Centre for quality assurance in higher education,
3. Offices for quality at the scientific-teaching and artistic-teaching units/constituents of the University,
4. Quality assurance committees at the university's scientific-teaching and artistic-teaching units/constituents.

The activities and procedures related to the monitoring of quality assurance at the Josip Juraj Strossmayer University of Osijek and its constituent, the Faculty of Education, have been defined by a series of documents: The Act on Quality Assurance in Science and Higher Education, the Statute of the Josip Juraj Strossmayer University of Osijek, The Ordinance on the Organization and Operation of the Quality Assurance System at the Josip Juraj Strossmayer University of Osijek, the Strategy of the Josip Juraj Strossmayer University of Osijek, the Strategic Plan of the Faculty of Education (the Development Strategy), the Statute of the Faculty of Education and the Ordinance on the Quality Assurance System in Higher Education at the Faculty of Education.

The primary document of quality assurance at the University, **The Ordinance on the Organization and Operation of the Quality Assurance System at the Josip Juraj Strossmayer University of Osijek**, states that the aim of the quality assurance system set-up at the University is to improve the quality of student experiences at the scientific-teaching and artistic-teaching university units – starting with application and enrolment at the scientific-teaching University unit, lectures, exams and graduation, diploma and employment as well as lifelong learning. Also, it aims to involve students in the work of the Centre for Quality Assurance in Higher Education at the Josip Juraj Strossmayer University of Osijek.

The Centre for Quality Assurance in Higher Education monitors the quality of the study programme. It includes monitoring the entire study programme for all three cycles of education: undergraduate, graduate, and postgraduate studies, monitoring the quality of teaching, and conducting surveys with students and teachers about teaching, teaching content, literature, the introduction of new approaches and forms of education, exams, competencies, communication with teachers, students' access to information about study programmes, the impact of students on the content of study programmes, teaching, and student workload - ECTS credits. The Center conducts a systematic analysis of the testing and examination methods, academic performance, and analysis of student mobility within and outside the University.

**The Ordinance on Postgraduate Studies at the Josip Juraj Strossmayer University of Osijek** describes in detail the structure, performance, holders/course instructors, duration, and conditions of enrolment, as well as the execution method of studies, rights, and obligations of students, monitoring the quality of studies and other issues relevant to postgraduate studies at the Josip Juraj Strossmayer University of Osijek and the scientific-teaching and artistic-teaching constituents/units of the University.

In addition to the abovementioned :

1. monitoring the quality of the study programme includes monitoring the quality of teaching for each subject or module,
2. for monitoring and improving the quality of studies, it is necessary to conduct a survey with students and teachers on: teaching, teaching content, literature, the introduction of new approaches and forms of education, exams, competencies, communication with teachers, students' access to information about the study programme, the impact of students on the content of study programmes, teaching, and student workload - ECTS credits,
3. quality monitoring also includes a systematic analysis of the testing and examination methods, academic performance, and the analysis of student mobility within and outside the University, i.e. mobility within the Croatian and European higher education areas.

These provisions have also been incorporated into the documents of the Faculty of Education and, as such, are being implemented at the semester and annual levels. Students, along with teachers and other Faculty staff, are involved in all quality assurance processes.

Postgraduate students have the possibility to participate in the activities of all relevant University bodies responsible for the quality, including the participation in sessions of the University Senate, through student organisations (Student Council) in the work of the Faculty Council and individual committees and boards at the Faculty. Monitoring the quality of postgraduate studies will be enabled by conducting certain forms of evaluation in which all doctoral students will be involved, such as:

1. course evaluations,
2. teacher evaluations,
3. mentors and scientific research evaluations,
4. evaluation of administrative services, etc.

It has been planned to monitor the performance of postgraduate studies based on anonymous student evaluations. Students will evaluate the performance of lecture classes and all other forms of teaching performance. Self-assessment of teachers and associates will also be conducted. Accordingly, the quality and performance of each course and study programme as a whole will be monitored.

* 1. Participation of labour market representatives in the development of the higher education institution

The University Strategy highlights *the need to conduct a comprehensive analysis of study programmes in the next five years and reorganise study programmes according to European trends in higher education.* Also, it emphasises the need *to define new academic profiles and,* in particular, adjust the enrolment quotas to the labour market and regional needs. The Faculty of Education nurtures excellent relations with all the stakeholders in its scope of work, which encompasses cooperation with primary and secondary schools, kindergartens, orphanages, and associations dealing with children and young people. This cooperation manifests itself in the organisation of professional meetings, public forums, and round tables, as well as in connecting with cultural institutions and local and regional government and self-government. We have listed examples of collaborations with potential labour market representatives, who have been our partners and critical friends, and identified what we perform well, what we need to improve in our work, and what we are excellent at. Local government and self-government units are our future students' employers. We particularly emphasise the cooperation with them through highly positive feedback that we have received from them for years, regarding the excellence of our former students who are their current employees. Successful cooperation with the local community has resulted in numerous sponsorships and co-organisation of scientific and professional conferences to which we regularly invite principals, teachers, teaching associates, and all teaching and non-teaching staff, who thus acquire new knowledge and develop new competencies. We have highlighted the examples of good cooperation with Osijek-Baranja County, Brod-Posavina County, and cities: Osijek, Slavonski Brod, Vinkovci, Koprivnica, and Zabok. We also emphasise the excellent collaboration with the City and University Library in Osijek and the City Library in Slavonski Brod. We have signed a cooperation agreement highlighting the importance of their support in providing space for organising scientific and professional meetings, round tables, and hosting invited lecturers. Also, we have established successful cooperation with the Center for Abused and Neglected Children from Osijek and the Institute for the Development of Education by implementing several joint projects. Currently, we have been running an EU project dealing with socially practical learning with the latter. A particularly noteworthy is the commendable cooperation with the public institution Kopački rit regarding the scientific symposium *Kopački Rit- Yesterday, Today, Tomorrow*, which we have co-organised for many years. Furthermore, we have also established cooperation regarding the public procurement of intellectual services, enabling our teachers to create manuals and brochures and organise workshops and education following the Kopački rit Nature Park's requirements. With this, we have shown and proven that we can generate additional income on the market and, at the same time, develop scientific and professional activities within our scope of work. We are proud to cooperate with associations like Dokkica, Volunteer Centre Slavonski Brod, European House, etc. Through all forms of economic cooperation in the broadest sense, i.e. cooperation with business entities such as Kopački rit, cultural institutions, and local government units, we have shown maturity and thoughtfulness of active participation in all offered scientific and professional activities in our field. We have also demonstrated our strength and competitiveness in the labour market and services in the field of interdisciplinary sciences and, above all, a high level of involvement in the education system of all stakeholders as our associates and partners. Our vision is to encourage the introduction of new study programmes in accordance with the demands of the labour market and the Faculty's resources by connecting the teaching process with the labour market. This vision has been envisaged in the University Strategy and emphasised as the strategic goal to improve the teaching process through the development and implementation of contemporary studies, which will, above all, enable future experts for professional and responsible individual and teamwork in the community. Conducting postgraduate university (doctoral) studies implies the integration of labour market representatives and the teaching process. We emphasise that Brod-Posavina County and the city of Slavonski Brod have signed letters of support for launching this university (doctoral) studies, which has proven our connection and their contentment with our students as their current and future employees.

* 1. Organisation of the information system for collecting, managing, processing, and reporting on the statistical data related to the organisation and implementation of study programmes and quality assurance

The Faculty of Education has constant access to up-to-date information on the study programmes, students, and teachers through the Information System of Higher Education Institutions (ISVU). The ISVU allows for the tracking, integration, and processing of data on the number of applicants compared to the number of students enrolled in the first year of study, the average grade in high school education, the type of school the candidates are coming from (grammar schools, vocational schools, etc.), the number of students enrolled in postgraduate studies, the number of students enrolled in a course, earned (ECTS) credits, student status, dynamics of studies, the GPA, the examination pass rate and examination scores, the average duration of the study, the number of graduates in a given year, etc. The professional services of the Faculty keep records (files) on all Faculty employees and store all the information about promotions in academic rank and teaching titles, the reports of professional committees with the data on research and teaching, professional training, etc.

At the level of the Republic of Croatia and after approving the study programme, the Faculty of Education will initiate the entry into the IT database of all study university programmes (MOZVAG - the directory of study programmes accredited in the Republic of Croatia), where all changes and additions will be updated.

For the needs of the postgraduate doctoral studies in ***Educational Sciences and Perspectives of Education,*** a particular website will be established as web support for easier tracking and understanding of the content of the study programme and greater availability of learning materials regarding distance learning, as classes will partially be held via the website and partially via Loomen. Furthermore, the Students' office and the authorised body of the institution providing the studies will keep systematic and chronological records of relevant information with the following content:

1. relevant data on the students of the postgraduate doctoral studies, general data (so-called student *portfolio* ):
   1. name and surname, place, date and year of birth,
   2. the residence address of the participant, OIB (PIN), e-mail, telephone, and mobile phone number,
   3. education level,
   4. address of the workplace,
   5. student attendance data
   6. student pass rate data,
   7. statistical data on selected elective courses and workshops,
   8. statistical data on the employment/self-employment or workplace (employer) change upon completion of postgraduate university doctoral studies - ALUMNI.
2. other specific information:
   1. the application for enrolment into the Postgraduate doctoral study programme,
   2. list of students,
   3. the academic title received upon completion of the study programme,
   4. enrolment requirements,
   5. list of teaching staff, external associates, and experts in teaching practice with accompanying CVs and a list of published relevant papers which prove the instructor’s competence to conduct a course, telephone number, e-mail,
   6. list of subjects (courses), number of ECTS credits, study duration, level, academic degree and place of teaching,
   7. relevant information from the Students' Office,
   8. the database of potential mentors (pursuant to Article 30 of the Ordinance on Postgraduate Studies at the Josip Juraj Strossmayer University of Osijek
   9. a unified list of teachers' consultation hours and exam terms,
   10. the results of the evaluation referred to in point 2.3:

of individual courses/modules and workshops

* + - assessment of individual professors (teaching staff) and external associates,
    - evaluation of mentors and scientific research,
    - administrative staff performance evaluation, etc.
  1. public announcement of essential and relevant information (classes timetable, examination methods, exam requirements, grading system, bibliography, presentation materials, online materials, assignments, seminar papers, introductory papers, independent papers, etc.),
  2. workshops for mentors (doctoral thesis defence proceedings ),
  3. the work of the authorised body of the institution providing the studies,
  4. ordinances, instructions, guidelines, laws, notices, information, etc.,
  5. links to the Faculty of Education and the Josip Juraj Strossmayer University of Osijek websites and other essential web links in the field of quality assurance and international cooperation,
  6. list of business people and companies with the possibility of practical training,
  7. final doctoral theses database with selected data (student's name and surname, date, and place of the thesis defence, members of the Committee for the doctoral thesis defence, mentor and supervisor's name and surname, doctoral thesis and hypotheses title, description, and short review),
  8. the website translation into English,
  9. postgraduate students forum,
  10. other student rights.

1. further information on public content and character
   1. creation of leaflets, brochures, etc.
   2. Standards and regulations of the higher education institution on the periodic review of study programmes

The primary document governing the approval procedure for the review of the study programme and their systematic and periodic evaluations are conducted concurrently with the annual proposal and acceptance of curriculum implementation programmes for the upcoming academic year. As required, the programmes are reviewed so that each independent organisational unit (department and sub-department) proposes the necessary changes and forwards them to the Faculty Council. The Faculty Council then delivers them to the University Senate for approval.

* 1. Standards and regulations for the protection of student rights

The student represents the central person of the Bologna process and thus has the corresponding student rights. Student rights are regulated by numerous legal acts and regulations, such as the **Ordinance on Postgraduate Studies at the Josip Juraj Strossmayer University of Osijek, the Ordinance on Disciplinary responsibility of Teachers and Associates, the Ordinance on Disciplinary Responsibility of Students, etc.** Other legitimate ways to exercise student rights can be established through the vice dean for teaching at the scientific-teaching constituent, the vice-rector for education and students at the Josip Juraj Strossmayer University (Department of Teaching and Students Affairs), the head of postgraduate university studies, the representative in the University Senate, the authorised body of the institution providing the studies, the Student Council at the scientific-teaching constituent, the University Student assembly, the Student Ombudsman and the Office for Students with Disabilities. Accordingly, the study programme will ensure the protection of acquired student rights through the transparent publication of necessary information and the possibility of objections. Students can find all information related to study programmes, curriculum implementation plans, regulations, decisions, and instructions on the Faculty's website.

* 1. Standards and regulations related to continuous training of all employees of the higher education institution in the areas of their activity

Standards and regulations related to continuous training of all employees of the higher education institution in the areas of their activity are determined by the Ordinance on the election/reelection to titles and corresponding employment positions adopted by the Senate of the Josip Juraj Strossmayer University of Osijek and published on the University's website.

The Committee for verification of the conditions of the Rector's assembly is a permanent expert body of the Faculty of Education that examines the necessary requirements of the Rector's Assembly for the assessment of teaching and professional activities in the procedure for the advancement of teachers to artistic-teaching, scientific-teaching and teaching titles. It prepares reports on the fulfilment of the conditions for advancement to titles.

Within the concept of lifelong learning, assistants, postdoctoral students, and junior researchers can acquire competencies for general pedagogical-psychological and didactic-methodological education, which are necessary for university teaching. The completed lifelong learning programme confirms that associates with associate titles (a senior teaching assistant and a teaching assistant, i.e., a postdoctoral researcher) are qualified to participate in the teaching process. The programme General pedagogical-psychological and didactic-methodological training for senior teaching assistants, teaching assistants, and junior researchers began in 2009/2010 at the Faculty of Teacher Education (now: Faculty of Education). The programme has been continuously conducted for the tenth academic year.

* 1. Quality assurance of the performance of administrative services of the higher education institution

Quality assurance of the performance of administrative services at the Faculty is carried out systematically and continuously. Through their representatives, administrative services participate in the work of the Faculty Council and individual committees and boards at the Faculty. Participating in the work of the Quality Assurance Committee points out potential weaknesses and shortcomings in the performance of administrative services and suggests methods for its improvement. At the Faculty of Education, teachers are periodically surveyed on their satisfaction with all professional-administrative services, and the Quality Assurance Committee presents the obtained results to the Faculty management. The Faculty Management adopts measures to eliminate possible weaknesses in the work, i.e., incentive measures, to ensure that the work's established efficiency and professionalism continue in the future. Students also have the opportunity to express satisfaction with administrative services that are important in their study process, namely the Students' Office and the Library. The assessment is conducted periodically by anonymously surveying all students, and the Quality Assurance Committee presents the obtained results to the Faculty management. The e-mail address [kvaliteta@foozos.hr](mailto:kvaliteta@foozos.hr) has been created for students and faculty employees to send comments and suggestions, among others, on the performance of administrative services at the Faculty of Education.

Professional development of non-teaching staff is carried out as one of the activities from the Faculty of Education's Development Strategy/Strategic Plan for the period 2017 - 2021 within the specific strategic goal *'Encouraging professional development of non-teaching staff'*. In order to initiate monitoring mechanisms, the Quality Assurance Office periodically surveys the professional training of non-teaching staff. It determines the area of interest for the professional development of individual employees. Based on the obtained results, a Plan for the professional training for each academic year is prepared.

An essential instrument for ensuring the quality of administrative services is the daily communication and cooperation between employees of administrative services and the Management Board representatives, which is an opportunity to inform employees and collect feedback. It greatly helps to identify weaknesses and create measures to improve the performance of administrative services.

1. GENERAL INFORMATION ON THE STUDY PROGRAMME
   1. Name of the study programme

Postgraduate university (doctoral) studies ***Educational Sciences and Perspectives of Education***

* 1. Institution providing the study programme

Josip Juraj Strossmayer University of Osijek

Trg Svetog Trojstva 3

31000 Osijek

[www.unios.hr](http://www.unios.hr/)

Josip Juraj Strossmayer University of Osijek

Faculty of Education

Ulica Cara Hadrijana 10

31000 Osijek

www.foozos.hr

* 1. Type of the study programme

University study programme

* 1. Level of the study programme

3 – Postgraduate university (doctoral) studies

* 1. Scientific or artistic area

Interdisciplinary sciences (8)

* 1. Scientific or artistic field

Educational sciences (8.05)

* 1. Scientific or artistic branch

There are no branches specified for the field of educational sciences.

* 1. Enrolment requirements

This doctoral study is available to applicants who have previously completed the following higher education programmes:

1. Integrated undergraduate and graduate Class teacher studies,
2. Graduate (university) studies of Early and preschool education,
3. university graduate study programmes in teacher education from other scientific fields,
4. the graduate study programme at a faculty of teacher education completed according to previous programmes, which has been equated with academic titles acquired according to the new study programme,
5. this postgraduate doctoral study is also available for enrollment of all other experts who have graduated from non-teaching faculties and who have, after completing their studies, acquired a license to teach in primary and secondary schools and lifelong learning programmes for youth and adults by developing additional pedagogical competencies for working in primary and secondary schools and the field of education (60 ECTS credits programme or equivalent programmes).

Applicants who have not completed graduate studies in the field of educational sciences are allowed to enrol in the doctoral study in ***Educational Sciences and Perspectives of Education,*** subject to prior passing the differential exams. The Committee for Enrolment in Doctoral Studies will analyse the study programmes the applicants have completed and decide on the content, number and manner of taking the differential exams.

Applicants who have obtained a master's degree in science or have completed a related postgraduate study programme may be granted a part of the obligations for this doctoral study by the Committee for enrollment in postgraduate studies.

All applicants are subject to the following additional requirements for enrolment in the doctoral study of ***Educational Sciences and Perspectives of Education:***

* grade point average achieved at graduate study programme: minimum grade point average 3.50 and/or two university professors' recommendations,
* knowledge of English or another world language at level B2 (attach official certificate),
* motivation for scientific research (activity) (oral interview with the candidate/applicant who has prepared and orally presented the first draft of the research paper).

Under the exact requirements, candidates/applicants will have an advantage in the ranking regarding the following:

* + the published research or professional papers in the field of educational sciences,
  + work experience regarding a research project in the field of educational sciences or related fields. This certificate should be verified by the project leader.

The doctoral applicants will be selected according to the ranking list based on their students' achievements earned upon completion of a previous study, the number of published research and/or professional papers, work experience on research projects funded by the Ministry of Science and Education, *the Croatian Science Foundation, the National Foundation for Science, Higher Education and Technological Development of* *the Republic of Croatia* or international research projects, as well as on the evaluation of the prepared and presented a preliminary draft of the research.

The names of the selected applicants, their qualifications, and the names of their recommenders are published on the website of the Faculty of Education.

* 1. Programme duration

Postgraduate University Doctoral Studies in ***Educational Sciences and Perspectives of Education*** take three years (six semesters). The programme's final year is intended for preparing and defending the doctoral thesis.

* 1. Total number of ECTS credits

Upon completing the postgraduate doctoral studies ***in Educational Sciences and Perspectives of Education,*** the postgraduate candidates earn a minimum of 180 ECTS credits.

* 1. Academic title received upon completion of the study programme

The academic title or degree obtained upon completion of the postgraduate doctoral studies in ***Educational Sciences and Perspectives of Education*** is a Doctor of Philosophy in Education (PhD in Education).

* 1. **Documents on the accredited graduate university, i.e., integrated undergraduate and graduate study programme**

Documents on the accredited graduate university study programme were submitted as an appendix to the Proposal as follows:

* 1. **Permit for conducting University graduate study of Early and preschool education**
  2. **Permit for conducting the Integrated Undergraduate and Graduate University Class Teacher Studies**
  3. **Alignment of the study programme with the strategic objectives of the Faculty of Education**

The Strategy of the Faculty of Education for the period 2017-2021, as one of the strategic goals, includes the launch of new Undergraduate, graduate and postgraduate studies that reflect the latest situation in the education system of the Republic of Croatia.

The proposed study programme is in accordance with the Faculty's vision, which assumes the systematic development and improvement of scientific research organisational units and the implementation of curricula that ensure students acquire knowledge and skills appropriate to the challenges of modern society. The programme is particularly in alignment with the strategic goal to improve the teaching process through developing and conducting contemporary interdisciplinary studies that should, above all, enable future experts to the professional and responsible individual and teamwork in the community; Also, the programme is in accordance with the plan to introduce new study programmes in line with the labour market demands and with the resources available to the Faculty. The slow economic activity of the Republic of Croatia resulting from the recession is significantly affecting young people endangering their employment, career development, independence and future. According to *Eurostat data,* Croatia ranks third with Europe's highest youth unemployment rate (38%). Regardless of the economic situation in the country, young people, although highly educated, struggle to find a job and generally lack real work experience, recommendations or sufficient information about employers and jobs. Upon completion of their studies, there follows a period during which students (independently or with the help of others) focus and decide on their career choice, i.e., job search. It is they who represent tomorrow's potential employees.

* 1. **Student competencies acquired upon completion of the proposed study programme**

The doctoral study aims to present students with a broader, interdisciplinary approach to choosing topics in the field of education by involving experts from different fields of science in critical issues addressed in the field of education in contemporary society. In this way, doctoral students will develop an understanding of complex issues affecting significant changes in education policies and practices. The programme enables students to acquire competencies in the field of understanding and applying different models of education as well as the development of new educational programmes and programmes for intervention and prevention of problems that arise in modern society (education programmes for work with children with disabilities, education programs in the field of cultural heritage, education programmes in the area of educational policies, education programmes in the area of interculturalism, education programmes in the field of educational facility management (Management in educational institutions)...). At the same time, students acquire competencies for preparing a doctoral thesis and applying research results in various interdisciplinary fields of science. In addition to the above, the programme includes encouraging students' personal and professional development through individual consultations and a publication with a mentor.

The core competencies that students will acquire relate to a wide range of knowledge and insights from the fields of psychology, pedagogy, philology, information sciences, sustainable development and bioethics, history, kinesiology, artistic fields, as well as the specific skills that can be demonstrated in different fields

Specific competencies relate to the particular programming area. They include education related to the issue of modern perspectives of education, quality of work of educational institutions, sustainable development, and specificities of humanities and heritage topics within the framework of educational sciences.

In addition to these specific areas, generic competencies at the meta-level are essential, such as critical thinking and critical approach when using data obtained from different methods and various sources, the development of scientific knowledge and writing scientific papers, as well as taking responsibility for one's learning and developing awareness of the need for lifelong learning.

The competencies, knowledge, and skills that students acquire in individual courses are listed in the course descriptions in Chapter 4 of this Proposal.

The Doctor of Philosophy in Education will be trained for scientific research in the field of education of specific groups, as well as for the development and implementation of various education programs, including specific programs for the prevention of difficulties encountered daily at different levels in modern society (kindergartens, primary and secondary schools, faculties, particular institutions, etc.). They will also acquire scientific research competencies that will enable them to develop critical thinking based on newly acquired knowledge and view issues from an interdisciplinary perspective.

* 1. **Mechanism of ensuring students' vertical mobility in the national and international higher education area**

Vertical mobility of students in the national and international higher education area can be accomplished in several ways, with the support of the Service for International and Inter-institutional Cooperation of the University of Osijek, through:

1. bilateral and multilateral cooperation (research projects, FP7),
2. international programmes (LLP ERASMUS, Erasmus+, CEEPUS) and
3. inter-institutional cooperation (academic recognition of foreign higher education qualifications).

Furthermore, the content and form of postgraduate university studies are based on the ECTS credit system (ECTS = European Credit Transfer System), according to which each individual credit (point) represents the student workload coefficient, which estimates the time that the student needs to complete all learning activities successfully. This system alludes that not only the time spent on lectures, seminars, and exercises is taken into account, but also the time spent studying the material, i.e., on independent learning, examinations, and other tests. The workload coefficients turn into the earned credits only after passing the exams, i.e., requirements met in accordance with the curriculum. Thus, the postgraduate university (doctoral) student proves to have met the conditions for preparing the doctoral thesis. The ECTS credits for each course are predetermined and derive from the schedule of each course, its meaning and complexity, and the obligations that need to be fulfilled to pass a particular course. In principle, taking an individual exam depends on the presented individual and group activities in class, individual and team-made tasks, projects, solved tests and other forms of knowledge testing, seminar and introductory papers, critical presentations, workshops, and the final oral exam. All issues related to the studies' organisation and performance have been in alignment with the unified Ordinance on Postgraduate Studies of the Josip Juraj Strossmayer University of Osijek, the Statute of the Josip Juraj Strossmayer University of Osijek, and the Act on Scientific Activity and Higher Education.

The study structure has been designed so that the student completes the study programme over the course of 6 semesters. During the first two semesters, the emphasis is on scientific research knowledge (methodology and data analysis) realised in compulsory and elective courses by attending classes and taking exams. However, during the third and fourth semesters, the emphasis is on specific competencies and practical knowledge that students will acquire through elective courses and, with the help of their mentors, apply to research activities (presentations of research results at conferences, publication of research papers). Also, in the fourth semester, the defence of the draft doctoral thesis will begin. During the final year, the emphasis is on the independent preparation of a doctoral dissertation under the mentor's guidance. Following such a study structure, high student mobility has been provided at both a home institution and the university and compatible departments at other universities in the Republic of Croatia and the European Union. The distribution of ECTS credits is in line with and follows the principles of alignment of higher education within the European Higher Education Area and in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area. In particular, the allocation of obligations concerning teaching in compulsory and elective courses and other extracurricular activities with 30% of teaching and 70% of extracurricular activities reflects as follows:

1. **teaching activities:**

* by fulfilling the requirements of the compulsory course (25 ECTS credits),
* by fulfilling the requirements of elective courses (12 ECTS credits),

***total of 36 ECTS credits or 30%***

1. **extracurricular activities** (preparation of the doctoral thesis, participation in academic conferences, research activity...):

* credits for the publication (8 ECTS credits),
* individual work with a mentor (20 ECTS credits),
* research work with a mentor (35 ECTS credits),
* participation and presentation at a scientific/academic conference: one international or three domestic conferences, workshops (60 ECTS credits),
* preparation and public presentation of the doctoral draft (synopsis) (10 ECTS credits),

and defence of the doctoral thesis (10 ECTS credits).

***Total of 144 ECTS credits, or 70%***

Postgraduate university (doctoral) students within the Croatian education system (CES) have the possibility of transferring and the recognition of the acquired ECTS credits achieved at another higher education institution in the Republic of Croatia at the postgraduate level of education. The Council of Postgraduate Doctoral Studies decides on the above [by following the Lisbon Recognition Convention](http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=165&CL=ENG) (The Convention on the Recognition of Qualifications concerning Higher Education in the European Region), 1997 (Council of Europe Treaty No.165), [Law ratifying The Convention on the Recognition of Qualifications concerning Higher Education in the European Region](http://narodne-novine.nn.hr/clanci/medunarodni/327872.html) (Official Gazette (OG), International agreements, no: 9/02 and 15/02), Act on Scientific Activity and Higher Education (OG No.129/03, 198/03, 105/04, 174/04, 46/07, 45/09, 63/11, 94/13, 139/13, 101/14, 60/15) and the Act on Regulated Professions and Recognition of Foreign Educational Qualifications of the Republic of Croatia (OG No. [158/03](http://narodne-novine.nn.hr/clanci/sluzbeni/306846.htm) and [198/03](http://narodne-novine.nn.hr/clanci/sluzbeni/2003_12_198_3154.html))

It is expected to establish bilateral and/or multilateral cooperation with other Croatian and European universities regarding the implementation of studies; the mobility of students to spend a period of the study at other Croatian or European universities and thus satisfy the diversity of curricula adapted to the individual interests of students. Furthermore, it is foreseen to establish intensive cooperation and mobility of students and teachers in a particular semester. This collaboration primarily refers to the university teachers' individual lectures as visiting professors from partner universities, the possibility of holding joint classes in individual courses, organising joint seminars, workshops, distance learning, and study travels in agreement with partner universities.

* 1. Correlation of the proposed programme with the contemporary professional skills

Given that teachers involved in the study programme have many years of experience working with children and youth and, for their academic advancement, they follow research at the international level, a quality approach to teaching and modern scientific knowledge has been ensured. Furthermore, teachers performing teaching activities possess highly developed scientific and research competencies. These competencies have proven to be of high quality and recognised at the international level by publishing research papers, conducting and participating in various projects, summer and winter schools, participating in and organising international meetings, etc.

Through its basic training programmes (Integrated undergraduate and graduate Class teacher studies, Undergraduate and graduate studies of Early and preschool education, Undergraduate Kinesiology studies, and Postgraduate specialist studies Inclusive education), the programme's proponent, the Faculty of Education, has shown experience in organising teaching in the field of education. Moreover, it is the only higher education institution within five counties engaged in professional staff training regarding the education of preschool and primary school children. In this way, it has established itself as one of the leading factors in promoting the quality of education.

Thus, Postgraduate university (doctoral) studies in ***Educational Sciences and Perspectives of Education*** promote modern scientific knowledge acquired in this field. The main objective and purpose of postgraduate doctoral studies is to train students to perform complex scientific research and highly professional activities in the field of education (teaching assistants and future postdoctoral students at faculties registered in interdisciplinary sciences, lecturers and senior lecturers at universities in need of this profile of scientists and experts, heads of administrative departments of social affairs in cities and counties, school- and cultural institutions' leaders, ministry advisers, junior researchers at institutes). In addition to the fact that the study enables students to engage in academic research independently, it also provides the possibility of broad professional activity and practical applications in the development of various educational programmes (educational programmes for working with children with disabilities, programmes in the field of cultural heritage, education programmes in the field of educational policies, education programmes in the field of interculturalism, education programmes in the field of educational facility management ( Management in educational institutions)...).

The postgraduate doctoral study provides scientific and professional knowledge in profiling experts who will be directly engaged in the labour market, both domestically and internationally, and in the field for which they acquired formal education. In particular, we emphasise the strategically important areas of early and preschool education and primary education in the Republic of Croatia, which form a strategic stronghold in the education system and are acknowledged as crucial and most essential points of the whole system. This university (doctoral) study will provide vertical mobility in these same areas neglected for years, which today are the fundamental areas for the overall educational development of the Republic of Croatia.

* 1. Link between the proposed study programme and the local community needs (economy, entrepreneurship, civil society, etc.)

Interdisciplinary university (doctoral) study in Educational Sciences and Perspectives of Education is multiply interconnected with the economy as it will educate a certain number of experts occupying high-ranking positions in public relations departments and departments for the development of specific educational policies and standards, e.g., publishing houses and similar institutions. Furthermore, there is the interconnection with entrepreneurship through cooperation with primary and secondary school principals, the leaders of student dormitories and related institutions occupying management positions who will significantly strengthen their competencies by studying at the aforementioned university (doctoral) study. There is also a link with civil society through cooperation with the most recognisable civil associations in the field of education in the Republic of Croatia, such as the Institute for the Development of Education, the Europe House, Dokkica, etc. According to statistical indicators and parameters that were taken into account when calculating the quality index of education compared to socio-economic conditions and the development of society, UNESCO has placed the Republic of Croatia in the so-called "III Quadrant". This quadrant refers to countries at risk of not achieving their goals by 2015, along with some countries in a much worse socio-political position, such as Botswana, Iraq, Palestine, Mongolia, Vietnam and Zimbabwe (UNESCO, 2008, 180). According to the overall progress in raising the quality of education, the Republic of Croatia is ranked 31st, far behind Norway, Sweden, the United Kingdom, Finland, Italy, Iceland, Switzerland, France, Netherlands, Denmark, Austria, Belgium, etc. This ranking alludes that the Republic of Croatia must continue to promote a better and more contemporary education, which is why postgraduate doctoral studies are gaining broader social importance.

* 1. Graduates' employability analysis

Since this is the first programme of its kind in the Republic of Croatia, there are no analyses of students' employability upon completion of the Doctoral Study Programme in Educational Sciences and Perspectives of Education. There are partially related university doctoral study programmes conducted in the field of interdisciplinary sciences. However, they are not identical to this university (doctoral) study, whose basis is educational policies, the inclusion of cultural heritage and sustainable development in education with a strong emphasis on interculturality, work with both children with disabilities and gifted children. The increase in various problems faced in modern society (increasing number of children with developmental difficulties, sudden technological and digital progress, migrant crisis, sustainable development, etc.) supports the idea of the possible increase in employability of students of this postgraduate doctoral study. Furthermore, this study programme offers new opportunities to the graduates for active participation in solving existing problems in different fields (in governmental and non-governmental sectors, schools, institutes, kindergartens, local government and self-government units – city and county departments for social affairs, as well as in private companies).

* 1. Comparison of the proposed study programme with domestic and foreign accredited programmes at reputable higher education institutions/universities

In the Republic of Croatia, there are similar doctoral study programmes in social sciences and the field of educational sciences (as presented in Table 1). Comparing the abovementioned similar programmes in the Republic of Croatia and abroad, there are common characteristics as follows: 1. All programmes consist of a model of scientific research module as an essential module necessary for the development of competencies required for independent conducting scientific research and writing a doctoral thesis; 2. specialisation according to the preferences of the participants through the number of elective courses offered (which in different programmes range from 16 to 24 courses) and through the provided contents of elective classes (whose emphasis is on modern development trends); 3. independent research activity (visible in the writing and publication of research and professional papers, participation in scientific conferences); and 4. preparation and defence of a doctoral thesis.

|  |  |
| --- | --- |
| **Country** | **Name** |
| Croatia | Lifelong Education and Educational Sciences (Faculty of Teacher Education in Zagreb) |
| Research in education in the field of natural and technical sciences (Faculty of Science in Split) |
| New Educational Paradigms (Juraj Dobrila University of Pula) |
| Europe | Doctor of Education - Higher Education (University of Liverpool, UK)  PhD in Education (London South Bank University, UK.) |
| PhD in Education - Taught (Mary Immaculate College, Ireland) |
| Doctorate in educational sciences (Universidade de Évora, Portugal), PhD in Education (Universidade Lusófona de Humanidades e Tecnologias, Portugal) |
| PhD in education (Universidad de La Laguna, Spain) |
| PhD in Education (Masaryk University Faculty of Arts, Czech Republic) |
| Teaching and Learning ( Individual Doctorate), PhD (University of Zurich, Switzerland)  Education Studies ( Individual Doctorate), PhD (University of Zurich, Switzerland) |
| The USA | Doctor of Education in Interdisciplinary Educational studies (College of Education and Information Science, Long Island University) |
| Doctor of Education - Degree in Educational Leadership (College of Education & Human Development, The University of Texas at San Antonio) |
| Doctor of Education - Higher Education with Emphasis in Community College Administration (College of Education, Texas Tech University) |

Table 1. Comparability of the postgraduate study programmes

In Europe, the UK is the leading country in the education of the staff mentioned above. Still, other developed EU countries offer a significant number of different doctoral studies in the field of education. Common to all European programmes is a module for acquiring scientific and research competencies consisting primarily of courses in the area of different methodologies and courses on the application of various statistical models of research data processing. Great Britain offers courses similar to the new proposed doctoral study Interdisciplinary Education for the Challenges of Modern Society. These are primarily courses dealing with the impact of global trends on both society and educational institutions, an interdisciplinary perspective in considering the inclusion problems of all socially vulnerable and marginalised groups, thus, courses considering human rights and equality and other ethical issues.

Additionally, the study programmes offer elective courses in institutional leadership. In addition to acquiring scientific research competencies, these doctoral studies in Portugal emphasise developing knowledge about the community and culture in which they live and the impact of technological progress on culture and society in general. Spain integrates socially relevant topics addressed by doctoral programmes in the UK and Portugal, but there is no adoption of leadership skills. Emphasis has been placed on current and future research needs in the field of education in a social context that includes change and innovation, sustainability, and technological development. Furthermore, it tolerates diversity and focuses on lifelong education for the benefit of modern society.

Doctoral programmes for obtaining doctorates in education in the United States primarily rest on developing critical thinking and providing students with a broad interdisciplinary perspective on education challenges. These programmes consider issues affecting significant changes in education policies and practices. They offer a wide range of specific topics as part of the doctoral studies, such as a developmental perspective in children's education, unique pedagogy, inclusion, the role of cultural pluralism and traditional culture in children's education, the impact of new technologies on children's development and educational outcomes, as well as on the higher education challenges. The methodological module encompasses the scientific competencies necessary for writing the doctoral thesis successfully. Particular emphasis was placed on organising and managing schools as the most numerous and most prominent educational institutions, which is also the main difference compared to non-European doctoral programmes.

The data presented above indicate a need for the training of experts in interdisciplinary education. The target groups of participants are bachelors in early and preschool education, masters of early and preschool education, masters of primary education, teachers and masters of education in teaching professions employed in primary and secondary schools, educators in student dormitories, homes for raising children and youth and homes for children without proper parental care, as well as other individuals who in their daily work directly encounter problems of modern society in the field of education. The proposed PhD programme aligns with the contemporary scientific and professional peculiarities of schooling. It offers an answer to current educational problems and the possibility of developing educational sciences through recent reflections and modern scientific trends.

* 1. **Previous experience in conducting the same or similar university study programmes**[[1]](#footnote-1)

The Faculty of Education is the institution providing and delivering the specialist doctoral study programme. In addition, it is a collaborating institution at the university (doctoral) study programme in Pedagogy and Contemporary School Culture at the Faculty of Humanities and Social Sciences in Osijek. As an institution, it has acquired experience through the activities of these two postgraduate studies. Employees of the Faculty of Education are in large numbers involved in various postgraduate (doctoral) studies throughout the Republic of Croatia: from the University of Zadar, Zagreb, to the Osijek University, where they participate in the work of the Doctoral School and the already mentioned Postgraduate University (Doctoral) Study Programme in Pedagogy and Contemporary School Culture at the Faculty of Humanities and Social Sciences in Osijek. The institution and employees' acquired experience guarantees the successful implementation of the postgraduate university (doctoral) study programme in ***Educational Sciences and Perspectives of Education.***

The Faculty of Education is the successor of the Faculty of Teacher Education, a successor to the Teacher Training College, which had separated from the then Faculty of Education (Pedagoški fakultet). The history of teacher education in this region indicates changes that have taken place over the years. In 1893, after occasional courses for teachers, the Teacher Training School was founded in Osijek (after Zagreb and Petrinja). However, the new era also set new requirements so that teacher education could no longer remain only at the high school level.

The Academy of Pedagogy began with its work in the academic year 1961/1962 in the former Teacher Training School. For thirty years, teachers were educated at the Academy of Pedagogy and later at the then Faculty of Education (Pedagogy) with minor changes to the classroom teaching curriculum. The academic year 1991/92 began during the war. However, classes were not interrupted even during that war year. Classes were conducted according to the shortened curriculum, and methodical exercises took place at the "Petar Zrinjski" Elementary School in Zagreb.

For teachers who completed a two-year Class teacher study programme, the possibility of further education occurred, so in 1996/97, the Faculty initiated a supplementary teaching study programme. As the Republic of Croatia began aligning its system with the European one in the 1990s, the idea of educating teachers in independent institutions – higher teacher schools was born, so in 1998 the Teacher Training College in Osijek was established. The Teacher Training College consisted of the Class teacher study and the Study of Preschool Education.

In 2006, the Teacher Training College changed its status and became the Faculty of Teacher Education. The Faculty of Teacher Education organised a basic Class teacher study programme and a Class teacher study programme with a specialty in a particular subject. During the five years of existence of the Teacher Training College, these subjects were History, English, German, Computer science and Psychology. Such combinations were purposed to provide teachers with more profound and broader content of a single course.

The Study of Preschool Education continued as a three-year professional study programme.

In addition to the Study in Osijek, since the academic 1999/2000, classes have been conducted at the satellite campus in Slavonski Brod under the same Faculty.

In 2014 the Faculty of Teacher Education changed its name to the Faculty of Education.

The Faculty of Education has been offering the following study programmes:

* Integrated undergraduate and graduate Class teacher studies (Master of Primary Education),
* Undergraduate studies in Early and preschool education (University Bachelor of Early and preschool education),
* Graduate studies in Early and preschool education (Master of early and preschool education),
* Undergraduate Kinesiology studies (University bachelor (baccalaureus/baccalaurea) of Kinesiology,
* Pedagogical-Psychological and Didactic-Methodological Training (PPDMI) - module A (pedagogical and psychological training of employees in primary and secondary education),
* Pedagogical-Psychological and Didactic-Methodological Training (PPDMI) – module B (pedagogical-psychological and didactic-methodological training of assistants and other employees of higher education institutions),
* Training programme for Assistants for children with developmental disabilities and persons with disabilities,
* Postgraduate specialist studies in Inclusive Education.
  1. Development of international cooperation of the Faculty of Education

The development of international cooperation at the Josip Juraj Strossmayer University of Osijek is presented in detail in the document Strategy of Josip Juraj Strossmayer University of Osijek 2011-2020. International and inter-institutional cooperation is achieved:

1. within activities agreed upon in bilateral inter-institutional agreements, in the framework of international university networks, international scientific and professional research projects supported by the European Commission, cooperation at the level of scientific-teaching and artistic-teaching components and international activities of student associations,
2. through membership in international associations, such as the European University Association (EUA), the AlpsAdriatic Rectors' Conference and the Danube Rectors Conference (DRC), which obliges the University of Osijek representatives to actively participate in the work of international conferences thematically related to the active involvement of higher education institutions in the European research area. In addition, to better respond to the challenges of general internationalisation in science and education, the international activities of the University of Osijek are realised within mobility programmes (Erasmus), participation in international scientific research projects, and through the activities of the postgraduate European Study of the University of Osijek,
3. the current international and inter-university cooperation of the constituents of the Josip Juraj Strossmayer University of Osijek, which demonstrates the University’s orientation in terms of internationalisation and inclusion in the European scientific research and educational space.

To realise the above, the Josip Juraj Strossmayer University of Osijek has established the Service for International and Interuniversity Cooperation, whose work and activities are supervised by the Vice-Rector for Science, Technologies, Projects and International Cooperation, established through the International Relations Office, i.e., Department of International Projects and Mobility of Students and Teachers, Department for Academic Recognition of Foreign Higher Education Qualifications and Recognition of Periods of Study, Department of Science, Technology, Projects and International Cooperation.

Each University constituent also realises its own bilateral cooperation within separate agreements. Consequently, the Faculty of Education has defined two main objectives: connecting with related faculties from Central Europe and the most important related institutions from Europe. In this way, a network of partner institutions has been created for active cooperation within the Erasmus programme and the application for calls announced by the European Union. Accordingly, communication and signed cooperation agreements were established with the Pedagogical Academies in Salzburg, Klagenfurt, Eisenstadt and Graz in the Republic of Austria, with Pädagogische Hochschule from Ludwigsburg, Republic of Germany and with The Faculty of Psychology and Education Sciences, University of Porto, Portugal. Also, contacts were established with faculties and universities from Serbia, Bosnia and Herzegovina, Slovenia, Latvia, Hungary, Ukraine, Turkey, Italy, Germany, Greece and Great Britain. The CEEPUS network, with numerous European partners, has been active with the Faculty of Education as its coordinator over the past four years. The partners come from Montenegro, Serbia, Slovenia, Hungary, Slovakia, the Czech Republic, Macedonia, Poland and Austria.

During the Academic 2010/11, The Faculty of Teacher Education in Osijek applied to the Transversal Project on Bilingual Cities (Languages in Urban Communities: Integration and Diversity for Europe – LUCIDE) with partners from London, Oslo, Madrid, Melbourne, Montreal and Sofia and received funding for the first time in a tender for a major European project. This application has proven that the Faculty can apply for and carry out extensive and valuable projects funded by European funds in the near future. Furthermore, the Faculty of Education was also the coordinator or one of the partners in three IPA projects. The Faculty has been and is a partner in three HKO projects dealing with the status of teachers, educators and teaching professions. Also, it is a partner in two Socially Beneficial Learning projects, as well as in a project on the internationalisation of higher education and one cross-border project - Croatia - Hungary. The Faculty was also a partner in two KA203 projects, and currently, it has applied for KA203 as a project holder. It has also applied to a project to improve higher education professional practice. In addition to several separate projects, the Faculty of Education teachers are responsible for many internal university projects. Following the established partnerships and recognised scientific results, teachers of the Faculty of Education are included on the editorial boards of several foreign journals. The Faculty of Education successfully cooperates with the European Consortium for the Certificate of Attainment in Modern Languages (ECL) in Pécs. The consortium has appointed the Faculty of Education as the national ECL centre for testing the knowledge of the Croatian language. Finally, students were offered the opportunity to attend more guest lectures delivered by professors and scientists from abroad and the possibility of studying at foreign universities.

* 1. Compliance with the minimum training requirements laid down in Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications and the Croatian Act on Regulated Professions and Recognition of Foreign Professional Qualifications.

Directive 2005/36/EC guarantees persons who have obtained professional qualifications in one of the Member States access to the same profession and the same rights when pursuing that profession in another Member State under the same conditions as those that apply to its nationals. The Directive aims to improve the rules of the existing qualification recognition systems in light of experience while maintaining the principles and guarantees of freedom of business continuation embedded in those systems. ([www.azvo.hr](http://www.azvo.hr/)).

When enrolling international students in postgraduate university doctoral studies, in the process of recognising qualifications, the procedure will be in accordance with the Act on Regulated Professions and Recognition of Foreign Professional Qualifications. (OG 124/09, 45/11*).*

Postgraduate university (doctoral) studies in Educational Sciences and Perspectives of Education align with level 8.2 of the Croatian Qualifications Framework (OG 22/13).

Regarding compliance with the European Qualifications Framework, the postgraduate university doctoral study corresponds to level 8 of the EQF (OG 22/13).

1. PROGRAMME DESCRIPTION
   1. List of compulsory and elective courses with the number of contact hours required for their performance and ECTS credits awarded.

**UNIVERSITY (DOCTORAL) STUDY PROGRAMME CURRICULUM**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 2. List of compulsory and elective courses with the number of contact hours required for their performance and ECTS credits awarded** | | | | | | | |
| **Year: 1st** | | | | | | | |
| **Semester: 1st** | | | | | | | |
|  | **COURSE TITLE** | **INSTRUCTOR** | **L** | **P** | **S** | **ECTS** | **STATUS[[2]](#footnote-2)** |
|  | **Theories of Education** | Anđelka Peko, Full Professor, PhD  Snježana Dubovicki, Assistant Professor, PhD  Rahaela Varga, Assistant Professor, PhD | 20 | - | - | 5 | C |
| **Curricular Approach in the Culture of an Educational Institution** | Vesnica Mlinarević, Full Professor, PhD  Maja Brust Nemet, Assistant Professor, PhD | 20 | - | - | 5 | C |
|  | **Research Methodology** | Anđelka Peko, Full Professor, PhD  Snježana Dubovicki, Assistant Professor, PhD | 15 | - | 10 | 5 | C |
|  | Elective course |  | \* |  |  | 4 | E |
|  | TOTAL |  |  |  |  | 19 |  |

C - compulsory course, E - elective course

**List of elective courses (1st semester, 1st Year)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **COURSE TITLE** | **INSTRUCTOR** | **L** | **P** | **S** | **ECTS** | **STATUS** |
|  | **Scientific Methods in Teaching Mathematics** | Zdenka Kolar-Begović, Full Professor, PhD  Ružica Kolar-Šuper, Associate Professor, PhD | 10 | - | 10 | 4 | E |
| **Defining and Exploring Drama and Puppetry Education** | Mira Perić, Full Professor, PhD in Art | 8 | 9 | 8 | 4 | E |
| **Contemporary Visual Arts in the Education System** | Goran Kujundžić, Associate Professor, PhD in Art | 10 | - | 10 | 4 | E |
|  | **Contemporary Approaches to the Education of Students with Developmental Disabilities** | Tena Velki, Associate Professor, PhD | 10 | - | 10 | 4 | E |
|  | **Applied Kinesiology Research** | Tihomir Vidranski, Associate Professor, PhD  Zvonimir Tomac, Assistant Professor, PhD  Josip Cvenić, Assistant Professor, PhD | 15 | - | - | 4 | E |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year: 1st** | | | | | | | |
| **Semester: 2nd** | | | | | | | |
|  | **COURSE TITLE** | **INSTRUCTOR** | **L** | **P** | **S** | **ECTS** | **STATUS** |
|  | **Humanistic Heritage Topics in Education** | Damir Matanović, Full Professor, PhD  Emina Berbić Kolar, Associate Professor, PhD | 20 | - | - | 5 | C |
| **Cultural Heritage in the Sustainable Development Curriculum** | Edita Borić, Full Professor, PhD | 20 | - | - | 5 | C |
| Elective course |  | \* |  |  | 4 | E |
| Elective course |  | \* |  |  | 4 | E |
| Work on Thesis / Research Activity (participation in scientific conferences at home and abroad, publication of articles in journals, research within scientific and professional projects, publication of the book independently or in co-authoring) | Mentor |  |  |  | 15 |  |
| Credits for publication (8 ECTS credits), |  |  |  |  | 8 |  |
|  | TOTAL |  |  |  |  | 41 |  |

Elective courses are conducted according to the timetables shown in the schematic presentation of the list of elective subjects

**List of elective courses (2nd semester, 1st Year)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **COURSE TITLE** | **INSTRUCTOR** | **L** | **P** | **S** | **ECTS** | **STATUS** |
|  | **Bioethical Sensibility in Education for Sustainable Development** | Irella Bogut, Full Professor, PhD  Ivica Kelam, Assistant Professor, PhD | 15 | - | - | 4 | E |
| **Language and Identity in Education** | Emina Berbić Kolar, Associate Professor, PhD | 15 | - | - | 4 | E |
|  | **Digital Citizenship and Electronic Services in Education** | Ivana Đurđević Babić, Associate Professor, PhD | 10 | - | 10 | 4 | E |
|  | **International and Intercultural Education** | Marija Sablić, Associate Professor, PhD | 15 | - | - | 4 | E |
|  | **Academic Presentations in English** | Željka Flegar, Associate Professor, PhD | 5 | 15 | 10 | 4 | E |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year: 2nd** | | | | | | | | |
| **Semester: 3rd** | | | | | | | | |
|  | **COURSE TITLE** | | **INSTRUCTOR** | **L** | **P** | **S** | **ECTS** | **STATUS** |
|  | Individual Mentoring (preparation of two seminar papers | | Mentor |  |  |  | 5 | E |
| Presenting at Academic Conferences: Three (3) domestic or one (1) international conference, workshops | | Mentor |  |  |  | 15 | C |
|  | Work on Thesis / Research Work with a Mentor (work on writing a doctoral thesis, developing a thesis, conducting research, searching literature databases) | | Mentor |  |  |  | 10 | C |
|  | | TOTAL |  |  |  |  | 30 |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year: 2nd** | | | | | | | | |
| **Semester: 4th** | | | | | | | | |
|  | | **COURSE TITLE** | **INSTRUCTOR** | **L** | **P** | **S** | **ECTS** | **STATUS** |
|  | Individual Mentoring | | Mentor |  |  |  | 5 | E |
| Presenting at Academic Conferences: Three (3) domestic or one (1) international conference, workshops | | Mentor |  |  |  | 15 | C |
|  | Preparation and Public Presentation of the Doctoral Thesis Synopsis | | Mentor |  |  |  | 10 | C |
|  | TOTAL | |  |  |  |  | 30 |  |
| **Year: 3rd** | | | | | | | | |
| **Semester: 5th** | | | | | | | | |
|  | **COURSE TITLE** | | **INSTRUCTOR** | **L** | **P** | **S** | **ECTS** | **STATUS** |
|  | Individual Mentoring | | Mentor |  |  |  | 5 | E |
| Presenting at Academic Conferences: Three (3) domestic or one (1) international conference, workshops | | Mentor |  |  |  | 15 | C |
|  | Work on Thesis / Research Work with a Mentor (work on writing a Doctoral thesis, developing a thesis, conducting research, searching literature databases) | | Mentor |  |  |  | 10 | C |
|  | TOTAL | |  |  |  |  | 30 |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year: 3rd** | | | | | | | |
| **Semester: 6th** | | | | | | | |
|  | **COURSE TITLE** | **INSTRUCTOR** | **L** | **P** | **S** | **ECTS** | **STATUS** |
|  | Individual Mentoring | Mentor |  |  |  | 5 | E |
| Presenting at Academic Conferences: Three (3) domestic or one (1) international conference, workshops | Mentor |  |  |  | 15 | C |
| Thesis Proposal Defense | Mentor |  |  |  | 10 | C |
| TOTAL |  |  |  |  | 30 |  |
| **TOTAL** |  |  |  |  | **180** |  |

* 1. Course descriptions

THE COURSE DESCRIPTION includes the following categories:

* course title,
* course instructor,
* course associates,
* course code,
* study year,
* semester,
* course status (compulsory or elective),
* the language of instruction,
* ECTS value per semester; student workload and homework,
* the form of instruction with the number of lessons per semester,
* comments,
* learning outcomes and student competencies,
* course content,
* type of instruction, teaching methods,
* monitoring of student activity during classes and the assessment methods,
* mandatory course literature,
* additional course literature,
* course evaluation: monitoring the quality of teaching and methods of assessing the curriculum.

**Postgraduate university (doctoral) studies**

***EDUCATIONAL SCIENCES AND PERSPECTIVES OF EDUCATION***

**COMPULSORY COURSES**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| COURSE SYLLABUS | | | | | | | | | | | | | | | |
| Course code and title | **Theories of Education** | | | | | | | | | | | | | | |
| Course instructor,  Course associates, | **Anđelka Peko, Full Professor with Tenure, PhD**  **Snježana Dubovicki, Assistant Professor, PhD**  **Rahaela Varga, Assistant Professor, PhD** | | | | | | | | | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***EDUCATIONAL SCIENCES AND PERSPECTIVES OF EDUCATION*** | | | | | | | | | | | | | | |
| Course status | Compulsory | | Study level | | | | | | postgraduate university (doctoral) study | | | | | | |
| Semester: | 1st | | Year: | | | | | | 1st | | | | | | |
| Location: | Faculty of Education in Osijek | | Language of instruction (other languages) | | | | | | Croatian | | | | | | |
| ECTS value | 5 | | Number of lessons per semester | | | | | | 20 L | | | | | | |
| Enrolment requirements and prerequisites | Enrolment in the first year of postgraduate doctoral studies. | | | | | | | | | | | | | | |
| Correlation |  | | | | | | | | | | | | | | |
| Course objective | To deepen scientific knowledge about education, school and teaching | | | | | | | | | | | | | | |
| Learning outcomes | Students will be able to:   1. understand the relationship between educational theories and educational research (general methodological approaches), 2. distinguish pedagogical from the educational-political perspective, 3. investigate the influences of new knowledge and human research on theories of education and school theories, 4. actively engage in a discourse on science in education. | | | | | | | | | | | | | | |
| Course content, | The course consists of interconnected content units:   1. education science, terminology and content in education science and pedagogy; 2. theories of education in the narrow sense (pedagogical theories of education), understanding education in a broader sense, education in the context of school and teaching; 3. school theories – different theoretical perspectives (normative pedagogy, spiritual-scientific school theory, reform pedagogies, structural-functional school theory, symbolic interactionism and school theory); 4. pedagogical and general teaching theories (cyber-information theory, teaching theory, critical theory of teaching communication, curriculum theory, transition from teaching to learning, constructivism and critical reflection of pedagogical constructivism, competencies and teaching); 5. a new image of man and a changed paradigm of education - democratic reach, equality of educational opportunities, school tailor-made for the child or society, and educational teaching. | | | | | | | | | | | | | | |
| Planned activities:  learning, teaching and assessing methods | **Obligations** | | | **Learning Outcomes** | | | **Number of Lessons** | | | | **ECTS** | | **Max % in the overall grade** | | |
| Class attendance L | | | 1 – 4 | | | 30 | | | | 1 | | 20% | | |
| research | | | 1 – 4 | | | 60 | | | | 2 | | 40% | | |
| exam (oral or written) | | | 1 – 4 | | | 60 | | | | 2 | | 40% | | |
| TOTAL | | | | | | 150 | | | | 5 | | 100% | | |
| Additional clarifications (assessment criteria): | | | | | | | | | | | | | | |
| Student obligations | To pass the course, students are required to:  1. Attend more than 70% of classes. If a student misses more than 50% of the classes, they will need to perform additional tasks, i.e., they will be denied the right to the signature, take the exam and register credits.  2. Devise a research project draft on the problem of education, school or teaching by the end of the semester as a prerequisite to taking the final exam. Students who do not fulfil all the requirements lose the right to ECTS credits from the course in that academic year.  3. Pass the written and oral exams. | | | | | | | | | | | | | | |
| Exam and colloquia periods | They are announced at the beginning of the academic year and published on the Faculty's website and in the ISVU system. | | | | | | | | | | | | | | |
| Other relevant information about the course | Lecture and research assignment materials are available to students | | | | | | | | | | | | | | |
| Course Literature | **Mandatory:**   1. Bruner, J. (2000). *Kultura obrazovanja*. Zagreb: Educa. 2. Palekčić, M. (2015). *Pedagogijska teorijska perspektiva.* Zagreb: Erudite. 3. Peko, A., Varga, R., Mlinarević, V., Lukaš, M., Munjiza, E. (2014). *Kulturom nastave (p)o učeniku*. Osijek: Sveučilište Josipa Jurja Strossmayera, Učiteljski fakultet u Osijeku. 4. Vican, D. (2006). Odgoj i obrazovanje u Hrvatskoj u kontekstu europskih vrijednosti. *Pedagogijska istraživanja*, *3(1)*, 9-20. 5. Von Hentig, H. (2008). *Što je obrazovanje?* Zagreb: Educa. 6. Vrcelj, S. (2018). *Što školu čini školom, teorijski pristupi, koncepti i trendovi*. Rijeka: Filozofski fakultet u Rijeci   **Additional:**   1. Bašić, S. (2007). Nacionalni obrazovni standard – instrument kontroliranja učinkovitosti obrazovnog sustava, unapređivanja kvalitete nastave ili standardiziranja razvoja osobnosti? Pedagogijska istraživanja, 4(1), 25-41. 2. Bindé, J. (2007). *Prema društvima znanja*. Zagreb: Educa. 3. Dubovicki, S. (2017). Kreativnost u sveučilišnoj nastavi. Osijek: Fakultet za odgojne i obrazovne znanosti Sveučilišta u Osijeku 4. Gudjons, i dr. (1999). *Didaktičke teorije*, Zagreb: Educa. 5. Peko, A. (1999). Obrazovanje, U: Osnove suvremene pedagogije (ur.: Mijatović, A., Vrgoč, H., Peko, A., Mrkonjić, A., Ledić, J.), Hrvatsko pedagoško-književni zbor, Zagreb, 203-223. | | | | | | | | | | | | | | |
| COURSE SYLLABUS | | | | | | | | | | | | | | | |
| Course code and title | | | **Curricular Approach in the Culture of an Educational Institution** | | | | | | | | | | | | |
| Course instructor,  Course associate, | | | **Vesnica Mlinarević, Full professor, PhD**  **Maja Brust Nemet, Assistant Professor, PhD** | | | | | | | | | | | | |
| Study programme | | | Postgraduate interdisciplinary and specialist studies  ***Educational Sciences and Perspectives of Education*** | | | | | | | | | | | | |
| Course status | | | compulsory: | | | Study level | | | | | postgraduate university (doctoral) study | | | | |
| Semester: | | | 1st | | | Year: | | | | | 1st | | | | |
| Location: | | | Faculty of Education in Osijek | | | Language of instruction (other languages) | | | | | Croatian | | | | |
| ECTS value | | | 5 | | | Number of lessons per semester | | | | | 20 L | | | | |
| Enrolment requirements and prerequisites | | | Enrolment in the first year of postgraduate doctoral studies. | | | | | | | | | | | | |
| Correlation | | | The course correlates with appropriate knowledge of pedagogical and interdisciplinary scientific disciplines. | | | | | | | | | | | | |
| Course objective | | | General course aim:  To enable students to understand and accept the benefits of education in cultural values and processes and to understand external and internal influences on the design of the curriculum and culture of an educational institution. To adopt competencies for theoretical reflection for research and implementation of the curricular approach in education.  Specific goals:  To contribute to developing competencies for curriculum research from a theoretical and empirical point of view by applying the appropriate methodology. Improving and researching new curricular approaches and developing a research task. To direct students to interdisciplinary research and systematic observations of education as a process of inculturation of the individual. | | | | | | | | | | | | |
| Learning outcomes | | | Students will be able to:   1. classify the totality of culture of relations and pedagogical ethos in the subsystems of education, 2. understand the culture of the institution, including mastering skills and methods of its research and alteration, 3. critically analyse the curricular approach in education, 4. explain and explore the curriculum and the dynamics of social conditioning of education in contemporary culture, 5. discuss topics in the curriculum and culture of the institution and express autonomy, responsibility and ethics in setting research problems and writing research papers. | | | | | | | | | | | | |
| Course content | | | 1. Culture of the educational institution; 2. The concept of culture as a philosophy of organisational and collaborative learning; 3. The hidden curriculum and the educational potential of the educational process; 4. The curriculum of social competencies and relations in an educational institution; 5. Curriculum co-construction (level of an individual, a group, an educational institution); 6. Curriculum theories and competency-based curriculum 7. Education policy and curriculum; 8. Exploring and changing culture, understanding and raising the quality of the educational process. | | | | | | | | | | | | |
| Planned activities:  learning, teaching and assessing methods | | | Obligations | | | | Learning Outcomes  (sequence number specified) | | Number of Lessons | | | | ECTS\* | | Max % in the overall grade |
| Lecture | | | | 1 – 4 | | 15 | | | | 0.5 | | 10% |
| Research | | | | 3 – 5 | | 75 | | | | 2.5 | | 50% |
| Oral exam | | | | 1 – 5 | | 60 | | | | 2.0 | | 40% |
| TOTAL | | | | | | 150 | | | | 5 | | 100% |
| Additional clarifications (assessment criteria):  Create and defend a research assignment in front of a group of students.  Publish work in a conference or a journal.  Create a comprehensive bibliography from the course thematic area using different types of sources and databases. | | | | | | | | | | | | |
| Student obligations | | | To pass the course, students are required to:   1. Attend 50% of lectures and actively participate in discussions. 2. Analyse the international and national curriculum development guidelines in the culture of the educational institution (project task). 3. Conduct research in the subject area. 4. Pass the oral exam. | | | | | | | | | | | | |
| Exam and colloquia periods | | | They are published at the beginning of the academic year on the Faculty's website. | | | | | | | | | | | | |
| Other relevant information about the course | | | / | | | | | | | | | | | | |
| Course Literature | | | Mandatory:   1. Baranović, B. (2015). *Izrada i evaluacija školskog kurikuluma.* Zagreb: Institut za društvena istraživanja. 2. Kentli, F. D. (2009), Comparison of Hidden Curriculum Theories. *European Journal of Educational Studies*.1(2). 3. Mlinarević, V. (2016). [Implicitne poruke u skrivenom kurikulumu suvremene škole](https://bib.irb.hr/prikazi-rad?&rad=870252). // *Život i škola: časopis za teoriju i praksu odgoja i obrazovanja*. 62 (2016) , 2; 13-26. 4. Mlinarević, V., Brust Nemet, M. (2016). [The Hidden Curriculum in the Function of Promoting Equal Educational Opportunities for the Roma](https://bib.irb.hr/prikazi-rad?&rad=855321). U Markowska-Manista, Urszula (ur.), *The Interdisciplinary Contexts of Reintegration and Readaptation in the Era of Migration- an Intercultural Perspective*. Warsaw: Wydawnictwo Akademii Pedagogiki Specjalnej im. M. Grzegorzewskiej, str. 204-228. 5. Jerald, C.D. (2006), School Culture: The Hidden Curriculum. Washington, DC: The Center for Comprehensive School Reform and Improvement. 6. Vujičić, L. (2011), Istraživanje kulture odgojno-obrazovne ustanove. Zagreb: Mali profesor; Rijeka: Sveučilište u Rijeci.   Additional::   1. Muller, J. (2012). *Reclaiming Knowledge: Social theory, curriculum and education p*olicy. London and New York: Taylor & Francis. 2. Mlinarević, V. (2016). [Primjena stilova učenja i višestrukih inteligencija u kulturi nastave](https://bib.irb.hr/prikazi-rad?&rad=870330)// A Magyar Tannyelvű Tanítóképző Kar 2016-os tudományos konferenciáinak tanulmánygyűjteménye/Zbornik radova naučnih konferencija Učiteljskog fakulteta na mađarskom nastavnom jeziku 2016/ Czékus, G. and Borsos, É. (ed.). Subotica: Učiteljski fakultet na nastavnom mađarskom jeziku. 2016. 130-142. 3. Rhodes, F. H. T. (2007). The role of higher education for sustainable democratic culture. Council of Europe. *Higher Education and Democratic Culture: Citizenship, Human Rights and Civic Responsibility*. Strasbourg: Council of Europe Publishing, 39-47. 4. Mlinarević, V., Brust Nemet, M. Kostić, M. (2018). Students' attitudes on promoting rights in Primary education. (45 – 67) International scientific monograph Children's Rights in educational settings, Edited by: Velki, T. PhD Ilieva-Trichkova, P., PhD Topolska, E. PhD. Josip Juraj Strossmayer University of Osijek Faculty of Education in Osijek & Ombudsman for Children Croatia. | | | | | | | | | | | | |

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| COURSE SYLLABUS | | | | | | | |
| Course code and title | **Research Methodology** | | | | | | |
| Course instructor,  Course associate, | **Anđelka Peko, Full Professor with Tenure, PhD**  **Snježana Dubovicki, Assistant Professor, PhD** | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | |
| Course status | compulsory: | Study level | | | postgraduate university (doctoral) study | | |
| Semester: | 1st | Year: | | | 1st | | |
| Location: | Faculty of Education in Osijek | Language of instruction (other languages) | | | Croatian | | |
| ECTS value | **5** | Number of lessons per semester | | | **15 L 10 S** | | |
| Enrolment requirements and prerequisites | Enrolment in the first year of postgraduate doctoral studies. | | | | | | |
| Correlation |  | | | | | | |
| Course objective | The course aims to develop knowledge in the field of research methodology within educational sciences to improve educational practice;  To enable doctoral students to apply appropriate methodological strategies in the process of research, planning and implementation, and the development of measuring instruments in empirical research. | | | | | | |
| Learning outcomes | The doctoral student will be able to:   1. understand and analyze the methodological, ontological and epistemological features of research in educational sciences; 2. apply qualitative methods of data collection and analysis in research; 3. use quantitative methods of data collection and analysis in research; 4. demonstrate the ability to create, design, implement and adapt scientific research processes; 5. promote the pluralism of scientific paradigms. | | | | | | |
| Course content | The course consists of interconnected content units relating to:   1. theoretical starting points and scientific paradigms, 2. research styles in education, 3. qualitative research methods and analysis in the field of educational sciences, 4. quantitative research methods and analysis in the field of educational sciences, 5. structure of qualitative and quantitative research drafts, 6. measuring characteristics of the instrument (validity, reliability, sensitivity, objectivity), measuring instrument calibration, 7. statistical tools for data analysis, 8. meta-analysis, 9. futurological research methods, 10. action research in preschool, primary, secondary and adult education, 11. creative data collection techniques, 12. research evaluation. | | | | | | |
| Planned activities:  learning, teaching and assessing methods | **Obligations** | | **Learning Outcomes** | **Number of Lessons** | | **ECTS** | **Max % in the overall grade** |
| Class attendance L | | 1 – 5 | 30 | | 1 | 20% |
| research | | 1 – 5 | 60 | | 2 | 40% |
| exam | | 1 – 5 | 60 | | 2 | 40% |
| TOTAL | | | 150 | | 5 | 100% |
| Additional clarifications (assessment criteria): | | | | | | |
| Student obligations | To pass the course, doctoral students are expected to complete the following requirements:   1. regular attendance. If a student misses more than 50% of the classes, they will need to perform additional tasks, i.e., they will be denied the right to the signature, take the exam and register credits; 2. independently designing a research draft dealing with a problem of the participant's interest; 3. conducting research independently and writing a report by the end of the second semester to meet the requirement to access the final exam. Otherwise, students lose the right to ECTS credits from the course in that academic year; 4. pass the written and oral exams. | | | | | | |
| Exam and colloquia periods | They are announced at the beginning of the academic year and published on the Faculty's website and in the ISVU system. | | | | | | |
| Other relevant information about the course | Lecture materials and research assignments are available to students. | | | | | | |
| Course Literature | **Mandatory:**   1. Cohen, L., Manion, L. & Morrison, K. (2007). *Metode istraživanja u obrazovanju*. Jastrebarsko: Naklada Slap. 2. Creswell, J. W., Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edition). Thousand Oaks-London-New Delhi- Singapore: SAGE Publications, Inc. 3. Mejovšek, M. (2013). *Metode znanstvenog istraživanja u društvenim i humanističkim znanostima*. Jastrebarsko: Naklada Slap. 4. Milas G. (2005). *Istraživačke metode u psihologiji i drugim društvenim znanostima*. Jastrebarsko: Naklada Slap 5. Opić, S., Bognar, B. & Ratković, S. (ed.). (2017). *Novi pristupi metodologiji istraživanja odgoja*. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.   **Additional:**   1. Bognar, B. (2011). Akcijsko istraživanje i profesionalni razvoj učitelja i nastavnika. In: (ed. Kovačević, D., Ozorlić Dominić, R.) *Problemi u ostvarivanju suštinskih promjena u praksi učitelja posredstvom akcijskih istraživanja.* Zagreb: Agencija za odgoj i obrazovanje, 41-60. 2. Creswell, J. W. (2012). *Educational research. Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson. 3. Deml, S. (2009). *Qualitative und quantitative Methoden in der sozialwissenschaftlichen Forschung: Widerspruch oder Ergänzung?* Norderstedt Germany: GRIN Verlag. 4. Halmi, A. (2005). *Strategije kvalitativnih istraživanja u primijenjenim društvenim znanostima*. Jastrebarsko: Naklada Slap. 5. Martin, W., E., Bridgmon, K. D. (2012). *Quantitative and Statistical Research Methods: From Hypothesis to Results.* San Francisco: Jossey-Bass. 6. Niemann, N. (2016). *Qualitative vs. quantitative Methoden. Herausforderung oder Chance für Interdisziplinarität?* Norderstedt Germany: GRIN Verlag. 7. Suzić, N. (2017). How to publish Work in indexed scientific Journals – an overview. *Research in Pedagogy, 7*(1), 134-144. DOI:10.17810/2015.55 8. Vrcelj, S., Mušanović, M. (2001). *Prema pedagoškoj futurologiji*. Rijeka: HPKZ, Graftrade. | | | | | | |

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| COURSE SYLLABUS | | | | | | | |
| Course code and title | **Humanistic Heritage Topics in Education** | | | | | | |
| Course instructor  Course associate | **Damir Matanović, Full Professor, PhD**  **Emina Berbić Kolar, Associate Professor, PhD** | | | | | | |
| Study programme | Postgraduate interdisciplinary and specialist studies  ***Educational Sciences and Perspectives of Education*** | | | | | | |
| Course status | compulsory | | Study level | | postgraduate (doctoral) study | | |
| Semester: | 2nd | | Year: | | 1st | | |
| Location: | Faculty of Education in Osijek | | Language of instruction (other languages) | | Croatian | | |
| ECTS value | 5 | | Number of lessons per semester | | 20 L | | |
| Enrolment requirements and prerequisites | Enrolment in the first year of postgraduate doctoral studies. | | | | | | |
| Correlation | This course is in a complementary relationship with all courses. | | | | | | |
| Course objective | The fundamental goal of the course is to master the concepts of the cultural heritage of the Republic of Croatia; tangible and intangible. Students will master cultural heritage in the broadest context to apply it in the educational work of their institutions. | | | | | | |
| Learning outcomes | Students will be able to:   1. learn the terms tangible and intangible cultural heritage, 2. identify and adopt the terminology of tangible cultural heritage (movable and immovable), 3. integrate the contents of the movable cultural heritage in the educational process: architectural, cultural heritage, archaeological, cultural heritage, cultural landscapes, 4. integrate the contents of the immovable, tangible cultural heritage in the educational process: library, archival and museum, 5. identify and adopt the terminology of tangible cultural heritage (movable and immovable), 6. integrate the contents of intangible cultural heritage in the educational process: language (dialects, speeches), traditional production of old objects, revitalization of ancient crafts, customs, 7. make students aware of the significance and value of cultural heritage in the context of maintaining the identity and general humanistic values. | | | | | | |
| Course content | The course consists of interconnected content units relating to:   1. humanities, 2. cultural heritage, 3. cultural heritage, 4. movable cultural heritage: architectural, archaeological, cultural landscapes, 5. immovable cultural heritage: library, museum, archives, 6. intangible cultural heritage: language, customs, traditional crafts and objects, 7. application of humanistic heritage topics in the educational system (early and preschool education, primary education, secondary education), 8. application of humanistic heritage topics in work with civil society associations, local government and self-government, and other institutions in culture and education. | | | | | | |
| Planned activities:  learning, teaching and assessing methods | Obligations | Learning Outcomes | | Number of Lessons | | ECTS | Max % in the overall grade |
| Class attendance L | 1 – 7 | | 45 | | 1.5 | 30% |
| exam (oral and written) | 1 – 7 | | 105 | | 3.5 | 70% |
| TOTAL | | | 150 | | 5 | 100% |
| Additional clarifications (assessment criteria): | | | | | | |
| Student obligations | To pass the course, the doctoral student is required to:   1. attend lectures and actively participate in discussions, 2. attend more than 50% of classes. If the doctoral student misses more than 50% of the classes, they will receive additional assignments, 3. Pass the written and oral exams. | | | | | | |
| Exam and colloquia periods | They are announced at the beginning of the academic year and published on the Faculty's website and in the ISVU system. | | | | | | |
| Other relevant information about the course | Part of the course includes field and extracurricular classes. | | | | | | |
| Course Literature | **Mandatory:**   1. Berbić Kolar, E., Kolenić, Lj. (2014). Sičanske riči, Osijek. 2. Berbić Kolar, E., Galzina, V., Matanović, D. (2014). [Towards a safeguarding concept of the Intangible Cultural Heritage in Slavonia, Baranya and Syrmia – aspects of digitization, processing, conservation and dissemination of sound, image and shape](https://bib.irb.hr/prikazi-rad?&rad=751148), *Medijska istraživanja*. 20, 2; 213-231. 3. Berbić Kolar, E., Vretenar Cobović, M., Galzina, V. (2015). Centar za očuvanje nematerijalne kulturne baštine Slavonije, Baranje i Srijema,4. međunarodni znanstveni simpozij Gospodarstvo istočne Hrvatske – vizija i razvoj, Osijek, 144. - 152. 4. Berbić Kolar, E. (2018) [Popularization of the Cultural Heritage in the context of Slavonian dialect](https://www.bib.irb.hr/928505), Cultural and social life in the Balkans in the Ottoman Empire Era, Ankara: gece kitapligi 5. Matanović, D., Berbić Kolar E. (2018). Emina [Položaj i percepcija humanističkih znanosti u Republici Hrvatskoj na početku 21.st.](https://www.bib.irb.hr/971815), Društvene i humanističke studije, 3 (6); 27-36   **Additional:**   1. Kolenić, Lj., Berbić Kolar, E., Matanović, D. (2011.), Students on linguistic field research in the eastern part of Croatia, Kepzes es Gyakorlat, Training & Practice, p. 77 - 89., Kaposvar 2. Kolenić, Lj., Berbić Kolar, E., 82012). Tradicijski sičanski leksik,Šokačka rič 9, Zbornik sa Znanstvenoga skupa Slavonski dijalekt, p. 7. – 43. 3. Kolenić, Lj., Berbić Kolar, E., Đurić, T., (2012). Student participation in preserving non-material cultural goods,Kepzes es Gyakorlat, Training & Practice, str. 220.-226., Sopron 4. Kolenić, Lj., Berbić Kolar, E., Matanović, D., (2013). [Bošnjački govor](http://bib.irb.hr/mzos/prikazi-rad?&rad=653071), Šokačka rič 10, Bilić, Anica (ed.)., Zakud Vinkovci, 71. – 86. 5. Galzina, V., Matanović, D., Berbić Kolar, E. (2016). [Opportunities for sustainable safeguarding of the industrial heritage - Đuro Đaković industry Slavonski Brod](https://www.bib.irb.hr/827946) // Economy of Eastern Croatia - vision and growth, 5. 6. Berbić Kolar, E., Gligorić, I. M. (2018) [O jeziku kao identitetu i vrijednoj kulturnoj baštini slavonskoga dijalekta](https://www.bib.irb.hr/945689), Tadijino stoljeće: povijest, kultura, identitet, Osijek – Poznanj. | | | | | | |

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| COURSE SYLLABUS | | | | | | | | |
| Course code and title | **Cultural Heritage in the Sustainable Development Curriculum** | | | | | | | |
| Course instructor, | **Edita Borić, Full Professor, PhD** | | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | | |
| Course status | compulsory | | | Study level | | Postgraduate (doctoral) study | | |
| Semester: | 2nd | | | Year: | | 1st | | |
| Location: | Faculty of Education in Osijek | | | Language of instruction (other languages) | | Croatian | | |
| ECTS value | 5 | | | Number of lessons per semester | | 20 L | | |
| Enrolment requirements and prerequisites | The ability to read academic books and papers in English. | | | | | | | |
| Correlation | The course correlates with similar education courses. | | | | | | | |
| Course objective | The course aims to enable students to acquire the necessary competencies to promote cultural heritage for sustainable development in the Croatian and European educational contexts;  To provide students with specific practical knowledge of cultural heritage and sustainable development in line with educational values. The course aims to train students to identify, preserve, and present cultural heritage and sustainable development and transfer knowledge into practice. | | | | | | | |
| Learning outcomes | | | Students will be able to:   1. explain the implementation of cultural heritage content within the cross-curricular theme of sustainable development, 2. analyse the curricular approach to cultural heritage in education for sustainable development (primary and secondary school and study programmes), 3. explore educational procedures for experiencing and nurturing cultural heritage and its role in sustainable development curriculum in the Croatian and European contexts, 4. analyse national and international guidelines on heritage education and sustainable development. 5. Students will be able to provide guidelines for the effective planning, implementation and evaluation of cultural heritage in education to develop cultural awareness to benefit sustainable practices in society; 6. propose educational and promotional strategies and activities to improve access to information and knowledge, 7. justify the importance and role of cultural heritage in education for sustainable development, 8. distinguish different forms of cultural heritage, 9. organise various forms of teaching content on cultural heritage and sustainable development, 10. describe good practice examples in teaching cultural heritage and sustainable development, 11. explore and protect cultural heritage, 12. plan, implement and evaluate the teaching content of cultural heritage and sustainable development in the national curriculum and the curriculum of European countries. | | | | | | | |
| Course content | | | 1. Curricular approach to cultural heritage in education for sustainable development. Cultural heritage in formal education (primary, secondary and higher). Cultural heritage as a paradigm of sustainable development. Cultural heritage and identity. Defining the concept of cultural heritage and sustainable development. 2. National and international guidelines on cultural heritage in the sustainable development curriculum in the Croatian and European contexts. Sustainable development curricula analysis from the cultural heritage perspective. 3. Educational approaches and methods for identifying, maintaining, and presenting national and world cultural heritage and identity. Didactic approaches to the implementation of cultural heritage and sustainable development. The project - educational approaches - to preserve cultural heritage and national and world cultural diversity identity. 4. Didactic-methodological approaches to the implementation of native heritage as a prerequisite for national tourism sustainability. World Heritage, tourism and environmentally sustainable development. ICT to support education for national and world cultural heritage and sustainable development. Virtual tourism of national cultural heritage in the sustainable development curriculum.Good practice examples of implementing cultural heritage in the sustainable development curriculum. 5. Lifelong learning and fostering competencies to preserve cultural heritage through sustainable development. Research approach contributions to the teachers' competencies development in education for sustainable development. | | | | | | | |
| Planned activities:  learning, teaching and assessing methods | Obligations | | Learning Outcomes | | Number of Lessons | | ECTS | Max % in the overall grade |
| Class attendance L | | 1 – 12 | | 21.4 | | 0.7 | 14.28% |
| exam (oral) | | 1 – 12 | | 128.6 | | 4.3 | 85.72% |
| TOTAL | | | | 150 | | 5 | 100% |
| Additional clarifications: Following learning and teaching methods will be applied: lectures, fieldwork, homework, discussion, case studies, and project development. | | | | | | | |
| Student obligations | To pass the course, the doctoral student is required to:   1. attend lectures and actively participate in discussions, 2. conduct short research on cultural heritage within the curriculum in the Croatian and European contexts, 3. develop proposals and guidelines on the methods to experience and nurture sustainable development and cultural heritage through education, 4. follow the planned obligations' dynamics using relevant literature and research methods, 5. pass the oral exam. | | | | | | | |
| Exam and colloquia periods | They are announced at the beginning of the academic year and published on the Universities' websites and in the ISVU system. | | | | | | | |
| Other relevant information about the course | Lecture and research assignment materials are published on the e-learning website. | | | | | | | |
| Course Literature | **Mandatory:**   1. Borić, E.; Jančič, P. and Hus, V. (2018). Implementation of teaching cultural heritage content outside the classroom. Conference Proceedings of 5th international Multidisciplinary. Scientific Conference SOCIAL SCIENCES & ARTS SGEM 2018, Volumen 5, Issue 3.5 SGEM, 2018 (ed.). Albena, Bulgaria : Stef92Technology Ltd, Sofia, Bulgaria, str. 409-416. 2. Borsos, E.; Boric, E. and Patocskai, M.. (2018). Be in: Teach Outdoors!. *Croatian Journal of Education-Hrvatski Casopis za Odgoj i obrazovanje*. 20, 3; 843-866 3. Ministarstvo znanosti, obrazovanja i športa, Hrvatskog povjerenstva za UNESCO Ministarstvo kulture (2011). Svjetska baština u rukama mladih, Priručnik i nastavni materijal za učitelje. 4. Rut, C. (ed.). (2010). Svjetska baština u rukama mladih : kako je upoznati, njegovati i djelovati : priručnik i nastavni materijali za učitelje. Zagreb: [Ministarstvo kulture Republike Hrvatske](http://katalog.kgz.hr/pagesresults/rezultati.aspx?&searchById=10&spid0=1&spv0=&fid0=4&fv0=Ministarstvo+kulture+Republike+Hrvatske) : [Hrvatsko povjerenstvo za UNESCO](http://katalog.kgz.hr/pagesresults/rezultati.aspx?&searchById=10&spid0=1&spv0=&fid0=4&fv0=Hrvatsko+povjerenstvo+za+UNESCO) : [Ministarstvo znanosti, obrazovanja i športa](http://katalog.kgz.hr/pagesresults/rezultati.aspx?&searchById=10&spid0=1&spv0=&fid0=4&fv0=Ministarstvo+znanosti%2c+obrazovanja+i+%c5%a1porta) 5. Simşek, G., & Elitok Kesici, A. (2012). Heritage Education for Primary School Children Through Drama: The Case of Aydin, Turkey. Procedia - Social and Behavioral Sciences, 3817-3824.   **Additional:**   1. Borić, E. and Hus, V. (2018). The comparative analyses of preservation of cultural heritage in the Croatian and Slovenia educational system. 42nd ATEE Annual Conference 2017 Changing Perspectives and Approaches in Contemporary Teaching / Sablić, Marija; Škugor, Alma; Đurđević Babić, Ivana (ed.). Bruxelles: Association for Teacher Education in Europe, str. 77-88 2. Borsos, E.; Patocskai, M. and Borić, E, (2018). Teaching in nature? Naturally*!. Journal of biological education*. 52, 4; 429-439 3. Garašić, D. (2008). Odgoj i obrazovanje u UN Desetljeću zaodrživi razvoj – status implementacije u Republici Hrvatskoj. V V. Uzelac in L. Vujičić (ed.), c*jeloživotnož učenje za održivi razvoj* (str. 107-117). Rijeka: Učetljski fakultet Sveučilišta. 4. Jančič, P., & Hus, V. (2018). Treatment of Cultural Heritage Content in the Subject Social Studies in Primary School. Creative Education, 9, 702-712. https://doi.org/10.4236/ce.2018.95052 5. Kostović-Vranješ, V. in Bulić, M. (2013). Izobraževanje za zdrav in trajnostni svet. U M. Duh (ed.),   *Okoljsko izobraževanje za 21. stoletje* (str. 127-139). Maribor:Pedagoška fakulteta; Rakičan: RIS dvorec.   1. Tatković, Nevenka, Marina Diković, Mauro Štifanić, *Odgoj i obrazovanje za razvoj danas i sutra. Ekološke i društvene paradigme*, Sveučilište Jurja Dobrile, Pula, 2015.   **Recommended:**  Ministarstvo znanosti i obrazovanja Nacionalni kurikulum međupredmetne teme Održivi razvoj prosinac 2017. | | | | | | | |

**Postgraduate university (doctoral) studies**

***Educational Sciences and Perspectives of Education***

**ELECTIVE COURSES**

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| COURSE SYLLABUS | | | | | | | |
| Course code and title | **Scientific Methods in Teaching Mathematics** | | | | | | |
| Course instructor,  Course associate | [**Zdenka**](http://unipu.hr/index.php?id=ritascottijuric&L=0) **Kolar-Begović, Full Professor, PhD**  **Ružica Kolar-Šuper, Associate Professor, PhD** | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | |
| Course status | Elective | Study level | | | Postgraduate (doctoral) study | | |
| Semester: | Winter | Year: | | | 1st | | |
| Location: | Faculty of Education | Language of instruction (other languages) | | | Croatian | | |
| ECTS value | 4 | Number of lessons per semester | | | 10 L – 0 P – 10 S | | |
| Enrolment requirements and prerequisites | Enrolment in the first year of postgraduate doctoral studies. None | | | | | | |
| Correlation | / | | | | | | |
| Course objective | The course aims to introduce students to the application of scientific methods in teaching mathematics and the research results related to scientific methods. | | | | | | |
| Learning outcomes | On successful completion of this course, the doctoral student will be able to:   1. apply scientific methods such as analysis and synthesis, analogy, concretization and abstraction, induction and deduction, generalization and specialization to mathematical content and teaching process, 2. analyze the importance of scientific methods in teaching mathematics, 3. analyse the research on the use of scientific methods in teaching mathematics, 4. critically analyse experiences of applying methods that rely on theory and research, 5. independently describe the generalizations of geometry claims using dynamic geometry programmes, 6. independently create open-ended tasks using analogy and generalization. | | | | | | |
| Course content | 1. The principle of scientificity 2. Analysis and synthesis. 3. Analogy. 4. Concretization and abstraction. 5. Induction and deduction. 6. Generalization and specialization. Generalization in geometry. 7. The open approach in mathematics teaching. | | | | | | |
| Planned activities:  learning, teaching and assessing methods | **Obligations** | | **Learning Outcomes** | **Number of Lessons** | | **ECTS** | **Max % in the overall grade** |
| Class attendance L + S | | 1 – 6 | 17 | | 0.6 | 0% |
| exam (written and oral) | | 1 – 6 | 73 | | 2.4 | 70% |
| seminar paper preparation and presentation | | 1 – 6 | 30 | | 1 | 30% |
| TOTAL | | | 120 | | 4 | 100% |
| Additional clarifications (assessment criteria): Doctoral students will prepare and present a seminar paper. | | | | | | |
| Student obligations | To pass the course, the doctoral student is required to:   1. attend lectures and seminars regularly, 2. pass the written and oral exam, 3. prepare and present a seminar paper. | | | | | | |
| Exam and colloquia periods | Exam periods are published at the beginning of the academic year on the Faculty of Education website, bulletin board, and in the ISVU system. | | | | | | |
| Other relevant information about the course | All information regarding the course is published through Loomen. | | | | | | |
| Course Literature | Mandatory:   1. Becker, J. P., & Shimada, S. (1997). *The Open-Ended Approach: A New Proposal for Teaching Mathematics*. Reston, Virginia: National Council of Teachers of Mathematics. 2. Johnston-Wilder, S. & Mason, J. (2005). *Developing thinking in geometry*. London: Open University Press. 3. Calvin T. Long, Duane W. De Temple, and Richard S. Millman (2015). *Mathematical Reasoning for Elementary Teachers*, London. 4. Kurnik, Z. (2009). Znanstveni okvir nastave matematike, Element, Zagreb.   Additional:   1. English, Lyn D. (2013). *Mathematical Reasoning: Analogies, Metaphors, and Images (Studies in Mathematical Thinking and Learning Series),* Routledge, London. 2. Jones, K. (2000). *Providing a foundation for deductive reasoning: Students’ interpretations when using dynamic geometry software and their evolving mathematical explanations*. Educational Studies in Mathematics, 44(1-2), 55-85. 3. Hodnik Čadež, T; Manfreda Kolar, V. (2015). *Comparison of types of generalizations and problem-solving schemas used to solve a mathematical problem*, Educational Studies in Mathematics, 283-306. 4. Manfreda Kolar, V., Hodnik Čadež, T. (2011*). Analysis of Inductive Reasoning in Mathematical Problem Solving among Primary Teacher Students*, 49-63, Mathematics and Children (The Math Teacher) (ed. M. Pavleković), Element, Zagreb. | | | | | | |

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| COURSE SYLLABUS | | | | | | | |
| Course code and title | **Defining and Exploring Drama and Puppetry Education** | | | | | | |
| Course instructor, | **Mira Perić, Full Professor, PhD in Art** | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | |
| Course status | elective | Study level | | | postgraduate (doctoral) study | | |
| Semester: | 1st | Year: | | | 1st | | |
| Location: |  | Language of instruction (other languages) | | | Croatian | | |
| ECTS value | 4 | Number of lessons per semester | | | 8L - 9P - 8S | | |
| Enrolment requirements and prerequisites | None | | | | | | |
| Correlation | This course is in a complementary relationship with all courses. | | | | | | |
| Course objective | Exploring and understanding the meaning and significance of drama and puppetry in contemporary education. | | | | | | |
| Learning outcomes | Students will be able to:   1. critically assess, explain and identify the significance and breadth of drama and puppetry pedagogy in today's contemporary society, 2. critically analyze the importance of similarity and diversity of drama and puppetry pedagogy. Analyze their autonomy, 3. analyze dramatic culture: theoretical knowledge of theatre, critical review (drama and puppet performance analysis), 4. present and analyze the results of personal and children's drama creation and performance, 5. present and analyze the results of personal and children's puppetry creation and performance, 6. develop new drama and puppetry pedagogy methods in educational approaches, well applied in preschool and school content (e.g. drama methods in teaching). | | | | | | |
| Course content | 1. Theatre art as a starting point of drama and puppetry pedagogy. 2. Various factors that encourage/hinder the development of drama and puppetry education in social institutions. 3. Drama education basics (adaptation and dramatization, stage speech, stage space, drama games and exercises, educational drama). 4. Puppetry education basics (puppetry dramaturgy, puppetry directing, stage puppets, animator, animation, music, scenography). 5. Active implementation of drama and puppetry creation and performance in educational institutions. | | | | | | |
| Planned activities:  learning, teaching and assessing methods | Obligations | | Learning Outcomes | Number of Lessons | | ECTS | Max % in the overall grade |
| Class attendance L | | 1 – 6 | 15 | | 2.0 | 50% |
| exam (oral) | | 1 – 6 | 105 | | 2.0 | 50% |
| TOTAL | | | 120 | | 4 | 100% |
| Additional clarifications (assessment criteria): | | | | | | |
| Student obligations | 1. Attend lectures and actively participate in theoretical and practical discussions. 2. Watch and critically review professional drama and puppet performances. Read and critically review drama and puppetry texts. 3. Realise a drama and puppetry workshop in one of the educational institutions. 4. Students who miss more than 50% of the classes will need to perform additional tasks. 5. Pass the oral exam. | | | | | | |
| Exam and colloquia periods | They are published at the beginning of the academic year on the Faculty's website and in the ISVU system. | | | | | | |
| Other relevant information about the course |  | | | | | | |
| Course Literature | **Mandatory:**   1. Glibo, R., (2000.), Lutkarstvo i scenska kultura. Zagreb. 2. Gruić, I., (2002.), Prolaz u zamišljeni svijet (procesna drama ili drama u nastajanju), Zagreb: Golden marketing. 3. Gruić, I., Rimac Jurinović, M., (2018.), Kako programi nastavničkih fakulteta u Hrvatskoj definiraju/shvaćaju dramsko obrazovanje. In: časopis Norma 1/2018., ed. Trajković, B., Sombor: Pedagoški fakultet u Somboru. 4. Krušić, V., (2007.), O dramskom odgoju – osnovni pojmovi. U: Radetić – Ivetić, J., ed. Igram se, a učim!: dramski postupci u razrednoj nastavi. Zagreb: Hrvatski centar za dramski odgoj Pili – poslovi d.o.o. 5. Lekić, K. Migliaccio-Čučak, N., Radetić-Ivetić, J., Stanić, D., Turkulin-Horvat, M., Vilić-Kolobarić, K. (2007.), Igram se, a učim! Dramski postupci u razrednoj nastavi, ur. Radetić-Ivetić. Zagreb: Hrvatski centar za dramski odgoj – Pili-poslovi d.o.o. 6. Majaron, E., Kroflin, L., (ed) (2004.), Lutka… divnog li čuda! Zagreb: MCUK, UNIMA 7. Perić Kraljik, M., (2009.), Dramske igre za djecu predškolske dobi. Osijek: Učiteljski fakultet. 8. Perić Kraljik, M., Krumes, I., Čagalj, Z., (2018.), Razvoj dramskog odgoja na institucionalnoj, društvenoj i osobnoj razini, u časopis Norma 1/2018., ed. Trajković, B., Sombor: Pedagoški fakultet u Somboru. 9. Perić Kraljik, M., (2009.), Kreativne lutkarske igre u nastavi. U: Poticanje stvaralaštva u odgoju i obrazovanju – knjiga radova-priručnik za sadašnje i buduće učiteljice i učitelje, ed. Bognar, L. i su. Zagreb: Profil. 10. Pokrivka, V., (1991), Dijete i scenska lutka. Zagreb: Školska knjiga. 11. Scher, Anna - Verrall, Charles, (2005.), „100+ ideja za dramu“. Biblioteka dramskog odgoja. Hrvatski centar za dramski odgoj. Zagreb. 12. Scher, Anna - Verrall, Charles, (2006.), „Novih 100+ ideja za dramu“. Biblioteka dramskog odgoja. Hrvatski centar za dramski odgoj. Zagreb. 13. Županić Benić, M., (2009.), O lutkama i lutkarstvu. Zagreb: Leykam international, d. o. o.   **Additional:**   1. Aristotel (1983.), O pjesničkom umijeću. Prijevod i objašnjenja: Zdeslav Dukat. Zagreb: August Cesarec. 2. Bastašić, Z., (1990.), Lutka ima srce i pamet. Zagreb: Školska knjiga. 3. Batušić, Nikola (1978.), Povijest hrvatskoga kazališta. Zagreb: Školska knjiga. 4. Berry, Cicely, (1997.), Glumac i glas. Zagreb: AGM. 5. Bogner-Šaban, Antonija (1988.), Marionete osvajaju Zagreb. Zagreb: AGM. 6. Crnojević-Carić, D., (2008.), Gluma i identitet. Zagreb: Durieux. 7. Čehov, M., (2004.), Glumcu – O tehnici glume. Zagreb: Hrvatski centar ITI-UNESCO. 8. Kermak – Sredanović M. (1991.), Književno-scenski odgoj i obrazovanje mladih. Zagreb: Školska knjiga. 9. Kunić, I. (1990.), Kultura dječjeg govornog i scenskog stvaralaštva. Zagreb: Školska knjiga 10. Ladika, Z. (1970.), Dijete i scenska umjetnost- Priručnik za dramski odgoj djece i omladine. Zagreb: Školska knjiga. 11. Lazić, R., (2007.), Propedeutika lutkarstva. Beograd: Biblioteka dramskih umjestnosti. 12. Perić M., (2018.), Glumačko sazrijevanje. Osijek: Fakultet za odgojne i obrazovne znanosti. 13. Perić Kraljik, M., (2012.), Žene u dijelovima. Osijek: Učiteljski fakultet. 14. Švacov, Vladan (1976.), Temelji dramaturgije. Zagreb: Školska knjiga. 15. Vigotski, Lav, (1975.), Psihologija umetnosti. Beograd: Nolit. | | | | | | |

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| COURSE SYLLABUS | | | | | | | |
| Course code and title | **Contemporary Visual Arts in the Education System** | | | | | | |
| Course instructor | **Goran Kujundžić, Associate Professor, PhD in Art** | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | |
| Course status | elective | Study level | | | postgraduate (doctoral) study | | |
| Semester: | 1st | Year: | | | 1st | | |
| Location: | Faculty of Education | Language of instruction (other languages) | | | Croatian | | |
| ECTS value | 4 | Number of lessons per semester | | | 10L – 0 P – 10S | | |
| Enrolment requirements and prerequisites | None | | | | | | |
| Correlation | The course correlates with other artistic courses in the field of music and drama performance. | | | | | | |
| Course objective | The course aims to expand students' prior knowledge about modern art, introduce students to the diversity and interdisciplinary nature of contemporary visual art, and present the possibilities of applying contemporary visual arts and contemporary media in the education system as a form of unconventional knowledge transfer. | | | | | | |
| Learning outcomes | On completion of lectures and seminar paper presentations, students will be able to:  1. explore works of contemporary art and didactically plan the procedure of applying individual works of art,  2. distinguish appropriate from inappropriate forms of contemporary art as didactic means in teaching,  3. apply new artistic media in education,  4. identify the potential of an interdisciplinary approach in art,  5. distinguish contemporary from modern art. | | | | | | |
| Course content | 1. Introduction to contemporary art  2. Contemporary art: sculpture, installations.  3. Contemporary art: painting and drawing.  4. Conceptual contemporary art  5. Contemporary media in visual art.  6. Applicability of contemporary art in educational processes.  7. New media in educational processes.  8. Virtual galleries.  9. The relationship between traditional, modern and contemporary visual art.  10 Contemporary Croatian visual art. | | | | | | |
| Planned activities:  learning, teaching and assessing methods | Obligations | | Learning Outcomes | Number of Lessons | | ECTS | Max % in the overall grade |
| Class attendance | | 1 – 5 | 10 | | 0.4 | 10% |
| Seminar papers | | 1 – 5 | 50 | | 1.6 | 40% |
| Exam (oral) | | 1 – 5 | 60 | | 2 | 50% |
| TOTAL | | | 120 | | 4 | 100% |
| Additional clarifications (assessment criteria): | | | | | | |
| Student obligations | Students are required to:  1. actively participate in classes and discussions,  2. prepare and present a seminar paper,  3. pass the oral exam. | | | | | | |
| Exam and colloquia periods | They are published at the beginning of the academic year on the University's website and in the ISVU system. | | | | | | |
| Other relevant information about the course | / | | | | | | |
| Course Literature | Mandatory:  1. Heartney, H. (2013): Art & Today. London: Phaidon Press.  2. Ivančević, R., Turković, V. (2019: Vizualna kultura i likovno obrazovanje. Zagreb: Hrvatsko vijeće međunarodnog društva za obrazovanjeputem umjetnosti IInSEA).  3. Lucie Smith, E. (2003): Vizualne umjetnosti 20. stoljeća. Zagreb: Golden Marketing**.**  4. Šuvaković, M (2005): Pojmovnik suvremene umjetnosti. Zagreb: Horetzky.  Additional:  1. Arnason, H. H. (2009): Povijest moderne umjetnosti. Varaždin: Stanek.  2. Grosenick, U. (2002): Art Now Volume 1. Köln: Taschen  3. Holzwarth, H. W. (2013): Art Now Volume 4. Köln: Taschen.  4. Michaud, Y. (2004): Umjetnost u plinovitom stanju. Zagreb: Naklada Ljevak.  5. Petrač, L. (2015): Dijete i likovno-umjetničko djelo. Zagreb: Alfa. | | | | | | |

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| COURSE SYLLABUS | | | | | | | |
| Course title | **Contemporary Approaches to the Education of Students with Developmental Disabilities** | | | | | | |
| Course instructor | **Tena Velki, Associate Professor, PhD** | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | |
| Course status | Elective | Study level | | | Postgraduate (doctoral) study | | |
| Semester: | Summer | Year: | | | 1st | | |
| Location: | Faculty of Education | Language of instruction (other languages) | | | Croatian | | |
| ECTS value | 4 | Number of lessons per semester | | | 10 L - 0 P - 10 S | | |
| Enrolment requirements and prerequisites | None | | | | | | |
| Correlation | - | | | | | | |
| Course objective | The course's primary goals are to provide the student with basic information on the educational integration/inclusion of children with developmental disabilities, the developmental peculiarities and the education specifics of children with intellectual disabilities, attention deficit hyperactivity disorder, behavioural disorder, anxiety and depressive disorder, pervasive developmental disorder (autism and Asperger syndrome). | | | | | | |
| Learning outcomes | Students will be able to:   1. understand and distinguish normal from psychopathological development, 2. understand and implement the inclusion/integration of students with developmental disabilities into the regular school environment, 3. make an adequate assessment of the child's difficulties, strengths and weaknesses concerning the specifics of the disorder, 4. implement contemporary procedures resulting from scientific research in working with children with developmental disabilities, 5. analyze the peculiarities in the behaviour of children with developmental disabilities and propose improvements, 6. create an individual programme for a child with developmental disabilities, 7. conduct counselling with parents, the child and the child's teachers, 8. create projects related to this subject area. | | | | | | |
| Course content | 1. The most common disorders in childhood and adolescence: Causes of disorders (aetiology), distinguishing normal from pathological development.  2. Intellectual disabilities: specifics in educational work with this group of students, associated learning difficulties of this type of school programme.  3. ADHD: primary symptoms and accompanying behavioural patterns, token economy system.  4. Aggression: typical deviant behaviours and appropriate procedures in working with aggressive students.  5. Anxiety: recognizing and distinguishing shyness, school phobia and social anxiety, relaxation techniques.  6. Depression: the grieving process in children and youth, suicide prevention, family counselling and support.  7. Pervasive developmental disorders: distinguishing autism from other forms of pervasive developmental disorders, educational integration of children with milder forms of pervasive developmental disorder (Asperger syndrome) in the regular school system.  8. Educational work support: Specific problematic behaviours of each disorder in the school environment, counselling and therapeutic techniques. | | | | | | |
| Planned activities:  learning, teaching and assessing methods  (the alternative should be indicated in student obligations) | Obligations | | Learning Outcomes  (sequence number specified) | Number of Lessons | | ECTS | Max % in the overall grade |
| class attendance | | 1 – 8 | 30 | | 1 | 20% |
| seminar paper | | 3 – 8 | 30 | | 1 | 30% |
| exam (oral) | | 1 – 8 | 60 | | 2 | 50% |
| TOTAL | | | 120 | | 4 | 100% |
| Additional clarifications (assessment criteria):  - | | | | | | |
| Student obligations | To pass the course, the doctoral student is required to:  1. regularly attend lectures,  2. prepare and present a seminar paper. | | | | | | |
| Exam and colloquia periods | Exam periods will be determined at a later date. | | | | | | |
| Other relevant information about the course | If a student fails the obligation to attend classes, they are not allowed to take the final exam. | | | | | | |
| Course Literature | **Mandatory:**   1. Lebedina Manzoni, M. (2006). *Psihološke osnove poremećaja u ponašanju*. Jastrebarsko: Naklada Slap. 2. Radetić-Paić, M. (2013). *Prilagodbe u radu s djecom s teškoćama u radu u odgojno-obrazovnim ustanovama*. Sveučilište Jurja Dobrile u Puli. 3. Velki, T. (2018, 2. prošireno izdanje). *Priručnik za rad s hiperaktivnom djecom u šk*oli. Jastrebarsko: Naklada Slap. 4. Velki, T. i Romstein, K. (ed.) (2018). *Priručnik za rad s učenicima s teškoćama u razvoju u srednjim školama*. Osijek: Fakultet za odgojnei obrazovne znanosti Sveučilišta J. J. Strossmayera u Osijeku. 5. Velki, T. i Romstein, K. (ed.) (2015). *Učimo zajedno: Priručnik za pomoćnike u nastavi za djecu s teškoćama u razvoju.* Osijek: Osječko-baranjska županija i Fakultet za odgojne i obrazovne znanosti Sveučilišta J. J. Storassmayera u Osijeku. 6. Wenar, C. (2003). *Razvojna psihopatologija i psihijatrija*. Jastrebarsko: Naklada Slap.   **Additional:**   1. AZOO (2014). *Poučavanje učenika s autizmom – Školski priručn*ik. Agencija za odgoj i obrazovanje. 2. Attwood, T. (2010). *Aspergerov sindrom.* Jastrebarsko: Naklada Slap. 3. Davison, G.C. i Neale, J. M. (1996). *Psihologija abnormalnog doživljavanja i ponašanja.* Jastrebarsko: Naklada Slap. 4. Essau, C.A. i Conradt, J. (2009). *Agresivnost u djece i mlad*ih. Jastrebarsko: Naklada Slap. 5. Stallard, P. (2010). *Misli dobro, osjećaj se dobro: kognitivno-bihevioralna terpija u radu s djecom i mladim ljudima*. Jastrebarsko: Naklada Slap. 6. Velki, T., Ilieva-Trichkova, P., & Topolska, E. (2018). *Children's rights in educational setti*ngs. Osijek: the J. J. Strossmayer University of Osijek, Faculty of Education & Ombudsman for Children Croatia. 7. Vulić-Prtorić, A. (2004). *Depresivnost u djece i adolescenata.* Jastrebarsko: Naklada Slap. | | | | | | |

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| COURSE SYLLABUS | | | | | | | |
| Course code and title | **Applied Kinesiology Research** | | | | | | |
| Course instructor | **Tihomir Vidranski, Associate Professor, PhD** | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | |
| Course status | Elective | Study level | | | Postgraduate (doctoral) study | | |
| Semester: | 1st | Year: | | | 1st | | |
| Location: | Faculty of Education | Language of instruction (other languages) | | | Croatian | | |
| ECTS value | 4 | Number of lessons per semester | | | 15 L – 0 P – 0 S | | |
| Enrolment requirements and prerequisites | Enrolment in the first year of postgraduate doctoral studies. | | | | | | |
| Correlation | The course correlates with similar education courses. | | | | | | |
| Course objective | This course aims to enable students to acquire knowledge regarding the basics of research methodology in kinesiological education, kinesiological recreation, kinesiology in sports and kinesitherapy. | | | | | | |
| Learning outcomes | Students will be able to:  1. research contents from the field of kinesiological education, kinesiological recreation, sports kinesiology and kinesitherapy,  2. independently prepare projects correlated with applied areas of Kinesiology,  3. apply projects in work and non-work environments,  4. analyze research on applied fields of Kinesiology,  5. analyze the significance of research on applied fields of kinesiology, especially in the school system,  6. critically analyze research on applied fields of kinesiology. | | | | | | |
| Course content | 1. Research in kinesiological education: research results from kinesiological education and the unique research methodology in preschool education; research results from kinesiological education and the unique research methodology in primary education; research results from kinesiological education and the unique research methodology in secondary education; research results from kinesiological education and the unique research methodology in higher education; results of masters and doctoral thesis from kinesiological education in the Republic of Croatia.  2. Research in kinesiological recreation: research methodology and evaluation of kinesiological recreation programme; kinesiological recreation programme research in leisure time and tourism; kinesiological recreation programme research regarding the users’ age; research on the effects of the preventive health programme in kinesiological recreation; active ageing research.  3. Research in sports kinesiology: methodological foundations and research overview of structural, biomechanical and functional characteristics of sports activities; methodological foundations and research review of primary and specific abilities and attributes of athletes; methodological foundations and research review of performance factors in sport; methodological foundations and research overview of the effects of exercise methods and coaching athletes; methodological foundations and research review of the impact of the sports preparation process in different cycles.  4. Research in kinesitherapy: research methodology in kinesitherapy;  prevention and rehabilitation research; diagnostic procedures research in kinesitherapy; research in the field of evaluating the effects of kinesitherapy procedures; research on the structure, function and plasticity of the neuromuscular system regarding the success of kinesitherapy procedures; research on the impact of a person's health status specificity on the kinesitherapy process results.  Within each field of applied kinesiology, classes will be conducted in the form of lectures, research seminars, workshops and discussion panels. Students will design scientific work at research seminars according to their interests. | | | | | | |
| Planned activities:  learning, teaching and assessing methods | **Obligations** | | **Learning Outcomes** | **Number of Lessons** | | **ECTS** | **Max % in the overall grade** |
| Class attendance L | | 1 – 5 | 15 | | 0.5 | 20% |
| exam (oral or written) | | 1 – 5 | 105 | | 3.5 | 80 % |
| TOTAL | | | 120 | | 4 | 100% |
| Additional clarifications (assessment criteria): | | | | | | |
| Student obligations | To pass the course, the doctoral student is required to:  1. attend more than 70% of classes. If a student misses more than 50% of the classes, they will need to perform additional tasks, i.e., they will be denied the right to the signature, exam and register credits,  2. explore and present one issue related to research in applied kinesiology by the end of the semester as a prerequisite to taking the final exam. Students who do not fulfil all the requirements by then lose the right to ECTS credits from the course in that academic year,  3. pass the written and oral exam. | | | | | | |
| Exam and colloquia periods | They are published at the beginning of the academic year, on the University's websites and in the ISVU system. | | | | | | |
| Other relevant information about the course | Lecture and research assignment materials are published on the Faculty's website. | | | | | | |
| Course Literature | **Mandatory:**   1. Neljak, B., Milanović, D., Novak, D., Petrić, V. (2013.). Smjernice istraživačkog rada u kineziološkoj edukaciji. In: D. Milanović, A. Bežen, V. Domović (ed.) Metodike u suvremenom odgojno-obrazovnom sustavu 2013., (str.148-161). Zagreb: Akademija odgojno-obrazovnih znanosti. 2. Neljak, B., Novak, D., Podnar, H., Antala, B. (2012.). Teaching Didactic Forms and Levels of Male Students´ Physical Activity. Asian Journal of Exercise & Sports Science. 9 (2); 49-56. 3. Harasin, Drazen; Milanović, Dragan; Coh, Milan (2010). 3d kinematics of the swing arm in the second double-support phase of rotational shot put - elite vs sub-elite athletes. Kinesiology 42 (2): 169-174 Times Cited: 2 (from Web of Science) 4. Andrijašević, Mirna; Ciliga, Dubravka; Jurakić, Danijel: Is Sports Recreation Important to University Students? Source: Collegium antropologicum Volume: 33 Issue: 1Pages: 163-168 Published: 2009. 5. Lieber, R. (2010). Skeletal muscle structure, function and plasticity. The physiological basis of rehabilitation. Third edition. London: Wolters Kluwer Health/Lippincott Williams & Wilkins.   **Additional:**   1. Neljak, B., Novak, D., Wee Eng Hoe. (2013.). Barriers to physical activity in certain variables among Croatian university students. Malaysian Journal of Sport Science and Recreation. 2. Selmanovic, Aleksander; Milanovic, Dragan; Custonja, Zrinko (2013). Effects of an Additional Basketball and Volleyball Program on Motor Abilities of Fifth Grade Elementary School Students. Collegium Antropologicum 37(2): 391-400 Times 3. Andrijašević M. Workload, active breaks, and leisure-time recreational activities 59.Arh Hig Rada Toksikol 2012;63(Supplement 3): 59-65 4. Filipović, V., Ciliga, D.(2010). Postural adaptation of idiopathic adolescent scolioses (IAS). Review. Kinesiology, 42 (1): 16-27.*Multilingualism: Current Perspectives and Challenges*. Clevedon/Buffalo/Toronto: Multilingual Matters. | | | | | | |

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| COURSE SYLLABUS | | | | | | | |
| Course code and title | Bioethical Sensibility in Education for Sustainable Development | | | | | | |
| Course instructor | Irella Bogut, Full Professor, PhD  Ivica Kelam, Assistant Professor, PhD | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | |
| Course status | elective | Study level | | | postgraduate (doctoral) study | | |
| Semester: | 2nd | Year: | | | 1st | | |
| Location: | Faculty of Education | Language of instruction | | | Croatian | | |
| ECTS value | 4 | Number of lessons per semester | | | 15 L – 0 P – 0 S | | |
| Enrolment requirements and prerequisites | The ability to read academic books and papers in English. | | | | | | |
| Correlation | The course correlates with similar education courses. | | | | | | |
| Course objective | In theoretical terms, this course aims to introduce students to an innovative bioethical approach and moral issues imposed by scientific and technological progress that focus on the category of fully understood life. In practical terms, this course aims to enable students to think independently, argue, and cope regarding vital dilemmas of modern humanity, the moral difficulties they may face in professional and public life, and include essential bioethical sensibility elements in their judgment. | | | | | | |
| Learning outcomes | Students will be able to:  1. acquire knowledge about the complexity of today's society and the many ethical controversies we encounter, to which we often do not have clear answers,  2. use the acquired knowledge to strengthen and develop bioethical sensibility in the academic and local community,  3. acquire competencies for active citizenship and strengthen their prosocial behaviour and social engagement,  4. approach the challenges of modern society under the form of interdisciplinarity, transdisciplinarity, multidisciplinarity, pluriperspectivism and integrativity,  5. acquire new skills, work in groups, and connect with civil society organizations to work on socially valuable projects. | | | | | | |
| Course content | 1. Historical and civilizational context of the bioethics emergence. The emergence and development of bioethics. Philosophical Ethics and Bioethics. 2. Van Rensselaer Potter's Bioethics Fritz Jahr's Bioethics. Hans Jonas' Ethics of Responsibility as ethics for a technological civilization. Albert Schweitzer's Ethics of Reverence for Life Integrative Bioethics. Methodological and subject features of integrative bioethics. Bioethics versus practical (applied) ethics. 3. Bioethical sensibility, a new knowledge paradigm and orientation knowledge. Ethics of care and responsibility 4. Bioethical sensibility related to the status of animals and their rights. Speciesism and anti-speciesism in theory and practice. 5. Opportunities and disadvantages of sustainable development.   6. Biodiversity and education for sustainable development.  7. Bioethical sensibility in relation to the environment – genetically modified crops, environmental pollution and climate change.  8. Bioethical sensibility in education, education for sustainable development.  9. Bioethics and the future of man – transhumanism and cybernetics.  10. Bioethics and human rights, the dignity of the human person. | | | | | | |
| Planned activities, learning, teaching and assessing methods | Obligations | | Learning Outcomes | Number of Lessons | | ECTS | Max % in the overall grade |
| Class attendance L | | 1 – 5 | 30 | | 1 | 20.00% |
| Exam (oral) | | 1 – 5 | 90 | | 4 | 80.00% |
| TOTAL | | | 120 | |  |  |
| Additional clarifications: following learning and teaching methods will be applied: lectures, fieldwork, homework, discussion, case studies, and project development. | | | | | | |
| Student obligations | To pass the course, the doctoral student is required to:   1. attend lectures and actively participate in discussions, 2. conduct a short research project, 3. develop proposals and guidelines on the methods to experience, nurture and act through education, 4. follow the planned obligation' dynamics using relevant literature and research methods, 5. pass the oral exam. | | | | | | |
| Exam and colloquia periods | They are published at the beginning of the academic year, on the University's websites and in the ISVU system. | | | | | | |
| Other relevant information about the course | Lecture and research assignment materials are published on the e-learning website. | | | | | | |
| Course Literature | **Mandatory:**   1. Akcijski plan za obrazovanje za održivi razvitak <https://www.mzoip.hr/doc/akcijski_plan_za_oor_.pdf> (12.2.2019.) 2. Čović, A. (2004). Etika i bioetika. Pergamena. Zagreb. 3. Čović, A., Gosić, N. & Tomašević, L. (ed.). (2009). Od nove medicinske etike do integrativne bioetike, zbornik radova. Pergamena, Zagreb. 4. Kelam, I. (2015). Genetički modificirani usjevi kao bioetički problem. Pergamena. Visoko evađeosko teološko učilište. Zagreb -Osijek. 5. Herceg, N. (2013). Okoliš i održivi razvoj. Synopsis. Zagreb. 6. Mićanović, M. (ed.). (2011). Obrazovanje za održivi razvoj. Agencija za odgoj i obrazovanje, Zagreb, <https://www.azoo.hr/images/izdanja/OOR_2011_web.pdf> (12.2.2019.) 7. Uzelac, V., Lepičnik-Vodopivec, J., Anđić, D (2014). Djeca – odgoj i obrazovanje – održivi razvoj. U potrazi za novim perspektivama razvoja odgoja i obrazovanja djece za održivi razvoj. Zagreb: Golden marketing – Tehnička knjiga.   **Additional:**   1. P. Singer: Praktična etika (KruZak, Zagreb, 2003) 2. Papa Franjo: Laudato si. Enciklika o brizi za zajednički dom (Verbum, Zagreb, 2016) 3. A. Nikolopoulou: Education for Sustainable Development: Challenges, Strategies and Practices in a Globalizing World (Sage, London, 2010) 4. K. Shephard: Higher Education for Sustainable Development (Palgrave Macmillan, London 2015) 5. A. M. Battro, P. Léna, M. S. Sorondo, J. von Braun (ur.): Children and Sustainable Development: Ecological Education in a Globalized World (Springer, New York 2017) 6. W. L. Filho, L. Brandli, P. Castro, J. Newman (ur.): Handbook of Theory and Practice of Sustainable Development in Higher Education: Volume 1(Springer, New York 2017) 7. W. L. Filho, C. Skanavis, A. do Paço, J. Rogers, O. Kuznetsova, P. Castro (ur.): Handbook of Theory and Practice of Sustainable Development in Higher Education: Volume 2 (Springer, New York, 2017) | | | | | | |

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| COURSE SYLLABUS | | | | | | | |
| Course code and title | **Language and Identity in Education** | | | | | | |
| Course instructor | **Emina Berbić Kolar, Associate Professor, PhD** | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | |
| Course status | Elective | Study level | | | Postgraduate (doctoral) study | | |
| Semester: | 2nd | Year: | | | 1. | | |
| Location: | Faculty of Education | Language of the course (other languages) | | | Croatian | | |
| ECTS value | 4 | Number of lessons per semester | | | 15 L – 0 P – 0 S | | |
| Enrolment requirements and prerequisites | Enrolment in the first year of postgraduate doctoral studies. | | | | | | |
| Correlation | This course is in a complementary relationship with all courses. | | | | | | |
| Course objective | * The primary goal of the course is to define the relationship between language and identity from a linguistic approach and to study the various linguistic perspectives of multiple postmodern identities. * Introduce the methods for determining linguistic identity and expressing the identity by language or varieties. * On the one hand, the course will teach the methods for determining linguistic identity (how varieties are classified into one language) and, on the other hand, how language/varieties express identity. The focus will be on defining and understanding the concepts: identity, identity and language functions, types of linguistic identity, multilingualism and identity choice, language and identity - individual, social, and national. The course will emphasize language's role in shaping national identity, i.e. standard language processes and shaping nations in the (South) Slavic area. In this regard, the course will seek to show that the standard language/variety is that variety that has a decisive influence on the formation of awareness of which variety enjoys the status of language, i.e., that the existence of a standard language/variety can affect the ways varieties are classified into a single language. | | | | | | |
| Learning outcomes | Students will be able to:   1. define the main concepts covered within the course, 2. present psychological and sociological theories of personal and social identity, 3. explain the implications of identity theories for linguistic research and language theory, 4. define the relationship between language and identity from a linguistic perspective, 5. critically judge the language function in the process of identity construction, 6. present the selected research results regarding the relationship between language and identity at the theoretical and empirical levels, 7. conduct personal analysis of selected perspectives of linguistic identity: national, ethnic, cultural, gender, social, multilingual identity, 8. choose and apply the appropriate linguistic method for language identity analysis. | | | | | | |
| Course content | 1. Introduction, basic concepts and research questions; 2. Psychological theories of identity; 3. Sociological theories of identity; 4. The implications of identity theories for linguistic research and language theory; 5. Research methodology on the relationship between language and identity; 6. The language function in the process of multiple identity construction; 7. Research results regarding the relationship between language and identity at the theoretical level; 8. Research results regarding the relationship between language and identity at the empirical level; 9. Language and national identity - language and ethnic identity; 10. Language and social identity - language and regional identity; 11. Language and cultural identity - multilingual identity; 12. Final discussion, course evaluation. | | | | | | |
| Planned activities:  learning, teaching and assessing methods | Obligations | | Learning Outcomes  1 – 8 | Number of Lessons | | ECTS | Max % in the overall grade |
| Class attendance L | | 1 – 8 | 30 | | 1 | 25 % |
| exam (oral and written) | | 1 – 8 | 90 | | 3 | 75 % |
| TOTAL | | | 120 | | 4 | 100% |
| Additional clarifications (assessment criteria): | | | | | | |
| Student obligations | To pass the course, the doctoral student is required to:   * attend lectures and actively participate in discussions, * attend more than 50% of classes. If a doctoral student misses more than 50% of the classes, they will need to perform additional tasks; * pass the written and oral exam. | | | | | | |
| Exam and colloquia periods | They are announced at the beginning of the academic year and published on the Faculty's website and in the ISVU system. | | | | | | |
| Other relevant information about the course | ------------------ | | | | | | |
| Course Literature | **Mandatory:**   1. Edwards, J. (2009). Language and Identity: An introduction. Cambridge: CUP. 1 Da Riley, Philip (2007) Language, Culture and Identity. An Ethnolinguistic Perspective. London: Continuum. 2. Joseph, J. E. (2004). Language and Identity: National, Ethnic, Religious. Palgrave Macmillan. 3. Kresić, M. (2006). Sprache, Sprechen und Identität. München: iudicium, odnosno članak na engleskom jeziku: Kresić, M. (2009): Language as the Medium of the Multifacted Self. In: Miller, Donna R./Pano, Anna (Hgg.): La geografia della mediazione linguistico-culturale. Quaderni del CeSLiC - Atti di convegni CeSLiC - 2, Bologna. S 38-49. <http://amsacta.cib.unibo.it/2742/> 4. Mićanović, K.(2008). Hrvatski s naglaskom: Standard i jezični varijeteti. Zagreb: Disput. 5. Škiljan, D. (2002). Govor nacije: Jezik, nacija, Hrvati. Zagreb: Golden marketing. 6. Wright, S. (2010). Jezična politika i jezično planiranje. Od nacionalizma do globalizacije. Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu   **Additional:**   1. Badurina, L., Pranjković, I., Silić, J. ur. (2009). Jezični varijeteti i nacionalni identiteti: Prilozi proučavanju standardnih jezika utemeljenih na štokavštini. Zagreb: Disput. 2. Block, D. (2007). Second Language Identities. London: Continuum. 3. Fishman, J. A. (ed.) (1999) Handbook of Language and Ethnic Identity. Oxford: Oxford University Press. 4. Čačić-Kumpres, J. (ur.). (1999). Kultura, etničnost, identitet. Zagreb: Institut za migracije i narodnosti. Naklada Jesenski i Turk. Hrvatsko sociološko društvo. 5. Fought, C. (2006). Language and Ethnicity. Cambridge: Cambridge University Press. Gate, Harlow: Pearson Education Limited 6. Peti-Stantić, A. (2008). Jezik naš i/ili njihov: Vježbe iz poredbene povijesti južnoslavenskih standardizacijskih procesa. Zagreb: Srednja Europa. 7. Žanić, I. (2007). Hrvatski na uvjetnoj slobodi: Jezik, identitet i politika između Jugoslavije i Europe. Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu. | | | | | | |

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| COURSE SYLLABUS | | | | | | | | | | | | | | |
| Course code and title | **Digital Citizenship and Electronic Services in Education** | | | | | | | | | | | | | |
| Course instructor | **Ivana Đurđević Babić, Associate Professor, PhD** | | | | | | | | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | | | | | | | | |
| Course status | Elective | | Study level | | | | | postgraduate (doctoral) study | | | | | | |
| Semester: | 2nd | | Year: | | | | | 1st | | | | | | |
| Location: | Faculty of Education | | Language of the course (other languages) | | | | | Croatian | | | | | | |
| ECTS value | 4 | | Number of lessons per semester | | | | | 10 L – 0 P – 10 S | | | | | | |
| Enrolment requirements and prerequisites | Enrolment in the first year of postgraduate doctoral studies. None | | | | | | | | | | | | | |
| Correlation | / | | | | | | | | | | | | | |
| Course objective | The primary goal of the course is to increase students' awareness of digital citizenship, introduce them to computerization and digital processes in education, expand their knowledge of e-services and digital tools they can use in education, and develop their critical thinking. | | | | | | | | | | | | | |
| Learning outcomes | On successful completion of this course, the doctoral student will be able to:   1. define digital citizenship, 2. specify and define the models and elements of digital citizenship, 3. clarify the importance of digital citizenship in the education system, 4. describe the process of education informatization, 5. explain the basic terms related to electronic services, 6. clarify the privacy and security issues when using e-services in education, 7. critically evaluate the e-service or digital tool quality. | | | | | | | | | | | | | |
| Course content | 1. Introduction to the course essentials; 2. Basics on digital citizenship (definition, model, elements of digital citizenship, principles); 3. The significance of digital citizenship. Digital citizenship in education. Good practice examples from countries worldwide and an overview of the situation in the Republic of Croatia. Trends and open questions; 4. Process of education informatization. Stages of informatization and approaches to education informatization (examples from the world). Informatization of educational processes in the Republic of Croatia and current stage; 5. E-service definition. Web Development (Web 1.0, Web 2.0, Web 3.0, Web 4.0, and Web 5.0). E-learning. Mobile learning (m-learning). Ubiquitous learning(u-learning); 6. Massive open online courses (MOOCs). Digital Game-Based Learning; 7. Overview of some currently available e-services in education; 8. Privacy and security issues regarding using e-services; 9. Assessment of the quality of e-services in education. | | | | | | | | | | | | | |
| Planned activities:  learning, teaching and assessing methods | **Obligations** | | | | | **Learning Outcomes** | **Number of Lessons** | | | | **ECTS** | | **Max % in the overall grade** | |
| Class attendance L + S | | | | | 1 – 9 | 17 | | | | 0.57 | | 0% | |
| exam (oral) | | | | | 1 – 9 | 73 | | | | 2.43 | | 50% | |
| independent paper preparation and presentation | | | | | 1– 9 | 30 | | | | 1 | | 50% | |
| TOTAL | | | | | | 120 | | | | 4 | | 100% | |
| Additional clarifications (assessment criteria): Students will create, prepare and defend independent work in front of students. | | | | | | | | | | | | | |
| Student obligations | To pass the course, the doctoral student is required to:   1. attend lectures and seminars in accordance with the Ordinance on studies and studying at the University of Osijek, 2. pass the written and oral exam, 3. prepare and present a seminar paper. | | | | | | | | | | | | | |
| Exam and colloquia periods | Exam periods are published at the beginning of the academic year on the Faculty of Education website, bulletin board, and in the ISVU system. | | | | | | | | | | | | | |
| Other relevant information about the course | / | | | | | | | | | | | | | |
| Course Literature | **Mandatory:**   1. Becker, K. (2017). *Choosing and using digital games in the classroom: A practical guide*. Switzerland: Springer. 2. Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. New Jersey: John Wiley & Sons. 3. Gvozdanović, T., Ikica, Z., Kos, I., Srnec, T., & Zvonarek, Lj. (2005). e-Citizen. ECDL odobrena literatura. Varaždin: Pro-mil 4. Netsafe. (2018). *From literacy to fluency to citizenship: Digital citizenship in education* (2nd ed.). Wellington, NZ: Netsafe. 5. Porter, S. (2015). *To MOOC or Not to MOOC: how can online learning help to build the future of higher education?*. USA: Chandos Publishing. 6. Ribble, M. & Bailey G. (2007). *Digital citizenship in schools*. USA: International Society for Technology in Education. 7. Selwyn, N. (2010). *Schools and schooling in the digital age: A critical analysis*. Routledge. 8. Waks, L. J. (2016). *The evolution and evaluation of massive open online courses: MOOCs in motion*. USA: Springer.   **Additional:**   1. Dell'Aquila, E., Marocco, D., Ponticorvo, M., Di Ferdinando, A., Schembri, M., & Miglino, O. (2016). Educational Games for Soft-Skills Training in Digital Environments: New Perspectives. Springer. 2. Elkins, D., & Pinder, D. (2015). E-learning fundamentals: A practical guide. USA: American Society for Training and Development. 3. Frau-Meigs, D., O’Neill, B., Soriani, A., & Tomé, V. (2017). Digital citizenship education: Volume 1: Overview and new perspectives. Council of Europe. 4. McAuley, A., Stewart, B., Siemens, G., & Cormier, D. (2010). The MOOC model for digital practice. University of Prince Edward Island. 5. Richardson, J. & Milovidov, E. (2017) Digital citizenship education: Volume 2: Multi-stakeholder consultation report. Council of Europe. 6. San Chee, Y. (2015). Games-to-teach or games-to-learn: Unlocking the power of digital game-based learning through performance. Springer. 7. Solomon, G., & Schrum, L. (2010). *Web 2.0 how-to for educators*. International Society for technology in education. 8. Tan, S. C., Cheah, H. M., Chen, W., & Choy, D. (2017). *Pushing the frontier: A cohesive system-wide approach to integrating ICT into education*. Springer. | | | | | | | | | | | | | |
| COURSE SYLLABUS | | | | | | | | | | | | | | |
| Course code and title | | **International and Intercultural Education** | | | | | | | | | | | | |
| Course instructor | | **Marija Sablić, Associate Professor, PhD** | | | | | | | | | | | | |
| Study programme | | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | | | | | | | |
| Course status | | Elective | | Study level | | | | | | Postgraduate study | | | | |
| Semester: | | 2nd | | Year: | | | | | | 1st | | | | |
| Location: | | Faculty of Education | | Language of instruction (other languages) | | | | | | Croatian, English | | | | |
| ECTS value | | 4 | | Number of lessons per semester | | | | | | 15 L - 0 P - 0 S | | | | |
| Enrolment requirements and prerequisites | | Ability to read academic books and papers in English | | | | | | | | | | | | |
| Correlation | | - | | | | | | | | | | | | |
| Course objective | | The course aims to explore the field of international and intercultural education with regard to existing theories and practices. The course is intended for stakeholders in the educational process who work in multicultural and intercultural communities and international educational programmes. | | | | | | | | | | | | |
| Learning outcomes | | Students will be able to:   1. apply theoretical knowledge to practice, 2. explain and provide examples of theory application in practice, 3. analyze the curricular approach to intercultural education, design the programme, apply it to an adequate audience and evaluate it, 4. explore intercultural education in Croatian, European and global contexts, 5. analyze international and national intercultural education programmes, 6. develop their own intercultural competencies, 7. effectively use research methodology in the field of international and intercultural education, 8. critically encompass various authors’ theoretical perspectives. | | | | | | | | | | | | |
| Course content | | 1. Intercultural education; 2. Curricular approach to citizenship education; 3. Intercultural education in a global context; 4. Intercultural education in a European context; 5. Intercultural education in a Croatian context; 6. International organizations and education; 7. Education and mobility. | | | | | | | | | | | | |
| Planned activities:  learning, teaching and assessing methods  (the alternative should be indicated in student obligations) | | Obligations | | | Learning Outcomes  (sequence number specified) | | | | Number of Lessons | | | ECTS\* | | Max % in the overall grade |
| Class attendance L | | | 1, 5 | | | | 15 | | | 0.5 | | 12.5 |
| exam (oral) | | | 1,4 2, 3 | | | | 105 | | | 3.5 | | 87.5 |
| TOTAL | | | | | | | 120 | | | 4 | | 100 |
| Additional clarifications (assessment criteria): | | | | | | | | | | | | |
| Student obligations | | Students are required to:   1. conduct research on an assigned topic, 2. attend lectures and actively participate in discussions, 3. analyze the content of international and national guidelines in intercultural education, 4. pass the oral exam. | | | | | | | | | | | | |
| Exam and colloquia periods | | They are published at the beginning of the academic year on the University's website  and in the ISVU system. | | | | | | | | | | | | |
| Other relevant information about the course | | E-learning possibility | | | | | | | | | | | | |
| Course Literature | | Mandatory:   1. Annette, J. (2004). Service-learning internationally. Developing a global civil society. In: S. H. Billig & J. Eyler (Eds.), Deconstructing service-learning. Research exploring context, participation, and impacts.241–249. Greenwich, CT: Information Age Publishing. 2. Byram, M., Golubeva, I., Han, H., & Wagner, M. (2017). From principle to practice in education for intercultural citizenship. Bristol: Multilingual Matters 3. Cohen, John J., Ray Derricot (1998). Citizenship for the 21 st Century: An International Perspective on Education, Kogan Page, London, (odabrana poglavlja). 4. Coulby, D. (2006).Intercultural education: theory and practice. Intercultural Education 17(3).245-257. <https://doi.org/10.1080/14675980600840274> 5. Piršl. E. i sur. (2016). Vodič za interkulturalno učenje. Ljevak. Zagreb 6. Rauschert, P., Byram, M. (2018) Service learning and intercultural citizenship in foreign-language education, Cambridge Journal of Education, 48:3, 353-369, DOI: [10.1080/0305764X.2017.1337722](https://doi.org/10.1080/0305764X.2017.1337722) 7. Sablić, M. (2014). Interkulturalizam u nastavi. Ljevak. Zagreb.   The additional literature will be arranged individually with the student according to areas of research interest. | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| COURSE SYLLABUS | | | | | | | |
| Course code and title | **Academic Presentations in English** | | | | | | |
| Course instructor | **Željka Flegar, Associate Professor, PhD** | | | | | | |
| Study programme | Postgraduate university (doctoral) studies  ***Educational Sciences and Perspectives of Education*** | | | | | | |
| Course status | Elective | Study level | | | postgraduate (doctoral) study | | |
| Semester: | 2nd | Year: | | | 1st | | |
| Location: | Faculty of Education | Language of instruction (other languages) | | | English | | |
| ECTS value | 4 | Number of lessons per semester | | | 5L – 15 P – 10 S | | |
| Enrolment requirements and prerequisites | Enrolment in the first year of postgraduate doctoral studies. | | | | | | |
| Correlation | The course is closely related to theoretical and professional postgraduate courses and is valuable in preparing the final doctoral thesis. | | | | | | |
| Course objective | The course aims to enable students to research effectively, critically think and conclude, prepare and present research work in English, and adequately use research terminology in English. | | | | | | |
| Learning outcomes | Students will be able to:  1. explore content within their scientific field,  2. independently create presentations in a foreign language,  3. apply scientific and professional research terminology,  4. use and analyze research literature in English,  5. critically analyze research results in English,  6. independently prepare and present their research results and conclusions in English,  7. expressively, understandably and effectively present research work in a foreign language,  8. overcome the fear of public speaking by preparing and focusing on the task. | | | | | | |
| Course content | 1. Basics of presentation techniques: voice, movement, attitude, focus, presence; 2. Oral expression in English; 3. Academic English; 4. Discussion in English; 5. Preparing a presentation in English: topic, research, structuring, style, target audience; 6. Use of research literature in a foreign language; 7. Scientific and professional research terminology in English; 8. Presentation of research results and the use of technical aids; 9. Addressing the audience in English. Tips & Tricks; 10. Fear of (foreign) language and fear of public speaking; 11. Examples of successful presentations in English; 12. Preparation of the final presentation; | | | | | | |
| Planned activities:  learning, teaching and assessing methods | **Obligations** | | **Learning Outcomes** | **Number of Lessons** | | **ECTS** | **Max % in the overall grade** |
| Class attendance S/P | | 1 – 8 | 30 | | 1 | 25% |
| activities/presentations | | 1 – 8 | 60 | | 2 | 50% |
| exam (oral) | | 1 –­­ 8 | 30 | | 1 | 25% |
| TOTAL | | | 120 | | 4 | 100% |
| Additional clarifications (assessment criteria): | | | | | | |
| Student obligations | Students are required to:  1. attend more than 70% of classes. If a student misses more than 50% of the classes, they will need to perform additional tasks, i.e., they will be denied the right to the signature, take the exam and register credits,  2. explore and present various research topics in English as a prerequisite to taking the final exam. Mandatory consultations. If students fail to fulfil the obligations, they lose the right to ECTS credits from that academic year;  3. pass the oral exam. | | | | | | |
| Exam and colloquia periods | They are published at the beginning of the academic year, on the University's websites and in the ISVU system. | | | | | | |
| Other relevant information about the course | Lecture and research assignment materials are published on the e-learning website. | | | | | | |
| Course Literature | **Mandatory:**   1. Reinhart, Susan M. (2013). *Giving Academic Presentations* (2nd ed.). University of Michigan Press ELT. 2. Schwabish, Jonathan (2016). *Better Presentations: A Guide for Scholars, Researchers, and Wonks*. Columbia University Press. 3. Weissman, Jerry (2011). *Presentations in Action: 80 Memorable Presentation Lessons from the Masters*. Pearson Education. 4. Morley, John (2015). *The Academic Phrasebank*. The University of Manchester. 5. Nelson, Jack L., Stuart B. Palonsky, Mary Rose McCarthy (2017). *Critical Issues in Education: Dialogues and Dialectics* (8th ed.). Waveland Press.   **Additional:**   1. Alley, Michael (2013). *The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid*. Springer. 2. Anderson, Chris (2017). *TED Talks: The Official TED Guide to Public Speaking*. Mariner Books. 3. Jaffe, Clella (2015). *Public Speaking: Concepts and Skills for a Diverse Society*. Cengage Learning. 4. McCarthy, Michael, Felicity O'Dell (2008). *Academic Vocabulary in Use*. Cambridge University Press. 5. Woolfolk, Anita (2018). *Educational Psychology* (14th ed.). Pearson.   **Recommended:**   1. *Croatian Journal of Education*. Faculty of Teacher Education, University of Zagreb. 2. *European Journal of Teacher Education* (1982-current). Association for Teacher Education in Europe. Taylor & Francis. 3. *TED: Ideas Worth Spreading*. [www.ted.com](http://www.ted.com/). | | | | | | |

* 1. Structure and dynamics of the study programme, requirements for enrolment into the next semester or trimester and the requirements for enrolling in an individual course or group of courses.

Educational Sciences and Perspectives of Education is a six-semester programme. During the first two semesters, the emphasis is on acquiring the academic research knowledge necessary to successfully and independently prepare a doctoral thesis. Hence, students apply the above competencies in compulsory and elective courses by fulfilling the intended obligations and passing exams. During the second year, the emphasis is on specific competencies that students (with mentoring) will apply in the research work of their interests, in their workplace or institution where they can work directly with children (associations, etc.). Also, at the end of the second year, the student will initiate the doctoral thesis topis application procedure, and the student must defend a draft doctoral research proposal during the fourth semester.

The student enrols in five compulsory courses worth 25 ECTS credits that include general approaches to education, work quality in educational institutions and research methodology. In the 2nd semester, compulsory courses focus on heritage topics in humanities and natural sciences as the main specificity of this doctoral study.

Students are offered ten elective courses during the first and second study years (40 ECTS credits). Students select three elective courses, i.e., one of the five provided in the first semester and two of the offered five in the second semester. Elective courses will allow the study individualisation, as each student will have the opportunity to select a course according to personal research interests. Elective courses refer to specific education areas: art, kinesiology, mathematics, ICT application in education, work with children with developmental disabilities, international and intercultural education and language status in education.

Given that postgraduate university doctoral study also assumes student engagement in research activities, these activities will be present throughout the study. Thus, the research and scientific approach will be included in the following: exploring course literature and writing seminar papers (particularly emphasised through three courses in the first two semesters of study), writing research papers and presenting at academic conferences to encourage students' meta-competence and, finally, independently preparing a doctoral thesis.

Regarding the levels of knowledge and competencies, compulsory courses correspond to the first level of knowledge and general/core competencies, elective courses to the second level of knowledge and specific competencies, while research activities also belong to the second level of knowledge, with generic competencies at the meta-level.

The study programme is organised according to the ECTS credit system. There are three groups of ECTS credits:

* credits awarded in compulsory and elective courses,
* credits related to mentoring throughout the study (preparing seminar papers, consulting with the mentor, developing a thesis proposal and defending the doctoral thesis),
* credits relating to extracurricular research activities (presenting at academic meetings and conferences, publishing in scientific journals).

During their studies, students are required to earn 180 ECTS credits. Students should earn ECTS credits:

* by fulfilling the requirements of compulsory courses (25 ECTS credits),
* by fulfilling the requirements of elective courses (12 ECTS credits),
* by the publication (8 ECTS credits),
* by individual work with a mentor (20 ECTS credits),
* by research work with a mentor (35 ECTS credits),
* by participating and presenting at the academic conference: by one international or three domestic conferences, workshops (60 ECTS credits),
* by preparation and public presentation of the doctoral draft (synopsis) (10 ECTS credits),
* by defending the doctoral thesis (10 ECTS credits).

During the three years of study, the student must earn a minimum of 180 ECTS credits, combining different attendance forms and other activities provided by the programme.

In the first year, each student is appointed a mentor to guide them during their studies. The mentor can be a university teacher actively engaged in conducting compulsory and/or elective courses at the postgraduate university doctoral study. The mentor's responsibility is to monitor and guide the student's academic progress by assisting them in selecting elective courses and other content of the doctoral study programme. The mentor also evaluates two seminar papers on the doctoral thesis topic. The appointed mentor is also a thesis mentor who assists the student in preparing a doctoral thesis.

To enrol in the second year of the study programme, the student must earn at least 40 ECTS credits and pass all first-year compulsory courses.

For enrolment in the third year of the study programme, the student must earn at least 45 ECTS credits, fulfil all the mandatory assignments, and pass all the first-year exams.

The student can take the final exam (defending the doctoral thesis) after fulfilling all student obligations and passing all exams (earning a minimum of 170 ECTS credits).

* 1. List of courses offered by other postgraduate study programmes students may select.

According to personal needs, the student can select courses from other postgraduate university (doctoral) studies at the University of Osijek and elsewhere in the Republic of Croatia. The doctoral student chooses the courses in agreement with the mentor. Suppose a student wishes to enrol in courses from other postgraduate studies. In that case, the criteria and conditions for transferring ECTS credits, i.e., the attribution of credit values, ​​will be determined by a selected committee appointed by the Faculty of Education.

* 1. List of courses possibly taught in a foreign language

1. Academic Presentations in English – Željka Flegar, Associate Professor, PhD

2. International and intercultural education Marija Sablić, Associate Professor, PhD

* 1. Completion of the study programme

The postgraduate university doctoral study programme is completed upon passing all exams, completing requirements and defending the doctoral thesis in accordance with the study programme. The dissertation topic approval procedure and the thesis evaluation and defence process precede the doctoral thesis defence. At the end of the second year, the student will initiate the doctoral thesis topis application procedure, and the student must defend a draft doctoral research proposal during the fourth semester. The student can take the final exam (defending the doctoral thesis) after fulfilling all student obligations and passing all exams (earning a minimum of 170 ECTS credits).

* 1. Conditions under which students who have discontinued their studies or have lost the right to study in a study programme may be readmitted.

The conditions under which students who have discontinued their studies or have lost the right to study in a study programme may be readmitted are determined by the **Ordinance on Postgraduate Studies at the Josip Juraj Strossmayer University of Osijek**.

1. PROCEDURES FOR ADMINISTERING THE STUDY PROGRAMME
   1. Location at which the study programme is administered

Faculty of Education in Osijek, Cara Hadrijana 10, University campus, building D (teaching building).

* 1. Authentic documents constituting property ownership

Agreement on the use and maintenance of buildings on the University Campus of 8 November 2013 between the Josip Juraj Strossmayer University of Osijek and the Faculty of Education.

* 1. Data on adequate space and equipment to administer the programme

The Faculty of Education uses two buildings on the University Campus, the administrative and the teaching building, built in the 18th or 19th century and reconstructed in 2009/10. The total floor area of the Faculty administrative building is 400 m², and the teaching building is 3,838.44 m². The Faculty comprises eleven classrooms/lecture halls, four specialised classrooms (practicums) and a sports hall. The premises have been renovated, equipped with computers, LCD projectors, internet connection and new furniture. By renovating the barracks area, a sports hall was built that meets the students' and teachers' needs, and the equipment is appropriate and contemporary.The Faculty of Education in Osijek conducts university teaching in its buildings equipped with suitable didactic materials and resources. Besides the standard board and project screen, each classroom is equipped with modern teaching equipment, including internet access, a projector, a computer, speakers, billboards, etc. Classrooms are adequately lit (natural and artificial light sources, curtains). There is a manually adjustable heating and cooling system with a temperature control thermometer, storage for personal belongings (hangers, umbrella stands), and some classrooms have handy libraries that university teachers maintain and supplement. There is also a specialised classroom - practicum/lab intended to directly monitor counselling and rehabilitation work with children (equipped with sound insulation, hidden cameras and two-way glass) used when needed. Additionally, there are two computer classrooms. Books are available in classrooms to use and consult during classes. One of the organizational units of the Faculty of Education is also a library which, in addition to borrowing books and journals, serves for independent work using existing literature, as well as work in online databases (silent study). The Faculty Library has 84.32 m² and includes a reading room for group work (a group study area), a silent study space, a circulation section and a storage space for library collections, with a total of 30 workplaces. Access to the entire fund is free.

Furthermore, there are toilets with running water, maintained daily. Participants have access to refreshments (coffee, tea, water, juices) in the common hallways. Also, there is an elevator that provides access for students with disabilities. Teachers have at their disposal computers with accompanying equipment and photocopiers. The building offers a parking lot and an entrance for people with disabilities. The faculty is equipped with air-conditioning and video surveillance.

Table 3. List of rooms with square footage and number of seats

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| N**umber** | **Space Identification** | **Space/classroom designation** | **Floor area in**  **m2** | **Number of seats** |
|  | Classroom | P 1 | 94 | 48 |
|  | Classroom | P 22 | 95 | 80 |
|  | Classroom | P 28 | 54 | 30 |
|  | Classroom | P 30 | 95 | 64 |
|  | Classroom | P 33 | 95 | 76 |
|  | Classroom | P 34 | 95 | 80 |
|  | Classroom | P 36 | 55 | 36 |
|  | Classroom | P 41 | 95 | 76 |
|  | *Classroom* | P 42 | 95 | 80 |
|  | Computer classroom | RP 2 | 95 | 44 |
|  | Computer classroom | RP 4 | 53 | 40 |
|  | Music classroom | GP | 55 | 32 |
|  | Science classroom | PP | 54 | 24 |
|  | Hall 1 | SD 1 | 95 | 90 |
|  | Hall 2 | SD 2 | 95 | 90 |
|  | Sports hall | SP D | 188 | / |
| **TOTAL** |  |  | **1408** | **890** |

* 1. Data on adequate equipment and literature

Table 4. Description of space and personnel resources for administering the study programme

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. SPACE AND EQUIPMENT**  **t** | | | | | | | | | | | | |
| ***1.1.*** University buildings (specify existing facilities, buildings under construction and planned construction) | | | | | | | | | | | | |
| ***Building identification*** | | ***Building location*** | | | ***Year of construction*** | | | | ***Year of reconstruction or adding an annexe*** | | | ***Total floor area in m2*** |
| Administration building | | Cara Hadrijana 10 | | | 18th or 19th century | | | | 2009 – 2010 | | | 400 m2 |
| Teaching building | | Cara Hadrijana 10D | | | 18th or 19th century | | | | 2009 – 2010 | | | 3838.44 m2 |
| ***1.2. Classrooms*** | | | | | | | | | | | | |
| ***Building identification*** | | ***Number or designation of classroom*** | | ***Floor area in m2*** | | ***Number of seats available for the students*** | | | ***Number of utilisation hours per week*** | ***Rating of the Equipment level\* (1-5)*** | | |
| Cara Hadrijana 10D | | 1 | | 94 | | 48 | | | 50 | 4 | | |
| Cara Hadrijana 10D | | 22 | | 95 | | 80 | | | 42 | 5 | | |
| Cara Hadrijana 10D | | 28 | | 54 | | 30 | | | 32 | 5 | | |
| Cara Hadrijana 10D | | 30 | | 95 | | 64 | | | 34 | 5 | | |
| Cara Hadrijana 10D | | 33 | | 95 | | 76 | | | 34 | 5 | | |
| Cara Hadrijana 10D | | 36 | | 95 | | 80 | | | 32 | 5 | | |
| Cara Hadrijana 10D | | 41 | | 95 | | 76 | | | 34 | 5 | | |
| Cara Hadrijana 10D | | 42 | | 95 | | 80 | | | 38 | 5 | | |
| Cara Hadrijana 10D | | Ceremonial Hall | | 95 | | 90 | | | 15 | 5 | | |
| Cara Hadrijana 10D | | Ceremonial Hall | | 95 | | 90 | | | 25 | 5 | | |
| Cara Hadrijana 10D | | Sports hall | | 188 | | / | | | 38 | 3 | | |
| *\*The equipment level refers to the quality of the furniture, technical and other equipment.* | | | | | | | | | | | | |
| ***1.3. Laboratories/practicum classrooms*** | | | | | | | | | | | | |
| ***Building identification*** | | ***Internal designation of the laboratory/practicum classroom*** | | ***Floor area in***  ***m2*** | | ***Number of seats available for the students*** | | | ***Number of utilisation hours per week*** | | | ***Rating of the equipment level***  ***(1-5)*** |
| Cara Hadrijana 10D | | Computer classroom (classroom no. 2) | | 95 | | 44 | | | 32 | | | 4 |
| Cara Hadrijana 10D | | Computer classroom  (classroom no. 4) | | 53 | | 40 | | | 12 | | | 4 |
| Cara Hadrijana 10D | | Music classroom | | 55 | | 32 | | | 24 | | | 5 |
| Cara Hadrijana 10D | | Science classroom | | 54 | | 24 | | | 4 | | | 4 |
| Cara Hadrijana 10D | | Psychological-rehabilitation practicum (classroom no. 36) | | 55 | | 10 | | | 8 | | | 5 |
| ***1.4. Educational sites (work sites) for practical classes*** | | | | | | | | | | | | |
| ***Building identification*** | | | ***Name of the teaching site*** | | | | | ***Number of students attending a specific teaching site*** | | | ***Number of lesson hours (per week) held at a specific teaching site*** | |
|  | | |  | | | | |  | | |  | |
| ***1.5. Computer classroom equipment*** | | | | | | | | | | | | |
| ***Number of newer computers***  ***(up to 3 years old)*** | ***Number of computers older than 3 years*** | | ***Functionality rating***  ***(1-5)*** | | | | ***Maintenance state rating***  ***(1-5)*** | ***Rating of the possibility of out-of-class use*** | | | | |
| 5 | 46 | | 4 | | | | 5 | 4 | | | | |
|  | | | | | | | | | | | | |
| ***1.6. Teachers’ offices*** | | | | | | | | | | | | |
| ***Building identification*** | *Number of teachers’ offices* | | ***Average Floor Area***  ***in m2*** | | | | ***Rating of the Equipment level (1-5)*** | ***Average floor area in m2 per permanently employed teacher/associate\**** | | | | |
| Ulica Cara Hadrijana 10D | 27 | | 15 | | | | 5 | 6 | | | | |
| *\*or number of teachers/associates sharing the teachers’ office* | | | | | | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***1.7. The premises used only for research and professional activities*** | | | | |
| ***Building identification*** | ***Internal room or laboratory designation*** | ***Floor area in***  ***m2*** | ***Number of utilisation hours per week*** | ***Rating of the equipment level***  ***(1-5)*** |
|  |  |  |  |  |
|  | | | | |
| ***1.8. Capital equipment***  *(provide data on the available capital equipment of this higher education institution with a purchase value exceeding HRK 200 000)* | | | | |
| ***Instrument name (equipment)*** | | ***Purchase Value*** | | ***Age*** |
|  | |  | |  |
|  | | | | |
| ***1.9. Library space and equipment*** | | | | |
| *a) Specify data on Library space* | | | | |
| ***Total floor area***  ***in m2*** | ***Number of employees*** | ***Number of seats*** | ***Number of students using the Library*** | ***Is there a computer database of books and journals*** |
| 84.32 | 3 | 30 | 800 | YES |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *a) Specify data on library equipment* | | | | | | | | |
| ***Number of book titles*** | ***Number of textbooks\**** | ***Rating of the modernity of books and textbooks***  ***(1-5)*** | ***Number of titles of foreign journals*** | | ***Number of titles of domestic journals*** | | ***Functionality rating of book and journals catalogues***  ***(1-5)*** | ***Rating of the equipment level***  ***(1-5)\*\**** |
| 10080 | 4200 | 4 | 12 | | 65 | | 4 | 4 |
|  | | | | | | | | |
| *\* The number of textbooks refers to all titles regardless of the number of copies.*  *\*\* Printing/photocopying possibility for teachers and students, procurement of copies, interlibrary loans, teachers’ publication catalogue, etc.*  *\*\*\* Electronic content refers to electronic editions of books and journals, databases, as well as catalogues of the Faculty Library and external libraries.* | | | | | | | | |
| ***1.10. Students Office*** | | | | | | | | |
| ***Total floor area in m2*** | | | | ***Number of employees*** | | ***Working hours*** | | |
| 28.45 | | | | 3 | | Monday to Friday, 7:30 to 15:00 | | |

* 1. Teaching space capacity

In 2018/19, the number of students attending the Faculty of Education amounted to 1021, i.e., 753 full-time, 60 students in the status of completing their studies without student rights and repeaters (120x 0.5) and 208 part-time students and repeaters (416x0.5). Thus, in addition to the planned number of enrolled students in the postgraduate doctoral study "Educational Sciences and Perspectives of Education," 12.5 (25x0.5), it makes 1033.5.

Including a reading room, the total usable space amounts to 1492.32 m2. By putting in the ratio of the total number of students concerning usable floor space, it amounts to 1.44 m2 per student.

* 1. Optimal number of students enrolled on the programme

With regard to space, equipment and the number of potential mentors and course instructors, the proposed enrolment amounts to 25 students. There are 21 potential mentors.

* 1. Teachers and associates who will be administering the doctoral study programme

**Table 5. List of teachers and associates who will be administering the doctoral study programme**

|  |
| --- |
| **Mentor's full name** |
| Anđelka Peko, Full Professor, PhD |
| Irella Bogut, Full Professor, PhD |
| Edita Borić, Full Professor, PhD |
| Zdenka Kolar-Begović, Full Professor, PhD |
| Damir Matanović, Full Professor, PhD |
| Vesnica Mlinarević, Full Professor, PhD |
| Mira Perić, Full Professor, PhD in Art |
| Emina Berbić Kolar, Associate Professor, PhD |
| Ivana Đurđević Babić, Associate Professor, PhD |
| Željka Flegar, Associate Professor, PhD |
| Ružica Kolar-Šuper, Associate Professor, PhD |
| Goran Kujundžić, Associate Professor, PhD in Art |
| Marija Sablić, Associate Professor, PhD |
| Tena Velki, Associate Professor, PhD |
| Tihomir Vidranski, Associate Professor, PhD |
| Maja Brust Nemet, Assistant Professor, PhD |
| Josip Cvenić, Assistant Professor, PhD |
| Snjezana Dubovicki, Assistant Professor, PhD |
| Ivica Kelam, Assistant Professor, PhD |
| Zvonimir Tomac, Assistant Professor, PhD |
| Rahaela Varga, Assistant Professor, PhD |
| **TOTAL = 21** |

**Table 6. Total number of teachers and students**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Total number of teachers and students*** | | | | |  |
|  |  | *Year of study* | | |  |
| *1.* | *2.* | *3.* | |
| ***1.*** | **Total number of teachers** | **21** | **21** | **21** | |
| *1.1.* | Permanently employed teaching staff | **21** | **21** | **21** | |
| *1.2.* | 30% temporary term | **-** | - | - | |
| *1.3.* | 50% temporary term | **-** | - | - | |
| ***2.*** | **Total number of full-time students** | **-** | - | - | |
| *2.1.* | With the support of the Ministry of Science and Education | **-** | - | - | |
| *2.2.* | Self-financed | **-** | - | - | |
| ***3.*** | **Total number of part-time students** | **25** | **25** | **25** | |
| ***4.*** | **Total number of students (2+3)** | **25** | **25** | **25** | |

Only the Faculty of Education teachers participate in conducting the postgraduate doctoral study. All teachers participating in the study programme have been appointed to scientific-teaching titles and are employed at the Faculty of Education.

**Table 7. Teaching staff workload at the Faculty of Education**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TEACHERS EMPLOYED AT A HIGHER EDUCATION INSTITUTION** | | | | | | | | | | | | |
| Academic rank | Name | Course | Semester: | Plan | | | Implementation | | | Workload | Total workload in the study programme | Total workload in the higher education institution (HEI) |
| L | P | S | L | P | S |
| FULL PROFESSORS | Anđelka Peko | Theories of Education  Research Methodology | 1st  1st | 20  15 | -  - | -  - | 10  5 | -  - | -  - | 10 L  5 L | **15 x 8.1 = 121.5** | **891** |
| Damir Matanović | Humanistic Heritage Topics in Education | 1st | 20 | - | - | 10 | - | - | 10 L | **10 x 8.1 = 81** | **253.8** |
| Vesnica Mlinarević | Curricular Approaches in the Culture of the Educational Institution | 1st | 20 | - | - | 15 | - | - | 15 L | **15 x 8.1 = 121.5** | **934.2** |
| Edita Borić | Cultural Heritage in the Sustainable Development Curriculum | 1st | 20 | - | - | 20 | - | - | 20 L | **20 x 8.1 = 162** | **1174.5** |
| Irella Bogut | Bioethical Sensibility in Education for Sustainable Development | 1st | 15 | - | - | 8 | - | - | 8 L | **8 x 8.1 = 64.8** | **953.4** |
| Zdenka Kolar Begović | Scientific Methods in Teaching Mathematics | 1st | 10 | - | 10 | 5 | - | 5 | 5 L  5 S | **5 x 8.1= 40.5**  **5 x 4 = 20**  **60.5** | **491.4** |
| Mira Perić | Defining and Exploring Drama and Puppetry Education | 1st | 8 | 9 | 8 | 8 | 9 | 8 | 8 L  9 P  8 S | **8 x 8.1 = 64.8**  **9 x 2.7 = 24.3**  **8 x 4 = 32**  **121.1** | **1053** |
| ASSOCIATE PROFESSORS | Emina Berbić Kolar | Humanistic Heritage Topics in Education  Language and Identity in Education | 1st  1st | 20  15 | -  - | -  - | 10  15 | - | - | 10 L  15 L | **25 x 8.1 =**  **202.5** | **519** |
| Tena Velki | Contemporary Approaches to the Education of Students with Developmental Disabilities | 1st | 10 | - | 10 | 10 | - | 10 | 10 L  10 S | **10 x 8.1 = 81**  **10 x 4 = 40**  **121.4** | **480.6** |
| Ružica Kolar Šuper | Scientific Methods in Teaching Mathematics | 1st | 10 | - | 10 | 5 | - | 5 | 5 L  5 S | **5 x 8.1 = 40.5**  **5 x 4 = 20**  **60.5** | **1032.6** |
| Goran Kujundžić | Contemporary Visual Arts in the Education System | 1st | 10 | - | 7 | 10 | - | 10 | 10 L  10 S | **10 x 8.1 = 81**  **10 x 4 = 40**  **121.4** | **931.5** |
| Tihomir Vidranski | Applied Kinesiology Research | 1st | 15 | - | - | 8 | - | - | 8 L | **8 x 8.1**  **= 64.8** | **1117.8** |
| Marija Sablić | International and Intercultural Education | 1st | 15 | - | - | 15 | - | - | 15 | **15 x 8.1 =121.5** | **906** |
| Ivana Đurđević Babić | Digital Citizenship and Electronic Services in Education | 1st | 10 | - | 10 | 10 | - | 10 | 10 L  10 S | **10 x 8.1**  **= 81**  **10 x 4 = 40**  **121.4** | **742.5** |
| Željka Flegar | Academic Presentations in English | 1st | 5 | 15 | 10 | 5 | 15 | 10 | 5 L  15 P  10 S | **5 x 8.1 = 40.5**  **15 x 2.7 = 40.5**  **10 x 4 = 40**  **121.5** | **990.6** |
| ASSISTANT PROFESSORS | Snježana Dubovicki | Theories of Education | 1st | 15 | - | - | 5 | - | - | 5 L | **15 x 8.1 = 121.5**  **10 x 4 = 40**  **161.5** | **663** |
| Research Methodology | 1st | 10 | - | 10 | 5 | - | 10 | 10 L  10 S |
| Rahaela Varga | Theories of Education | 1st | 15 | - | - | 5 | - | - | 5 L | **5 x 8.1 = 40.5** | **984** |
| Ivica Kelam | Bioethical Sensibility in Education for Sustainable Development | 1st | 15 | - | - | 7 | - | - | 7 L | **7 x 8.1 = 56.7** | **504** |
| Maja Brust Nemet | Curricular Approaches in the Culture of the Educational Institution | 1st | 20 | - | - | 5 | - | - | 5 L | **5 x 8.1 = 40.5** | **1027.8** |
| Zvonimir Tomac | Applied Kinesiology Research | 1st | 15 | - | - | 4 | - | - | 4 L | **4 x 8.1 = 32.4** | **1224.6** |
| Josip Cvenić | Applied Kinesiology Research | 1st | 15 | - | - | 3 | - | - | 3 L | **3 x 8.1 = 24.3** | **1092.6** |

* 1. Teachers’ Curriculum vitae

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Instructor, Academic title** | | | **Anđelka Peko, Full Professor with Tenure, PhD** | | |
| **Courses in the proposed programme** | | | **Theories of Education** | | |
| Co-instructors | | |  | | |
| Course associates | | | Rahaela Varga, Assistant Professor, PhD  Snježana Dubovicki, Assistant Professor, PhD | | |
| GENERAL DATA ON THE COURSE INSTRUCTOR | | | | | |
| Address: | | | Ulica Cara Hadrijana 10, 31000 Osijek, Croatia | | |
| e-mail address | | | apeko@foozos.hr | | |
| Personal website (if any) | | |  | | |
| Researcher identification number | | | 101671 | | |
| Scientific or artistic title and date of last academic promotion | | | Full Professor with Tenure from 2014 until today | | |
| Scientific or artistic field and discipline | | | Pedagogy-Didactics | | |
| CURRENT EMPLOYMENT DATA | | | | | |
| Home institution | | | Faculty of Education | | |
| Date of employment | | | 1983. Faculty of Pedagogy in Osijek | | |
| Job title | | | Full Professor | | |
| Job description | | | teaching and participating in research projects | | |
| Position | | | Head of the Sub-department of Lifelong Didactics at the Department of Lifelong Education | | |
| **CV** | | | Anđelka Peko is a Full Professor with Tenure. She has designed new university study programmes and actively participated in their development by incorporating new courses of a didactic nature. As a result of her systematic research, she has published scientific studies, scientific chapters and research papers on certain important topics. As a co-author, she has published six monographs and eighty research papers. With her many years of teaching, professional and research activity, she has contributed to improving the teaching approach and methods. She actively participated in the realization of eight domestic research projects, of which she was the leader of three projects. From 2006 to 2013, she served as a dean of the Faculty of Teacher Education in Osijek. In the academic year 2013/2014, she was the Vice-Rector for Education and Students at the Josip Juraj Strossmayer University of Osijek. Her areas of research interest are contemporary teaching, the status of students in and outside the classroom, teacher education and improving the quality of university teaching. She is the co-author of a textbook for the Croatian language for students of younger school age. She was a member of the National Coordinating Body of the Government of the Republic of Croatia for Developing the Strategy for Education, Science and Technology. She is a member of the Scientific field committee for social sciences, the field of educational sciences. She was the head of the Quality Assurance Committee of the Ministry of Science, Education and Sports of the Republic of Croatia and the president and member of several programmes and organizing committees for international and domestic meetings. She was a member of the Education Committee at the time of designing the National Curriculum Framework regarding Changes in the Education System in the Republic of Croatia. She is the editor-in-chief of the journal Life and School. | | |
|  | | | | | |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | | | Previous experience:  Work in postgraduate study programmes:  *Pedagogy and Contemporary School Culture*, postgraduate university study programme in pedagogy at the Faculty of Humanities and Social Sciences in Osijek.  *Quality in education,* doctoral study programme in Pedagogy, University of Zadar, *Management in educational institutions*  the specialist postgraduate study programme, University of Zadar  Scientific monographs:   1. Munjiza, E., Peko, E., Dubovicki, S. (2016). Paradoks (pre)opterećenosti učenika osnovne škole Osijek: Fakultet za odgojne i obrazovne znanosti Sveučilišta u Osijeku 2. Peko, A., Varga, R., Mlinarević, V., Lukaš, M., Munjiza, E. (2014). Kulturom nastave (p)o učeniku.(Culture of teaching with(out) student voice) Osijek: Sveučilište Josipa Jurja Strossmayera, Učiteljski fakultet u Osijeku.   University textbooks:   1. Peko, A. (1999). Obrazovanje, in: Osnove suvremene pedagogije (editors: Mijatović, A., Vrgoč, H., Peko, A., Mrkonjic, A., Ledić, J.), Hrvatsko pedagoško-književni zbor, Zagreb, 203. - 223. 2. Peko, A., Varga, R. & Vican, D. (2016) Upravljanje odgojno-obrazovnom ustanovom: Kultura škole. Zadar: Sveučilište u Zadru.   Publications:   * 1. Peko, A. & Varga, R. (2017). Urban School Culture in Croatia: Student Empowerment or Spirit Impoverishment? // Second International Handbook of Urban Education / Pink, William T.; Noblit, George W. (ed.). Cham, Switzerland: Springer International Publishing AG, 265-277.  1. Peko, A., Dubovicki, S., Varga, R. (2017). The (re)construction of student overload in the Croatian context. Sodobna pedagogika, 68(2); 164-179 2. Dubovicki, S., Peko, A. (2016). The students’ school workload from the perspective of students and parents. Didactica Slovenica, 31 (2); 69-85 3. Peko, A., Varga, R. (2016). Pupils' Initiative in Classroom. Croatian Journal of Education 18(3); 727-753 4. Varga, R., Peko, A. & Vican, D. (2016) Uloga ravnatelja u koncepcijama promjena odgojno-obrazovnog sustava Republike Hrvatske // Život i škola : časopis za teoriju i praksu odgoja i obrazovanja, 62, 1; 39-51. | |  |
| Subject-related competencies of the associates  R. Varga | | | Peko, Anđelka; Dubovicki, Snježana; Varga, Rahaela (2017). [The (re)construction of student overload in the Croatian context](https://www.bib.irb.hr/888618) *// Sodobna pedagogika,* 68, 2; 164-179  Peko, Anđelka; Varga, Rahaela (2017).  [Urban School Culture in Croatia: Student Empowerment or Spirit Impoverishment?](https://www.bib.irb.hr/858894) // Second International Handbook of Urban Education / Pink, William T.; Noblit, George W. (ed.). Cham, Switzerland: Springer International Publishing AG, str. 265-277  Peko, Anđelka; Varga, Rahaela (2016)  [Pupils' Initiative in Classroom](https://www.bib.irb.hr/845618) *// Croatian Journal of Education-Hrvatski Casopis za Odgoj i obrazovanje,* 18, 3; 727-753 (međunarodna recenzija, članak, znanstveni  Varga, Rahaela; Peko, Anđelka; Vican, Dijana (2016). [Uloga ravnatelja u koncepcijama promjena odgojno- obrazovnog sustava Republike Hrvatske](https://www.bib.irb.hr/833930) *// Život i škola : časopis za teoriju i praksu odgoja i obrazovanja,*62, 1; 39-51 (podatak o recenziji nije dostupan, pregledni rad, znanstveni)  Varga, R. (2015). [Razvoj učeničkih socijalnih kompetencija nastavom u okviru pedagogije odnosa](https://www.bib.irb.hr/868589) *// Pedagogijska istraživanja,* 12, 1-2; 87-102. | |  |
| Subject-related competencies of the associates  S. Dubovicki | | | Scientific monographs:   1. Munjiza, E., Peko, E., Dubovicki, S. (2016). Paradoks (pre)opterećenosti učenika osnovne škole Osijek: Fakultet za odgojne i obrazovne znanosti Sveučilišta u Osijeku   Publications:   1. Brust Nemet, M., Dubovicki, S. (2018). The stereotypes of Croatian teachers regarding professional and personal status. 5th International Multidisciplinary Scientific Conference on Social Science & Arts SGEM 2018 Conference Proceedings Volume 5, Science and Art Issue 6.3 / Cristea, L.; Grecevičius, P.; Nikčević, S.; Meerovich, M. Altarelli, L.; Letelier Parga, S.; Bershad, D.; Lapidaki, E.; Russeva, M. (ed.). - Florence, Italy: SGEM, 419-427 2. Peko, A., Dubovicki, S., Varga, R. (2017). The (re)construction of student overload in the Croatian context. *Sodobna pedagogika, 68* (2); 164-179 3. Dubovicki, S., Jukić, R. (2017). The importance of acquiring pedagogical and didactic competencies of future teachers – the Croatian context. *Early Education and Development, 1*87, 10/S1;1557-1568 4. Dubovicki, S., Peko, A. (2016). The students’ school workload from the perspective of students and parents. *Didactica Slovenica, 31* (2); 69-85 5. Dubovicki, S., Banjari, I. (2014). Students' attitudes on the quality of university teaching. Sodobna pedagogika, 65/131(2), 42-58 | |  |
| Place, date and signature of the course instructor | | | | |  |
| Osijek, April 2019 | | | | |  |
| **Course associate, academic title** | | | **Rahaela Varga, Assistant Professor, PhD** | | |
| **Courses in the proposed programme** | **Theories of Education** | | | | |
| GENERAL DATA ON THE COURSE ASSOCIATE | | | | | |
| Address: | Ulica Cara Hadrijana 10, Osijek | | | | |
| e-mail address | rvarga@foozos.hr | | | | |
| Personal website (if any) |  | | | | |
| Researcher identification number | 317673 | | | | |
| Academic or artistic title and date of last academic promotion | Research Associate, 1 April 2018 | | | | |
| Scientific or artistic field and discipline | Social Sciences, Pedagogy | | | | |
| CURRENT EMPLOYMENT DATA | | | | | |
| Home institution | Faculty of Education | | | | |
| Date of employment | 1 July 2009 | | | | |
| Job title | a teacher with the teaching title of Assistant Professor | | | | |
| Job description | pedagogy | | | | |
| Position | - | | | | |
| CV | In 2009 she graduated from the Faculty of Humanities and Social Sciences at the Josip Juraj Strossmayer University of Osijek and earned the title of Professor of Pedagogy and English Language and Literature.  In 2014 she became a Doctor of Science in Pedagogy at the Faculty of Humanities and Social Sciences, the University of Zagreb.  Since 2009 she has been employed at the Faculty of Education at the Josip Juraj Strossmayer University of Osijek, first as a junior researcher, then since 2015 as a Postdoctoral Researcher, and since 2018 as an Assistant Professor at the Department of Lifelong Learning.  Since 2016/17, she has taught Pedagogical Leadership and School Culture within the Postgraduate Specialist Studies at the University of Zadar.  She teaches at university departments with teaching majors (mathematics, physics, chemistry) and as part of Pedagogical-Psychological and Didactic-Methodological training.  She was a team member of two research projects: 2014 -2016 Principal: a profession and a qualification, not a function; 2009 – 2014 Necessity to modify students’ status in and outside the classroom.  She has been a reviewer for the Life and School Journal (Život i škola), The Croatian Journal of Social Policy (Revija za socijalnu politiku), International Journal of Innovation in Teaching and Learning (Međunarodni časopis za inovacije u poučavanju i učenju), International Journal of Distance Education and E-Learning (Međunarodni časopis za obrazovanje na daljinui e-učenje).  During her study trips, she visited schools in the United Kingdom and Finland. She participated in the UNESCO International Summer School in Poland concerning the readaptation and reintegration - problems of Refugee Children (CEEPUS Programme).  She actively participates in international academic conferences and publishes papers in journals.  A list of all publications is available at: https://www.bib.irb.hr/pregled/znanstvenici/317673 | | | | |
|  | | | | | |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | Recent works in the field (5):  Peko, Anđelka; Dubovicki, Snježana; Varga, Rahaela (2017). The (re)construction of student overload in the Croatian context // Sodobna pedagogika, 68, 2; 164-179  Peko, Anđelka; Varga, Rahaela (2017).  Urban School Culture in Croatia: Student Empowerment or Spirit Impoverishment? // Second International Handbook of Urban Education / Pink, William T.; Noblit, George W. (editor). Cham, Switzerland: Springer International Publishing AG, str. 265-277  Peko, Anđelka; Varga, Rahaela (2016)  Pupils' Initiative in Classroom // Croatian Journal of Education-Hrvatski Casopis za Odgoj i obrazovanje, 18, 3; 727-753  Varga, Rahaela; Peko, Anđelka; Vican, Dijana (2016). Uloga ravnatelja u koncepcijama promjena odgojno- obrazovnog sustava Republike Hrvatske // Život i škola : časopis za teoriju i praksu odgoja i obrazovanja,62, 1; 39-51  Varga, R. (2015). Razvoj učeničkih socijalnih kompetencija nastavom u okviru pedagogije odnosa // Pedagogijska istraživanja, 12, 1-2; 87-102. | | | | |
| Subject-related competencies of the associates | - | | | | |
| Place, date and signature of the course instructor | | | | | |
| Osijek, April 2019 | | | | | |

|  |  |
| --- | --- |
| Course Instructor, Academic title |  |
| Courses in the proposed programme | **Theories of Education** |
| Co-instructors | **Snježana Dubovicki, Assistant Professor, PhD** |
| Course associates |  |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Banova 5, 31000 Osijek |
| e-mail address | [sdubovicki@gmail.com](mailto:sdubovicki@gmail.com) |
| Personal website (if any) | <https://www.linkedin.com/in/snjezana-dubovicki-37363915/> |
| Researcher identification number | 312473 |
| Academic or artistic title and date of last academic promotion | Research Associate, 2015 |
| Scientific or artistic field and discipline | Social Sciences, Pedagogy, Didactics |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education, University of Osijek |
| Date of employment | December 1, 2008 |
| Job title | Assistant Professor |
| Job description | Methodology, Didactics, |
| Position | Vice Dean for Development and Professional Work |
| CV | Snježana Dubovicki, Assistant Professor, PhD, was born in Osijek in 1984. In 2013 she received her PhD from the Faculty of Humanities and Social Sciences, the University of Zagreb, with the topic *“Povezanost kurikuluma učiteljskoga studija i razvoja kreativnosti studenata” (Eng. Correlation between the Curriculum of Teacher Education and Student Creativity Development).* In 2015, she was elected to the scientific-teaching title of Assistant Professor. She has worked at the Faculty of Education in Osijek since 1 December 2008. At this Faculty, she participates in teaching several pedagogical-didactic and methodological courses. She has published a university textbook, two scientific monographs and numerous research and professional papers. She has presented at numerous international scientific and professional conferences in Croatia and abroad (Japan, United Arab Emirates, Italy, Hungary, Serbia, Bosnia and Herzegovina). Since October 2018, she has served as the Vice-Dean for Development and Professional Work at the Faculty of Education in Osijek. |
|  | |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | Scientific monographs:   1. Munjiza, E., Peko, E., Dubovicki, S. (2016). Paradoks (pre)opterećenosti učenika osnovne škole Osijek: Fakultet za odgojne i obrazovne znanosti Sveučilišta u Osijeku   Publications:   1. Brust Nemet, M., Dubovicki, S. (2018). The stereotypes of Croatian teachers regarding professional and personal status. 5th International Multidisciplinary Scientific Conference on Social Science & Arts SGEM 2018 Conference Proceedings Volume 5, Science and Art Issue 6.3 / Cristea, L.; Grecevičius, P.; Nikčević, S.; Meerovich, M. Altarelli, L.; Letelier Parga, S.; Bershad, D.; Lapidaki, E.; Russeva, M. (ed.). - Florence, Italy: SGEM, 419-427 2. Peko, A., Dubovicki, S., Varga, R. (2017). The (re)construction of student overload in the Croatian context. *Sodobna pedagogika, 68*(2); 164-179 3. Dubovicki, S., Jukić, R. (2017). The importance of acquiring pedagogical and didactic competencies of future teachers – the Croatian context. *Early Education and Development, 1*87, 10/S1;1557-1568 4. Dubovicki, S., Peko, A. (2016). The students’ school workload from the perspective of students and parents. *Didactica Slovenica, 31* (2); 69-85 5. Dubovicki, S., Banjari, I. (2014). Students' attitudes on the quality of university teaching. Sodobna pedagogika, 65/131(2), 42-58 |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

|  |  |
| --- | --- |
| **Course Instructor, Academic title** | **Vesnica Mlinarević, Full Professor, PhD** |
| **Courses in the proposed programme** | **Curricular Approach in the Culture of an Educational Institution** |
| Co-instructors |  |
| Course associate | Maja Brust Nemet, Assistant Professor, PhD |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Hrvatske Republike 31, 31000 Osijek |
| e-mail address | vmlinarevic@foozos.hr |
| Personal website (if any) |  |
| Researcher identification number | 261162 |
| Academic or artistic title and date of last academic promotion | Scientific Adviser, 30 June 2017 |
| Scientific or artistic field and discipline | Social Sciences, Pedagogy |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | February 1st, 2001 |
| Job title | Full Professor |
| Job description | Pedagogy |
| Position | - |
| CV | She graduated from the Pedagogical Faculty in Osijek in preschool education and pedagogy and gained two vocations, Preschool Educator and Professor of Pedagogy. She received a master's degree in 2004 and a PhD in 2006 in the area of social sciences, field of pedagogy at the Faculty of Humanities and Social Sciences in Zagreb with the topic “Slobodno vrijeme kao prediktor poremećaja u ponašanju učenika” ( Eng. Spare time Predictor of Behavioral Disorders in Students. She worked at the Pre-School Education Center in Osijek, Education and Teacher Training Agency as an adviser and an external associate at the Pedagogical Faculty. In 2001 she was permanently employed as a lecturer at the Faculty of Education., then Teacher Training College.  Since 2006 she has been an Assistant Professor; in 2012, she was elected Associate Professor, and in 2017 a Full Professor. She teaches Pedagogy, Family education and partnership with  parents, Leadership of educational institutions, Extracurricular activities in the school curriculum, Teaching communication and Integrated preschool curriculum I. Since 2013 she has taught at the Postgraduate (doctoral) university study programme of Pedagogy and Contemporary School Culture at the Faculty of Humanities and Social Sciences in Osijek and, since 2016, at the Postgraduate Doctoral Study of Quality in Education at the University of Zadar.  She was the president of the Committee for Quality Assurance and Improvement of Higher Education and obtained a certificate for quality assurance in higher education institutions with ISO standard 9001. She has been the President of the Committee for passing professional examinations of educators and pedagogues in preschool institutions for five Slavonian counties since 2008.  She participated in the project "Programme of Psychosocial Help for Refugee Children in the Republic of Croatia” in 1998 and worked as an adviser to the Peaceful Reintegration of the Croatian Danube region into the Educational System of the Republic of Croatia in Vukovar and Baranja.  She was an associate on the three research projects of the Ministry of Science, Education and Sports of the Republic of Croatia, led an international IPA project RO-ufos-luna-MI, Improvement the Position of Roma Children in Education in Baranja Region and was an associate of K2 Erasmus + '' Peacemaking the education and employment: answers to new challenges and opportunities''.  She was the Head of the Undergraduate studies of Early and preschool education at the satellite campus in Vukovar from 2003 to 2006, the head of the Department of Social Sciences in the academic 2006/2007, and the Vice Dean for Professional Development Affairs from 2009 to 2010 and the Vice Dean for Teaching from 2010 to 2018.  She is the author and co-author of 2 scientific monographs, 4 chapters in the book, co-editor of 4 conference proceedings from scientific conferences, author of around 80 research and professional papers in pedagogy, and was a member or president of 14 scientific conferences.  She is a member of the University Council of the Josip Juraj Strossmayer University of Osijek, a President of the Administrative Board of the City and University Library in Osijek, and a member of Matica hrvatska and the International Association for Teacher Education in Europe. |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | Course instructor:  *Pedagogy* *and* *Extracurricular activities in the school curriculum* at the Integrated undergraduate and graduate Class teacher studies, *Pedagogy of lifelong learning* at the Pedagogical-Psychological and Didactic-Methodological Training, Module A and B,  *Contemporary School Culture* and *Hidden Curriculum in Education* at the Postgraduate university study programme of Pedagogy and Contemporary School Culture at the Faculty of Humanities and Social Sciences in Osijek.  She led the international IPA project RO-ufos-luna-MI, Improvement of the Position of Roma Children in Education in the Baranja Region and was an associate of the K2 Erasmus + project '' Pacemaking the education and employment: answers to new challenges and opportunities''.  She is a mentor and co-mentor in writing final and graduate/diploma papers and doctoral theses.  Research papers in the last five years in the field of the subject:   1. Mlinarević, V., Tokić, R. (2018). Parents' View on Cooperation as Part of School Culture. *5th International multidisciplinary scientific conference on social sciences and arts SGEM 2018, Science and society: Education and educational research.* 605-612. 2. Mlinarević, V., Brust Nemet, M. (2016). [The Hidden Curriculum in the Function of Promoting Equal Educational Opportunities for the Roma](https://bib.irb.hr/prikazi-rad?&rad=855321). U Markowska-Manista, Urszula (ur.), *The Interdisciplinary Contexts of Reintegration and Readaptation in the Era of Migration- an Intercultural Perspective*. Warsaw: Wydawnictwo Akademii Pedagogiki Specjalnej im. M. Grzegorzewskiej, str. 204-228. 3. Mlinarević, V. (2016). [Implicitne poruke u skrivenom kurikulumu suvremene škole](https://bib.irb.hr/prikazi-rad?&rad=870252). // *Život i škola: časopis za teoriju i praksu odgoja i obrazovanja*. 62 (2016) , 2; 13-26. 4. Mlinarević, V. (2016). [Primjena stilova učenja i višestrukih inteligencija u kulturi nastave](https://bib.irb.hr/prikazi-rad?&rad=870330)// *A Magyar Tannyelvű Tanítóképző Kar 2016-os tudományos konferenciáinak tanulmánygyűjteménye/Zbornik radova naučnih konferencija Učiteljskog fakulteta na mađarskom nastavnom jeziku 2016*/ Czékus, G. & Borsos, É. (ed.). Subotica: Učiteljski fakultet na nastavnom mađarskom jeziku, 2016. 130-142. 5. Mlinarević, V., Brust Nemet, M.(2015). [Mogućnosti razvijanja kompetencija učitelja za rad s romskom djecom](https://bib.irb.hr/prikazi-rad?&rad=756254), *Obrazovanje za interkulturalizam/ Intercultural Education Položaj Roma u odgoju i obrazovanju/ The Position of Roma in Education*/ Mlinarević, V., Brust Nemet, M., Bushati J. (ur.). Osijek: Sveučilište J. J. Strossmayera u Osijeku/ J. J. Strossmayer University of Osijek, Fakultet za odgojne i obrazovne znanosti / Faculty of Education, Osijek, 117-163. |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

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| **Course associate, academic title** | **Maja Brust Nemet, Assistant Professor, PhD** |
| **Courses in the proposed programme** | **Curricular Approach in the Culture of an Educational Institution** |
| GENERAL DATA ON THE COURSE ASSOCIATE | |
| Address: | Bjelolasička 22, 31000 Osijek |
| e-mail address | mbrust@foozos.hr |
| Personal website (if any) |  |
| Researcher identification number | 310482 |
| Academic or artistic title and date of last academic promotion | Research Associate, June 30, 2017 |
| Scientific or artistic field and discipline | Social Sciences, Pedagogy |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | November 1, 2008. |
| Job title | a teacher with the teaching title of Assistant Professor  head of the Career Development Centre for Students (CDCS FOOZOS) |
| Job description | Pedagogy |
| Position | Head of the Career Development Centre for Students (CDCS FOOZOS) |
| CV | Maja Brust Nemet was born in Osijek in 1984. In 2007 she graduated from the Faculty of Humanities and Social Sciences at the Josip Juraj Strossmayer University of Osijek and earned the title of Professor of Pedagogy and Croatian Language and Literature. In 2015 she received a PhD in Pedagogy from the Faculty of Humanities and Social Sciences, University of Zagreb, Croatia, defending the dissertation “Socijalno-pedagoške kompetencije učitelja u sukonstrukciji kurikuluma kulture suvremene škole” ( Eng. Socio-Pedagogical Competencies of Teachers in the Contemporary School Culture Curriculum). From September 2007 to October 2008, she worked as a pedagogue in the elementary school Josipovac. Since November 2008, she has worked as a Teaching Assistant, since July 2015 as a Senior Assistant, and since October 2017, she has been working as an Assistant Professor at the Faculty of Education in Osijek, Department of Lifelong Learning.  She has been an external associate since 2014 at the Departments of Biology, Chemistry, Physics and Mathematics at the Josip Juraj Strossmayer University of Osijek. Her research interest is general pedagogy, teachers’ professional development, teacher competencies, classroom management, a partnership of educational institutions and families, partnership of educational institutions and local communities, school culture, projects in educational institutions, and methodology of pedagogical research. She also teaches adult students Teaching Communication at the Pedagogical-Psychological and Didactic-Methodological Training. She worked as a project assistant on two research projects of the Faculty of Education in Osijek, Necessity to modify students’ status in and outside the classroom and The Improvement of the Position of Roma Children in Education in Baranja Region. She is currently working on the project of the Faculty of Civil Engineering and Architecture International study programme Constructions resistant to extraordinary actions - Resilient Structures – InterStruct She is the head of the Career Development Centre for Students (CDCS FOOZOS) at the Faculty of Education in Osijek.  She has participated in more than 20 national and international scientific and vocational conferences, published more than 20 research papers, and is a co-author and co-editor of several scientific monographs.  A list of all publications is available on the website:  https://bib.irb.hr/lista-radova?autor=310482 |
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| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | She teaches *Classroom Management (*course instructor*)* and *General Pedagogy* (co-instructor).   1. Brust Nemet, M. (2018). A Correlation between Teachers’ Social and Pedagogical Competences and School Culture. *Sodobna pedagogika*, *69*(3), 142-155. 2. Mlinarević, V., Brust Nemet, M., Bushati J. (ed.). (2015). *Obrazovanje za interkulturalizam- Položaj Roma u odgoju i obrazovanju.* Osijek: Sveučilište J. J. Strossmayera u Osijeku/ J. J. Strossmayer University of Osijek, Fakultet za odgojne i obrazovne znanosti / Faculty of Education. 3. Dubovicki, S., Brust Nemet, M. (2015). Self-Assessment of the Social Competence of Teacher Education Students. *The New Educational Review*, *42*, 227-238. 4. Brust Nemet, M., Kostić D. (2015). Povezanost tradicije romskih obitelji s uključivanjem u život i rad odgojno-obrazovnih ustanova. In: Mlinarević, V., Brust Nemet, M., Bushati J. (editor), *Obrazovanje za interkulturalizam/ Intercultural Education Položaj Roma u odgoju i obrazovanju/ The Position of Roma in Education (pg.* 197-231). Osijek: Sveučilište J. J. Strossmayera u Osijeku/ J. J. Strossmayer University of Osijek, Fakultet za odgojne i obrazovne znanosti/ Faculty of Education, Osijek. 5. Brust Nemet, M. (2014). Građanske kompetencije u europskim i hrvatskim dokumentima. *Andragoški glasnik- glasilo Hrvatskog andragoškog društva Andragogy Journal of the Croatian Andragogy Society*, *18*(1/32), 25-37. |
| Subject-related competencies of the associates | She received her PhD in Pedagogy on the topic *Socijalno-pedagoške kompetencije učitelja u kurikulumu kulture suvremene škole*  *(Eng. Socio-Pedagogical Competencies of Teachers in the Contemporary School Culture Curriculum).*  She is a co-instructor in the course *Family education and partnership with parents* in the undergraduate university study programme of Early and Preschool Education.  She has been a project assistant on *The Improvement of the Position of Roma Children in Education in the Baranja Region.*  She has worked as a research associate on the project- *Dad is important, too*, coordinated by the Children's Creative House of Osijek DOKKICA.  She is a mentor and co-mentor in writing final and graduate papers in family pedagogy. |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

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| **Course Instructor, Academic title** | **Anđelka Peko, Full Professor with Tenure, PhD** |
| **Courses in the proposed programme** | **Research Methodology** |
| Co-instructors | **Snježana Dubovicki, Assistant Professor, PhD** |
| Course associates |  |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Ulica Cara Hadrijana 10, 31000 Osijek, Croatia |
| e-mail address | apeko@foozos.hr |
| Personal website (if any) |  |
| Researcher identification number | 101671 |
| Academic or artistic title and date of last academic promotion | Full Professor with Tenure (2014.) |
| Scientific or artistic field and discipline | Pedagogy, Didactics |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | 1983. Faculty of Pedagogy in Osijek |
| Job title | Full Professor |
| Job description | Teaching and participating in research projects |
| Position | Head of the Sub-department of Lifelong Didactics at the Department of Lifelong Education |
| **CV** | Anđelka Peko is a Full Professor with Tenure. She has designed new university study programmes and actively participated in their development by incorporating new courses of a didactic nature. As a result of her systematic research, she has published scientific studies, scientific chapters and research papers on certain important topics. As a co-author, she has published six monographs and eighty research papers. With her many years of teaching, professional and research activity, she has contributed to improving the teaching approach and methods. She actively participated in the realization of eight domestic research projects, of which she was the leader of three projects. From 2006 to 2013, she served as a dean of the Faculty of Teacher Education in Osijek. In the academic year 2013/2014, she was the Vice-Rector for Education and Students at the Josip Juraj Strossmayer University of Osijek. Her areas of research interest are contemporary teaching, the status of students in and outside the classroom, teacher education and improving the quality of university teaching. She is the co-author of a textbook for the Croatian language for students of younger school age. She was a member of the National Coordinating Body of the Government of the Republic of Croatia for Developing the Strategy for Education, Science and Technology. She is a member of the Scientific field committee for social sciences, the field of educational sciences. She was the head of the Quality Assurance Committee of the Ministry of Science, Education and Sports of the Republic of Croatia and the president and member of several programmes and organizing committees for international and domestic meetings. She was a member of the Education Committee at the time of designing the National Curriculum Framework regarding Changes in the Education System in the Republic of Croatia. She is the editor-in-chief of the journal Life and School. |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | Previous experience:  Work on postgraduate study programmes:  1. *Pedagogy and Contemporary School Culture*, postgraduate university study programme in Pedagogy at the Faculty of Humanities and Social Sciences in Osijek.  2. *Quality in education,* doctoral study programme in Pedagogy, University of Zadar  3. *Management in educational institutions*, specialist postgraduate study programme, University of Zadar  Scientific monographs:   1. Munjiza, E., Peko, E., Dubovicki, S. (2016). Paradoks (pre)opterećenosti učenika osnovne škole Osijek: Fakultet za odgojne i obrazovne znanosti Sveučilišta u Osijeku   Publications:   * 1. Dubovicki, S., Peko, A. (2016). The students’ school workload from the perspective of students and parents. Didactica Slovenica, 31 (2); 69-85   2. Peko, A., Dubovicki, S., Munjiza, E. (2014). Does homework as a learning strategy stimulate additional student overload? *Didactica Slovenica, 29* (3-4); 49-65   3. Peko, A., Varga, R. (2016). Pupils' Initiative in Classroom. Croatian Journal of Education 18(3); 727-753   4. Varga, R., Peko, A. and Vican, D. (2016) Uloga ravnatelja u koncepcijama promjena odgojno-obrazovnog sustava Republike Hrvatske // Život i škola : časopis za teoriju i praksu odgoja i obrazovanja, 62, 1; 39-51. |
| Place, date and signature of the course instructor |  |
| Osijek, April 2019 | |

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| **Course co-instructor, Academic title** | **Snježana Dubovicki, Assistant Professor, PhD** |
| **Courses in the proposed programme** | **Research Methodology** |
| Course instructor | **Anđelka Peko, Full Professor with Tenure, PhD** |
| Course associates |  |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Banova 5, 31000 Osijek |
| e-mail address | [sdubovicki@gmail.com](mailto:sdubovicki@gmail.com) |
| Personal website (if any) | <https://www.linkedin.com/in/snjezana-dubovicki-37363915/> |
| Researcher identification number | 312473 |
| Academic or artistic title and date of last academic promotion | Research Associate, 2015 |
| Scientific or artistic field and discipline | Social Sciences, Pedagogy, Didactics |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education, University of Osijek |
| Date of employment | December 1, 2008 |
| Job title | Assistant Professor |
| Job description | Methodology, Didactics, |
| Position | Vice Dean for Development and Professional Work |
| CV | Snježana Dubovicki, Assistant Professor, PhD, was born in Osijek in 1984. In 2013 she received her PhD from the Faculty of Humanities and Social Sciences, the University of Zagreb, with the topic “Povezanost kurikuluma učiteljskoga studija i razvoja kreativnosti studenata” (Eng. Correlation between the Curriculum of Teacher Education and Student Creativity Development). In 2015, she was elected to the scientific-teaching title of Assistant Professor. She has worked at the Faculty of Education in Osijek since 1 December 2008. At this Faculty, she participates in teaching several pedagogical-didactic and methodological courses. She has published a university textbook, two scientific monographs and numerous research and professional papers. She has presented at numerous international scientific and professional conferences in Croatia and abroad (in Japan, United Arab Emirates, Italy, Hungary, Serbia, Bosnia and Herzegovina). Since October 2018, she has served as the Vice-Dean for Development and Professional Work at the Faculty of Education in Osijek. |
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| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | At the Integrated undergraduate and graduate Class teacher studies, she teaches the course *Methodology of Pedagogical Research.*  At the University Undergraduate studies of Early and preschool education, she taught the course *Methodology of Pedagogical Research*  At the University graduate studies of Early and preschool education, she taught the course *Action Research in Early and Preschool Education*  At the part-time University Undergraduate studies of Early and preschool education, she teaches *Methodology of Pedagogical Research*  At the part-time University Graduate Studies of Early and Preschool Education, she teaches *Final Paper Methodology*  Chapter in a scientific monograph  Dubovicki, S. (2017). Futurološke metode istraživanja. In: (Ed. S. Opić, B. Bognar i S. Ratković) *Novi pristupi metodologiji istraživanja odgoja,* 203-221. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu  Publications:   1. Brust Nemet, M., Dubovicki, S. (2018). The stereotypes of Croatian teachers regarding professional and personal status. *5th International Multidisciplinary Scientific Conference on Social Science & Arts SGEM 2018 Conference Proceedings Volume 5, Science and Art Issue 6.3 / Cristea, L.; Grecevičius, P.; Nikčević, S.; Meerovich, M. Altarelli, L.; Letelier Parga, S.; Bershad, D.; Lapidaki, E.; Russeva, M.* (editor). - Florence, Italy: SGEM, 419-427 2. Dubovicki, S., Brust Nemet, M. (2018). The role of society in creating conditions for promoting creativity in the educational context. *5th International Multidisciplinary Scientific Conference on Social Science & Arts SGEM 2018 Conference Proceedings Volume 5, Science and Art Issue 6.3 / Cristea, L.; Grecevičius, P.; Nikčević, S.; Meerovich, M.; Altarelli, L.; Letelier Parga, S.; Bershad, D.; Lapidaki, E.; Russeva, M. (ed.)*. - Florence, Italy: SGEM, 171-179 3. Dubovicki, S., Jukić, R. (2017). The importance of acquiring pedagogical and didactic competencies of future teachers – the Croatian context. *Early Education and Development, 1*87, 10/S1;1557-1568 4. Dubovicki, S. & Jukić, R. (2015). Temelji reforme sveučilišne nastave za učitelja budućnosti. In: (Ed. S. Opić, M. Matijević) *IV. simpozij: Nastava i škola za net-generacije: Unutarnja reforma nastave u osnovnoj i srednjoj školi,* pp. 380-390. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu 5. Dubovicki, S., Mlinarević, V. & Velki, T. (2018). Istraživački pristupi i metodološki okviri u istraživanjima budućih učitelja. *Nova prisutnost, 16*(3), 595-611 |

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| **Course Instructor, Academic title** | **Damir Matanović, Full Professor, PhD** |
| **Courses in the proposed programme** | **Humanistic Heritage Topics in Education** |
| Co-instructors | **Emina Berbić Kolar, Associate Professor, PhD** |
| Course associates |  |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Ulica Cara Hadrijana 10, Osijek |
| e-mail address | dmatanovic@foozos.hr |
| Personal website (if any) |  |
| Researcher identification number |  |
| Academic or artistic title and date of last academic promotion | April 25, 2017, Full Professor, PhD |
| Scientific or artistic field and discipline | Humanities, scientific field History |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | April 1, 2008 |
| Job title | Full Professor |
| Job description | National history |
| Position | Dean |
| CV | Damir Matanović was born on July 25, 1970 in Vinkovci.  He attended primary school in Bošnjaci and finished mathematical and IT high school in Županja.  In 1996 he completed two-subject studies in comparative literature and history at the Faculty of Philosophy in Zagreb with a graduation thesis *Svakodnevni život u Slavoniji u 18. stoljeću (Eng.* *Everyday life in Slavonia in the 18th century)*.  In 2000 he completed postgraduate studies in history at the Faculty of Philosophy in Zagreb with a master's thesis *Satnije Brodske pukovnije* (Eng. *Companies of Brod Regiment)*.  At the same Faculty in 2003, mentored by Filip Potrebica, Full Professor, PhD, he defended his doctoral thesis entitled *Vojni komunitet Brod na Savi. Društvena i ekonomska struktura vojnokrajiškog grada 1753. – 1848 ( Eng. Military Community Brod na Savi. Social and economic structure of a military border city 1753-1848).*  Damir Matanović has twenty-two years of work experience in the system of science and higher education at the Croatian Institute of History, Faculty of Teacher Education (Faculty of Education), at the Josip Juraj Strossmayer University of Osijek.  He taught history courses as an external associate at the Faculty of Pedagogy at the Josip Juraj Strossmayer University of Osijek, Centre for Croatian Studies in Zagreb, Department of Cultural Studies at the Josip Juraj Strossmayer University of Osijek and Etvos Jozsef Foiskoli in Baja, Hungary.  He worked as an external associate for Fraktura and Hena-com Zagreb publishing houses.  From 1997 to 2008, he worked as a junior researcher and research associate at the Croatian Institute of History. He acquired the title of Teaching Assistant in 2000 at the Croatian Institute of History.  At the same institution, he was elected to the title of senior assistant in 2003, and in 2004 by the decision of the Scientific field committee for humanities – scientific field history, he was elected to the title of research associate.  By the decision of the Scientific field committee for humanities – scientific field history- he was elected a senior research associate. By the decision of the Faculty Council of the Faculty of Education in Osijek, on July 14, 2010, he was elected to the scientific-teaching title of associate professor and the corresponding position for humanities, scientific field history, scientific discipline national history. On April 25, 2017, he was elected Full Professor by the decision of the Senate of the Josip Juraj Strossmayer University of Osijek.  He has been employed at the Faculty of Teacher Education, the legal predecessor of the Faculty of Education at the Josip Juraj Strossmayer University of Osijek, since 15 April 2008.  Since the academic 2013/14, he has held the function of the Acting Dean and, since the academic 2014/15, of the Dean of the Faculty of Education. |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | 1. Matanović, D., Berbić Kolar, E. (2018). Položaj i percepcija humanističkih znanosti u Republici Hrvatskoj na početku 21.st. Društvene i humanističke studije 3, 3 (6), 27-36 2. Galzina, Vjekoslav; Matanović, Damir; Berbić Kolar, Emina (2016), [Opportunities for sustainable safeguarding of the industrial heritage - Đuro Đaković industry Slavonski Brod](https://www.bib.irb.hr/827946) // Economy of Eastern Croatia - vision and growth, 5, 24-31 3. Berbić Kolar, Emina; Galzina, Vjekoslav; Matanović, Damir. (2014). [Towards a safeguarding concept of the Intangible Cultural Heritage in Slavonia, Baranya and Syrmia – aspects of digitization, processing, conservation and dissemination of sound, image and shape](https://bib.irb.hr/prikazi-rad?&rad=751148). // *Medijska istraživanja*. 20, 2; 213. -231. |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

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| **Course co-instructor, Academic title** | **Emina Berbić Kolar, Associate Professor, PhD** |
| **Courses in the proposed programme** | **Humanistic Heritage Topics in Education** |
| Course instructor | **Damir Matanović, Full Professor, PhD** |
| Course associates |  |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Baranjska 11, Slavonski Brod |
| e-mail address | ebkolar@gmail.com |
| Personal website (if any) |  |
| Researcher identification number | 321451 |
| Academic or artistic title and date of last academic promotion | Senior Research Associate, June 3, 2016. |
| Scientific or artistic field and discipline | Humanities, scientific field Philology, the discipline of Croatian studies |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | December 1, 2008 |
| Job title | University Professor |
| Job description | Croatian |
| Position | Vice-Dean for Teaching and Student Affairs |
| CV | Emina Berbić Kolar, Associate Professor, PhD, was born on October 24, 1976, in Slavonski Brod.  She finished primary and secondary school (high school of science and mathematics) in Slavonski Brod. After that, she enrolled in the study of Croatian language and literature at the Faculty of Education, Josip Juraj Strossmayer University of Osijek (now Faculty of Humanities and Social Sciences), which she completed in 2000 and acquired her title.  In the academic year 2000/2001, at the then Faculty of Education, today Faculty of Humanities and Social Sciences in Osijek, she enrolled in postgraduate studies of the Croatian Language and Literature in the Context of Central European Languages and Literature, focusing on Linguistics. She enrolled in a PhD by Research programme in January 2007 and received her PhD on September 8, 2009, with the topic of Govori slavonskoga dijalekta brodskoga kraja (Eng. Speeches of Slavonian Dialects in the Brod Region).  Her first job was teaching at the Elementary School "Ivan Goran Kovačić" in Slavonski Brod, where she worked from February 2 to October 31, 2000. From November 1, 2000 to August 31, 2002, she worked at the Ekonomsko-birotehnička škola (Eng. Economical-Birotehnic School) in Slavonski Brod. On September 1, 2002, she started working at a Grammar school-Gimnazija “Matija Mesić” in Slavonski Brod, where she worked until November 30, 2008. She was an external associate of the Faculty of Teacher Education in Osijek at the satellite campus in Slavonski Brod from March 1, 2007, to December 1, 2008, when she got employed at the Faculty of Teacher Education Osijek as an assistant. On September 15, 2009, she was elected Senior Assistant. On February 24, 2011, she was elected Assistant Professor. On July 13, 2016, she was elected to the scientific-teaching title of Associate Professor.  At the home faculty, she teaches several courses, i.e., Croatian language, Language culture, Slavonian dialect, Native idiom, Written and oral communication, Lexicology and word formation, Croatian language and communication, Public speech, Linguistic cultural heritage, Functional styles of Croatian literary language, Language and communication skills. In 2008/2009, she worked as an external associate at the Faculty of Humanities and Social Sciences in Osijek in the Croatian Language and Literature study programme. She conducted exercises and seminars in Croatian Dialectology, Kajkavian Dialect and Chakavian Dialect.  In October 2010, she became the first Croatian language teacher in the study programme - Balkan Languages at the Thracian University (Trakya Universitesi). She helped establish the Department of Croatian Language at the Faculty of Balkan Languages in Edirne, Turkey and worked there in 2010/2011 and 2011/2012.  On April 18, 2011, she was appointed Vice-Dean for Development and Business Affairs of the Faculty of Teacher Education in Osijek and Head of the satellite campus in Slavonski Brod for the period until September 30, 2014. On July 11, 2014, she was appointed Vice-Dean for Development and Business Affairs of the Faculty of Education for the period from October 1, 2014, to September 30, 2018. On October 1, 2018, she was appointed Vice Dean for Teaching for the term of service from October 1, 2018, to September 30, 2022.  She is a member of the Expert Working Group for the subject Croatian Language within the Comprehensive Curriculum Reform. She has written about fifty professional and research papers and co-authored three books: Sičanske riči (Eng. Siče Words), Leksikon slavonske narodne medicine (Eng. Lexicon of Slavonian folk medicine), Disleksija i disgrafija: određenja, pristupi i smjernice (Eng Dyslexia and dysgraphia: definitions, approaches and guidelines).  She has studied at home and abroad (in Japan, Turkey, Poland, Great Britain, Finland, Germany, Austria, Norway, Hungary, Bosnia and Herzegovina, Montenegro, and Serbia).  She is a member of the editorial board in three international journals: Evkonyv (Serbia), Oral History (Turkey), Društvene i humanističke nauke (Eng. Social Sciences and Humanities Studies) (Bosnia and Herzegovina) and in two domestic journals: Život i škola (Life and School) and Panoniana (Pannoniana).  Field of work: standard Croatian language, Croatian dialectology with emphasis on Slavonian dialect and Posavina dialects, Croatian as a second language, oral and written communication, communication studies, media literacy  Course instructor: Croatian language, Language Culture, Slavonian Dialect, Native Idiom, Oral and Written Communication, Croatian Language and Communication, Functional Styles of the Croatian language, Language and Communication Skills, Croatian Language Heritage, Contemporary Teaching Media, Media Culture.  She is a researcher on several European and domestic academic and professional projects: Edu Policy Lab (socially useful learning), Grad za mlade (City for Youth) (Strategy for improving the lives of young people in Slavonski Brod), IPA (Navigator, identifying children with disorders), and several university internal projects: Slavonski dijalekt (Slavonian dialect), Staroperkovački divani (Stari Perkovci Speech), Intangible linguistic cultural heritage, as well as a number of projects to popularize science. |
|  | |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | 1. Berbić Kolar, E.; Galzina, V.; Matanović, D. (2014) Towards a safeguarding concept of the Intangible Cultural Heritage in Slavonia, Baranya and Syrmia – aspects of digitization, processing, conservation and dissemination of sound, image and shape. // Medijska istraživanja. 20, 2; 213. -231., Zagreb, Hrvatska 2. Berbić Kolar, Emina; Vretenar Cobović, Maja; Galzina, Vjekoslav. (2015) Centar za očuvanje nematerijalne kulturne baštine Slavonije, Baranje i Srijema, 4. međunarodni znanstveni simpozij Gospodarstvo istočne Hrvatske – vizija i razvoj, Osijek, 144. – 152 3. Galzina, Vjekoslav; Matanović, Damir; Berbić Kolar, Emina, [Opportunities for sustainable safeguarding of the industrial heritage - Đuro Đaković industry Slavonski Brod](https://www.bib.irb.hr/827946) // Economy of Eastern Croatia - vision and growth, 5 (2016), 24-31 4. Matanović, D.; Berbić Kolar, E. (2018). Položaj i percepcija humanističkih znanosti u Republici Hrvatskoj na početku 21.st. // Društvene i humanističke studije, 3 (6); 27-36, Tuzla, Bosna i Hercegovina 5. Srnić, V.; Berbić Kolar, E.; Ilić, I. (2018) Memory in Linguistic Narrative vs Postmodern Multitasked Multimedia Art Memory // Communication, Society and Media, 2; 101-107, USA 6. Berbić Kolar, Emina, [Popularization of the Cultural Heritage in the context of Slavonian dialect](https://www.bib.irb.hr/928505) // Cultural and social life in the Balkans in the Ottoman Empire Era / Zafer Golen, Abidin Temizer (ed.). Ankara: gece kitapligi, 2018. p. 63-80 |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

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| **Course Instructor, Academic title** | **Edita Borić, Full Professor, PhD** |
| **Courses in the proposed programme** | **Cultural Heritage in the Sustainable Development Curriculum** |
| Co-instructors | **-** |
| Course associates | - |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Faculty of Education |
| e-mail address | [eboric@foozos.hr](mailto:eboric@foozos.hr), [editaboric@yahoo.com](mailto:editaboric@yahoo.com) |
| Personal website (if any) | - |
| Researcher identification number | 141754 |
| Academic or artistic title and date of last academic promotion | Full Professor, PhD, June 9, 2015  Scientific Adviser, March 6, 2015 |
| Scientific or artistic field and discipline | Social Sciences, Pedagogy |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | October 1, 2005 |
| Job title | Full Professor |
| Job description | Social Sciences, Pedagogy |
| Position | - |
| CV | Edita Borić is a Full Professor at the Department of Social Sciences at the Faculty of Education in Osijek. She holds a master's degree in microbiology from the Faculty of Science in Zagreb. She holds a PhD in biology - biology methodology from the Biotechnical Faculty at the University of Ljubljana. She is a Full Professor at the Faculty of Education in Osijek in social sciences, pedagogy and special pedagogy. She is a course instructor in Natural and Social Science Teaching, Research in Teaching Natural and Social Sciences, Games in Environmental Education, Research in Nature, and Methodological Approaches to Higher Education Teaching.  She led the projects Usmjerenost nastave prirode i društva na razine postignuća učenika (Orienting nature and society teaching towards pupils levels of achievement) and Poticanje ekološkoga obrazovanja mladih u Istočnoj Slavoniji (Encouraging environmental education in young people in Eastern Slavonia). She was the leader of the bilateral project Cultural Heritage in Primary Education in Slovenia and Croatia "BI-HR / 16-17-014. She has published over 90 research and professional papers and actively participated in various professional and scientific international conferences.  Her research interests are teacher education, cultural heritage, sustainable development, learning outcomes and assessment based on learning outcomes, student-centred teaching, quality of teaching, research-based teaching, environmental education and content concerning homeland. She transfers the acquired scientific knowledge through seminars for teachers, educators, and professional associates. She has developed educational programmes in Kopački rit for elementary and secondary school students related to the environment, ecology, sustainable development and native heritage. Also, she has designed and organised the education of teachers and students for fieldwork.  She cooperates with the Agency for Education in Osijek, where she transfers her knowledge and experience to young people and other experts through public lectures. In her research work, she uses the pedagogical methodology to apply scientific knowledge regarding biology. By lectures and working with students and teachers, she enables them to understand better the issues of environmental education and their application in various research and educational methods.  She contributes to the popularisation of the profession at the national and international levels by implementing the methodological part of the project entitled Contemporary approaches to environmental education. Many papers bring the results of empirical research that have not only local but also global significance. She is a reviewer of several different Natural and Social Sciences textbooks and curricula. She is the president of the examination committees for taking professional exams in Biology and Natural and Social Sciences for primary and secondary school teachers. She was an educator to teachers on monitoring, evaluating and grading in Natural and Social Sciences and Biology, conducted by the Ministry of Science, Education and Sports and the Education and Teacher Training Agency, Croatia, within the Croatian Educational Standard for Primary Schools. In cooperation with the Education and Teacher Training Agency, she held several professional lectures and workshops on learning outcomes and student achievement evaluation based on learning outcomes. |
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| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | Courses:  Through her courses at the faculty (*Natural and Social Sciences Teaching I and II, Research in Teaching of Natural and Social Sciences*), she implements the contents of the National Curriculum Framework (NCF) (2010) through the cross-curricular topic of sustainable development.  Projects:  She was the leader of the bilateral project *Cultural Heritage in Primary Education in Slovenia and Croatia* "BI-HR / 16-17-014.  Published books:  (In the press) University bilingual Croatian-Slovenian manual „Još se sjećate tih igara?“/“All se še spomniš tiste igre?“ ("Do you still remember those games?”)  Papers:  1. Borsos, Eva; Boric, Edita; Patocskai, Maria. Be in: Teach Outdoors!. Croatian Journal of Education-Hrvatski Casopis za Odgoj i obrazovanje. 20 (2018) , 3; 843-866  2. Borsos, Eva; Patocskai, Maria; Borić, Edita.Teaching in nature? Naturally!. Journal of biological education. 52 (2018), 4; 429-439  3. Borić, Edita; Jančić, Polona; Hus, Vlasta.The effect of excursion on elementary education students' factual knowledge Conference Proceedings of 5th International Multidisciplinary Scientific Conference social sciences & arts sgem 2018, Volumen 5, Issue 3.5 / SGEM, 2018 (ur.). - Albena, Bulgaria: Stef92Technology Ltd, Sofia, Bulgaria, 2018. / SGEM, 2018 (ur.) Albena, Bulgaria: Stef92Technology Ltd, Sofia, Bulgaria, 2018. 835-849.  4. Borić, Edita; Jančič, Polona; Hus, Vlasta. Implementation of teaching cultural heritage content outside the classroom // Conference Proceedings of 5th international Multidisciplinary. Scientific Conference SOCIAL SCIENCES & ARTS SGEM 2018, Volume 5, Issue 3.5 SGEM, 2018 (ed.). Albena, Bulgaria: Stef92Technology Ltd, Sofia, Bulgaria, 2018. 409-416.  5. Borić, Edita; Hus, Vlasta.  The comparative analyses of preservation of cultural karirage in the Croatian and Slovenia educational system. 42nd ATEE Annual Conference 2017 Changing Perspectives and Approaches in Contemporary Teaching / Sablić, Marija; Škugor, Alma; Đurđević Babić, Ivana (ed.).Bruxelles: Association for Teacher Education in Europe, 2018. 77-88  6. Borić, Edita; Balta, Ivan; Omerović, Muhamed.Uloga izvanučioničke istraživačke nastave u poučavanju prirodne i kulture baštine Ekologija za boljši jutri / Jakob, Sabina; Horvat, Tadeja (ed.).Ljubljana: Univerza u Ljubljani, 2017. 77-84  7. Omerović, Muhamed; Borić, Edita.  Kreativni pedagoški rad sa učenicima u razvoju ekološke svijesti i ekološkog ponašanja u zajednici Rad i stvaralaštvo u XXI vijeku / Miloševič, Zoran ; Stanković, Nedeljko (ed.).Brčko : Evropski univerzitet Brčko distrikt i Evropski univerzitet “Kallos” Tuzla, 2017. 437-445  8. Borić, Edita. Mišljenje studenta o utjecaju primjene informacijsko komunikacijske tehnologije u poučavanju kulturne baštine i njezin utjecaj na život mladih // / Borsos, Eva ; Namesztovszki, Zsolt; Nemeth, Ferenc (ed.).Novi Sad: University of Novi Sad, Hungaria Language Teacher training Faculty, 2017. 524-537  9. Borić, Edita. Unapređenje kvalitete života poticanjem ekološke svijesti djece predškolskog uzrasta // Unapređenje kvalitete života djece i mladih / Vantić-Tanjić, Medina ; Nikolić, Milena (ed.).Tuzla : Udruženje za podršku i kreativni razvoj djece i mladih, 2016. 97-106  10. Borić, Edita; Škugor Alma.  Poznavanje kulturne baštine zavičaja u nastavi prirode i društva. ÉVKÖNYV. X. (2015) , 1.; 24-32 (article, research). |
| Subject-related competencies of the associates | - |
| Place, date and signature of the course instructor Osijek, February 27, 2019 | |
| Osijek, April 2019 | |

ELECTIVE COURSES

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| **Course Instructor, Academic title** | **Zdenka Kolar-Begović, Full Professor, PhD** |
| **Courses in the proposed programme** | **Scientific Methods in Teaching Mathematics** |
| Co-instructors | Ružica Kolar-Šuper, Associate Professor, PhD |
| Course associates |  |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Marije Jurić Zagorke 16, 32 100 Vinkovci |
| e-mail address | zkolar@foozos.hr |
| Personal website (if any) | <https://www.mathos.unios.hr/index.php/kadrovi/nastavnici-i-suradnici/110> |
| Researcher identification number | 207285 |
| Academic or artistic title and date of last academic promotion | Scientific Adviser, April 19, 2017 |
| Scientific or artistic field and discipline | Natural Sciences, the field of Mathematics |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education  Department of Mathematics, University of Osijek |
| Date of employment | March 15, 1993 |
| Job title | Full Professor |
| Job description | geometry, non-associative algebraic structures |
| Position | Head of the Department of Natural Sciences |
| CV | Zdenka Kolar-Begović graduated in mathematics and physics in 1993 from the Faculty of Education in Osijek. In 1999 she received her master's degree in natural sciences, the field of mathematics, from the Faculty of Science in Zagreb. In 2003, she obtained her PhD degree in Natural sciences, the field of mathematics, from the Faculty of Science in Zagreb. After graduation, Zdenka Kolar-Begović worked as an assistant at the Department of Mathematics, Faculty of Education in Osijek. She has worked at the Department of Mathematics in Osijek and the Faculty of Teacher Education, today the Faculty of Education, since 1999. She was vice-president of the Scientific and Organizing Committee of the International Colloquium *Mathematics and Children* in 2007, 2009, 2011, and 2013, and a chairperson of these committees in 2015, 2017 and 2019. She is one of the editors of three scientific monographs: *Mathematics Teaching for the Future*, *Higher Goals in Mathematics Education* and *Mathematics Education as a Science and Profession*. Since 2012, she has been the editor-in-chief of the Osječki matematički list (Osijek Mathematical Gazette). She was the Vice Dean for Business Relations and International Cooperation at the Faculty of Education from 2014 to 2018. She has been the head of the Department of Natural Sciences from 2006 to 2014 and from 2018 on. She is a member of the Geometry Seminar at the Faculty of Science, the Department of Mathematics in Zagreb, the Croatian Society for Geometry and Graphics, the Osijek Mathematical Society and the Croatian Mathematical Society. She is a reviewer for Mathematical Reviews.  Dr Kolar-Begović has published 44 scientific papers in international peer-reviewed journals and participated in 25 international scientific conferences.  She teaches the following courses Teaching Mathematics I, Teaching Mathematics II and Mathematics and Gifted Students at the Faculty of Education and courses Elementary Geometry, Constructive Geometry and Analytical Geometry at the Department of Mathematics, University of Osijek. |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | She teaches Teaching Mathematics I and Teaching Mathematics II at the Department of Mathematics, University of Osijek. She teaches Teaching Mathematics I, Teaching Mathematics II and Mathematics and Gifted Students at the Faculty of Education, University of Osijek.  She is one of the editors of three scientific monographs   1. *Mathematics Teaching for the Future*, Kolar-Begović, Z., Kolar-Šuper, R., Pavleković, M., (editors), Element, Zagreb, 2013. 2. *Higher Goals in Mathematics Education*, Kolar-Begović, Z., Kolar-Šuper, R., Đurđević Babić, I., (editors), Element, Zagreb, 2015. 3. *Mathematics Education as a Science and a Profession*, Kolar-Begović, Z., Kolar-Šuper, R., Jukić Matić, Lj., (Editors), Element, Zagreb, 2017. 4. Kolar-Begović, Z., Kolar-Šuper, R., Volenec, V., *An interesting analogy of Kimberling-Yff’s problem*, Higher Goals in Mathematics Education Kolar-Begović, Z., Kolar-Šuper, R., Đurđević Babić, I., (ed.), Zagreb, Element, 2015, 257-261. 5. Kolar-Šuper, R., Sadrić, A., Kolar-Begović, Z., Abičić. P., *The presence of mathematical games in primary school*, Mathematics Education as a Science and a Profession, Kolar-Begović, Z., Kolar-Šuper, R., Jukić Matić, Lj., (ed.), Element, Zagreb, 2017, 295-307. 6. Volenec, V., Kolar-Begović, Z., Kolar-Šuper, R., *Kiepert hyperbola in an isotropic plane*, Rad Hrvatske akademije znanosti i umjetnosti (Croatian Academy of Sciences and Arts). Razred za matematičke, fizičke i kemijske znanosti. (Department of Mathematical, Physical and Chemical Sciences). Matematičke znanost (Mathematical sciences). 22 (2018), 534; 129-143. 7. Volenec, V., Kolar-Begović, Z., Kolar-Šuper, R., *Cubic structure*, Glasnik matematički, 52 (2017), 2; 247-256. 8. Volenec, V., Kolar-Begović, Z., Kolar-Šuper, R., *Affine Fullerene C60 in a GS-Quasigroup*, Journal of Applied Mathematics. (2014); 50103, 1-8. |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor *Zdenka Kolar-Begović* | |
| Osijek, April 2019 | |

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| **Course co-instructor, Academic title** | **Ružica Kolar-Šuper, Associate Professor, PhD** |
| **Courses in the proposed programme** | **Scientific Methods in Teaching Mathematics** |
| Course instructor | Zdenka Kolar-Begović, Full Professor, PhD |
| Course associates |  |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Ivana Zajca 1c, 32 100 Vinkovci |
| e-mail address | rkolar@foozos.hr |
| Personal website (if any) |  |
| Researcher identification number | 257950 |
| Academic or artistic title and date of last academic promotion | Senior Research Associate, 25 May 2016 |
| Scientific or artistic field and discipline | Natural Sciences, the field of Mathematics |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education, University of Osijek |
| Date of employment | April 30, 1998 |
| Job title | Associate Professor |
| Job description | Geometry, non-associative algebraic structures |
| Position |  |
| CV | Ružica Kolar-Šuper graduated in 1996 in mathematics and physics from the Faculty of Education in Osijek. In the third year of study, she was granted the Dean's Award as the best student in the natural sciences field of specialisation. In 2003 she received her master's degree in natural sciences, the field of mathematics, from the Faculty of Science in Zagreb. In 2006, she obtained her PhD in mathematics from the Department of Mathematics at the Faculty of Science in Zagreb. From 1996 to 1998, she worked as a mathematics and physics teacher at the Ruđer Bošković Technical School in Vinkovci. In 1998, she started working as an assistant/junior researcher at the Faculty of Education in Osijek, Department of Mathematics. Since 1999, after the reorganisation of the Faculty of Education, she has been employed at the Faculty of Teacher Education, today the Faculty of Education. She was vice-president of the Scientific and Organizing Committee of the International Colloquium *Mathematics and Children* in 2015 and 2017. She is one of the editors of three scientific monographs: *Mathematics Teaching for the Future*, *Higher Goals in Mathematics Education* and *Mathematics Education as a Science and Profession*. In 2018, she received an award from the Faculty of Education to acknowledge her achievements for 2017-2018 for her exceptional contribution to the organisation of international scientific conferences, *Mathematics and Children*, and co-editing three books of abstracts and three scientific monographs.  She was Head of the Department of Natural Sciences from 2014 to 2018. She is a member of the editorial board of the Osječki matematički list (Osijek Mathematical Gazette). She is a member of the Geometry Seminar at the Faculty of Science, the Department of Mathematics in Zagreb, the Croatian Society for Geometry and Graphics, the Osijek Mathematical Society and the Croatian Mathematical Society.  She has published 36 research papers in international peer-reviewed journals and presented papers at 20 international scientific conferences.  She teaches the following courses: Elementary Mathematics, Mathematics, Discrete Mathematics, Introduction to Linear Algebra and Mathematical Culture and Communication. |
|  | |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | She gave lectures in Elementary Mathematics, Mathematics and Mathematical Culture and Communication at the Faculty of Education, University of Osijek.  She is one of the editors of three scientific monographs  1. *Mathematics Teaching for the Future*, Kolar-Begović, Z., Kolar-Šuper, R., Pavleković, M., (editors), Element, Zagreb, 2013.  2. *Higher Goals in Mathematics Education*, Kolar-Begović, Z., Kolar-Šuper, R., Đurđević Babić, I., (editors), Element, Zagreb, 2015.  3. *Mathematics Education as a Science and a Profession*, Kolar-Begović, Z., Kolar-Šuper, R., Jukić Matić, Lj., (Editors), Element, Zagreb, 2017.  Papers:   1. Kolar-Begović, Z., Kolar-Šuper, R., Volenec, V., *An interesting analogy of Kimberling-Yff’s problem*, Higher Goals in Mathematics Education Kolar-Begović, Z., Kolar-Šuper, R., Đurđević Babić, I., (ed.), Zagreb, Element, 2015, 257-261. 2. 5. Kolar Šuper R., Maričić M., *Metoda promjene fokusa*, Osječki matematički list, 15 (2015) , 2; 145-153. 3. Kolar-Šuper, R., Sadrić, A., Kolar-Begović, Z., Abičić. P., *The presence of mathematical games in primary school*, Mathematics Education as a Science and a Profession, Kolar-Begović, Z., Kolar-Šuper, R., Jukić Matić, Lj., (ed.), Element, Zagreb, 2017, 295-307. 4. Volenec, V., Kolar-Begović, Z., Kolar-Šuper, R., *Kiepert hyperbola in an isotropic plane*, Rad Hrvatske akademije znanosti i umjetnosti (Croatian Academy of Sciences and Arts). Razred za matematičke, fizičke i kemijske znanosti. (Department of Mathematical, Physical and Chemical Sciences). Matematičke znanost (Mathematical sciences). 22 (2018), 534; 129-143. 5. Volenec, V., Kolar-Begović, Z., Kolar-Šuper, R., *Cubic structure*, Glasnik matematički, 52 (2017), 2; 247-256. 6. Volenec, V., Kolar-Begović, Z., Kolar-Šuper, R., *Affine Fullerene C60 in a GS-Quasigroup*, Journal of Applied Mathematics. (2014); 50103, 1-8. |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor *Ružica Kolar-Šuper* | |
| Osijek, April 2019 | |

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| **Course Instructor, Academic title** | **Mira Perić, Full Professor, PhD in Art** |
| **Courses in the proposed programme** | **Defining and Exploring Drama and Puppetry Education** |
| Co-instructors |  |
| Course associates |  |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Zagrebačka 4, Osijek |
| e-mail address | mperickraljik@gmail.com |
| Personal website (if any) |  |
| Researcher identification number | 300051 |
| Academic or artistic title and date of last academic promotion | Full Professor, PhD in Art 2017 |
| Scientific or artistic field and discipline | Theatre, Acting/Performing |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | 1992/93 |
| Job title | Full Professor, PhD in Art |
| Job description | theatrical/dramatic art |
| Position | Head of the Department of Arts |
| CV | Dr. Mira Perić was born on May 1, 1961 in Tomašanci (Đakovo).  She graduated in acting in 1984 from the Academy of Dramatic Arts in Zagreb. She has played over a hundred significant theatre roles and gained the status of principal drama artist. In addition to acting, she also directs and writes plays. In 2013, she directed her own play, Hana i Hana (Eng. Hana and Hana), at the Croatian National Theater in Osijek. She played in TV dramas and soap operas and was included in educational TV programmes. In 2013 she celebrated 30 years of acting and received an award from the Croatian Association of Drama Artists for contributing to Croatian theatre and theatre arts.  Since 1992 she has been teaching at the Faculty of Education. She teaches courses in drama and puppetry. She has published a number of professional and research papers. She wrote the manual Dramske igre za djecu predškolske dobi (Drama Plays for Preschool kids) (2009), two poetry collections, Pretapanja kazališne ljepote (Cross-Fade of Theatre Beauty) (2009) and Sumrak ega (Ego Twilight) (2012), a book Žene u dijelovima (Women in Parts) (2012), the dramatisation of Nazor’s Bijeli Jelen (White Deer) (2012), monodrama Osveta lavice (Lioness’s Revenge), and Glumačko sazrijevanje (Reaching Acting Maturity) (2018). She is the Head of the Department of Arts. She is the leader of many projects and drama and puppetry workshops. She is a member of a large number of theatre committees.  She has received a number of acknowledgements, awards and honours (in 2009, she received the public award Golden Plaque „Pečat Grada Osijeka ("Seal of the City of Osijek”) for her remarkable achievements in the field of theatrical culture and education). |
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| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | She teaches the following courses: Drama Games, Puppetry Games, Drama Education, and Puppetry.  Published books:  Dramske igre za djecu predškolske dobi (Drama Plays for Preschool kids) (2009), Pretapanja kazališne ljepote (Cross-Fade of Theatre Beauty) (2009)  Sumrak ega (Ego Twilight)(2012.),  Žene u dijelovima (Women in Parts) (2012)  dramatizacija Nazorovog Bijelog jelena (the dramatization of Nazor's White Deer) (2012), Osveta lavice (Lioness’s Revenge)(2011),  Glumačko sazrijevanje (Reaching Acting Maturity) (2018)  Papers:  Perić Kraljik, M., Krumes, I., Čagalj, Z., (2018.), Razvoj dramskog odgoja na institucionalnoj, društvenoj i osobnoj razini, u časopis Norma 1/2018., ed. Trajkovic, B., Sombor: Pedagoški fakultet u Somboru. |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor Full Professor, PhD in Art Mira Perić | |
| Osijek, April 2019 | |

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| **Course Instructor, Academic title** | **Goran Kujundžić, Associate Professor, PhD in Art** |
| **Courses in the proposed programme** | **Contemporary Visual Arts in the Education System** |
| Co-instructors | / |
| Course Associate, | / |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Osječka 54, 31326 Darda |
| e-mail address | goran32@gmail.com |
| Personal website (if any) | / |
| Researcher identification number | 310085 |
| Academic or artistic title and date of last academic promotion | artistic-teaching title of Associate Professor, June 21, 2017 |
| Scientific or artistic field and discipline | Art, Visual Arts, art branch Painting |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | November 10, 2008 |
| Job title | ASSOCIATE PROFESSORS |
| Job description | artistic teaching title |
| Position | Head of the Sub-department of Fine, Puppetry and Performing Arts |
| CV | Goran Kujundžić was born on April 28, 1976, in Subotica, Republic of Serbia. He is Croat by nationality, with Croatian citizenship.  He graduated from the Graphic Department of the Academy of Fine Arts in Zagreb in 2003 in the class of prof. Miroslav Šutej. He obtained his PhD in 2014 from the postgraduate doctoral study on painting at the Academy of Fine Arts in Zagreb under the mentorship of Duje Jurić, Full Professor and the co-mentor Marcel Bačić, Full Professor.  In 2005, he passed the professional qualification examination as an art teacher. In 2004 he attended and passed exams in the field of pedagogical and psychological education at the Faculty of Humanities and Social Sciences at the Josip Juraj Strossmayer University of Osijek.  During his studies, in 2002, he attended the Moholy-Nagy Művészeti Egyetem (Moholy-Nagy University of Art and Design), Budapest, Hungary (CEEPUS Student Exchange Project)  He worked as an art teacher at the Elementary School Vijenac and the Elementary School Vladimir Becić in Osijek from 2003 to 2005. In 2005 he started working at the Secondary School for Textile, Design and Applied Arts in Osijek, where he worked as a teacher of the vocational subjects (Drawing and Painting, Graphic Design, Illustration, Design Theory, Writing, History of the Profession). He was employed there until 2008.  From 2007 to 2008, he worked as an external associate at the Faculty of Teacher Education in Osijek, the Josip Juraj Strossmayer University of Osijek. He has been teaching the courses Visual Arts and Visual Arts Teaching in the study programme of preschool education.  Since 2008, he has been employed at the Faculty of Education, Josip Juraj Strossmayer University of Osijek.  He is a member of the Croatian Academy of Sciences and Arts Osijek. |
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| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | He delivers lectures and exercises in the following courses: Visual Culture, Visual Arts Teaching I, Visual Arts Teaching II (Class Teacher Study). In the study programme of preschool education, he also teaches the courses Visual Arts, Visual Arts in Integrated Curriculum, Integrated Preschool Curriculum III, and Visual Communication and Design.  SOLO EXHIBITIONS:  (2018). „Dekorativna geometrija”, (Decorative Geometry), Dom kulture, ) (Cultural centre) Nova Gradiška 2017 TTF galerija, Tekstilno- tehnološki fakultet, (TTF Gallery, Faculty of Textile Technology) Zagreb 2017 Regalerija by Regeneracija, Zabok 2016. Muzej grada Iloka (Ilok City Museum) Ilok 2015. „Kvadratura ornamenta” (Square footage of ornaments) Kninski muzej (Knin Museum),Knin 2014 „Ornamentalne permutacije” Galerija Vladimir Bužančić, (“Ornamental Permutations” Vladimir Bužančić Gallery) Zagreb 2014. “Permutations”, Ružička kuća (Institute for Scientific Research and Artistic Work of the Croatian Academy of Sciences and Arts), Vukovar 2014. „Permutacije”, Centar za kulturu (Ogranak Matice Hrvatske), ("Permutations", Center for Culture (Matica Hrvatska Branch)), Beli Manastir  GROUP EXHIBITIONS:  2018 Uvrnutost linije 2017. (The twist of the line) 2017 HDLU Osijek, Galerija Kazamat (Kazamat Gallery), Osijek 2017. 22nd art workshop of St. Ana's Children's Home in Vinkovci, Galerija likovnih umjetnosti Slavko Kopač (Gallery of Fine Arts “Slavko Kopač”), Vinkovci 2016 Izložba radova nastavnika kolegija likovne struke (Exhibition of work by art teachers), Faculty of Education, Osijek  2015 24th slavonski biennale - Jednom jedan putnik – gostovanje u Muzeju Brodskog Posavlja Slavonian Biennale - Once a Traveler - Guest exhibition at the Museum of Brodsko Posavlje, Slavonski Brod  2015 International Exhibition of Artists - University Teachers within the Faculty of Teacher Education Conference, University of Zagreb. Umjetnički paviljon Juraj Šporer (Juraj Šporer Art Pavilion), Opatija 2014 24th Slavonian Biennale „Jednom jedan putnik“("Once a Traveler”), Gallery of Fine Arts, Osijek |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

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| **Course Instructor, Academic title** | **Tena Velki, Associate Professor, PhD** |
| **Courses in the proposed programme** | **Contemporary Approaches to the Education of Students with Developmental Disabilities** |
| Co-instructors | **-** |
| Course associates | - |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Dunavska 58, 31000 Osijek |
| e-mail address | [tvelki@foozos.hr](mailto:tvelki@foozos.hr), [tena.velki@gmail.com](mailto:tena.velki@gmail.com) |
| Personal website (if any) | http://bib.irb.hr/lista-radova?autor=309876 |
| Researcher identification number | 309876 |
| Academic or artistic title and date of last academic promotion | Associate Professor, April 27, 2018 |
| Scientific or artistic field and discipline | Social Sciences, Psychology |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | November 1, 2008. |
| Job title | University Professor |
| Job description | Psychology |
| Position | Vice Dean for Science |
| CV | Tena Velki, PhD, works as an Associate Professor in the field of developmental psychology and as a Vice Dean for Science at the Faculty of Education in Osijek. She graduated in psychology in 2008 from the Faculty of Humanities and Social Science in Osijek. She received her PhD in 2012 from the Faculty of Humanities and Social Sciences in Zagreb. In 2015 she received recognition from the Faculty of Education for her successful work and outstanding contribution. In 2017 she received acknowledgement from the Croatian Psychological Society, and in 2018, the recognition "Marulić: Fiat Psychologia ”for a particularly valuable contribution to the development and promotion of Croatian applied psychology. She has participated in over 60 international and domestic scientific and professional conferences. She has published over 40 research papers and 6 books. She hosts the Assistant Training Programme for Children with Developmental Disabilities and People with Disabilities and the postgraduate specialist studies in Inclusive Education. |
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| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | Course instructor in related subjects  Integrated Undergraduate and Graduate University Class Teacher Studies:  Applied Developmental Psychology  Psychological Bases of Behavioral Disorders (in Children and Youth)  Undergraduate University Study Programme of Early and Preschool Education:  Psychology of Learning and Teaching  Postgraduate Specialist Studies in Inclusive Education:  Risk and Protective Factors for the Development of Behavioural Disorders  Applied Methods and Strategies to Prevent Behavioural Disorders in the School Environment  PPDMT:  Psychology of Education  Assistant Training Programme for Children with Developmental Disabilities and People with Disabilities  Psychological Bases of Behavioural Disorders  Basic Child Therapy Methods and Techniques  Preventive Programmes Within the School System  Published books:   * 1. Velki, T. and Romstein, K. (Eds.) (2018). Priručnik za rad s učenicima s teškoćama u razvoju u srednjim školama. (Eng. Manual for Teachers Working with Students with Developmental Disabilities in Secondary Schools). Osijek: Fakultet za odgojne i obrazovne znanosti Sveučilišta J.J. Strossmayera u Osijeku.   2. Velki, T. (2018, 2. prošireno izdanje) (2nd extended edition). Priručnik za rad s hiperaktivnom djecom u školi: za učitelje, roditelje i asistente u nastavi. (Eng. Manual for working with hyperactive children in school: for teachers, parents and teaching assistants (2nd extended edition)). Jastrebarsko: Naklada Slap.   3. Velki, T., Ilieva-Trichkova, P., & Topolska, E. (2018). Children's rights in educational settings. Osijek: J. J. Strossmayer University of Osijek, Faculty of Education & Ombudsman for Children Croatia.   4. Velki, T. i Romstein, K. (ur.) (2015). Učimo zajedno: Priručnik za pomoćnike u nastavi za djecu s teškoćama u razvoju. Osijek: Osječko-baranjska županija i Fakultet za odgojne i obrazovne znanosti Sveučilišta J.J. Storassmayera u Osijeku.   Research Papers:   * + 1. Velki, T. and Vrdoljak, G. (2019). Gender as moderator and age as mediator variables in the prediction of school adjustment by self-evaluated symptoms of ADHD. Primenjena psihologija, 12(1), 65-83. DOI: 10.19090/pp.2019.1.65-83 Velki, T. (2018). Verifying the ecological model of peer aggression on Croatian students. Psychology in the Schools, 55(10), 1302–1320. <https://doi.org/10.1002/pits.22178>     2. Velki, T. i Romstein, K. (2017). Akademsko, socijalno i emocionalno funkcioniranje djece suspektne na ADHD. Klinička psihologija, 10(1-2), 35-58.     3. Velki, T. i Duvnjak, I. (2017). Efekti socijalnoga konteksta na povezanost uporabe medija s nekim aspektima razvoja djece. Psihologijske teme, 26(3), 481-508.     4. Velki, T. i Romstein, K. (2016). Povezanost samoprocijenjenih simptoma ADHD-a s agresivnim ponašanjem i sudjelovanjem u vršnjačkom nasilju učenika osnovnoškolske dobi. Hrvatska revija za rehabilitacijska istraživanja, 52(2), 30-41.     5. Velki, T. i Dudaš, M. (2016). Pokazuju li hiperaktivnija djeca više simptoma agresivnosti? Ljetopis socijalnog rada, 23(1), 87-121.   Stručni radovi:   * + - 1. Romstein, K. i Velki, T. (2017). Pomoćnici u nastavi: problemi u praksi i percepcija vlastite uloge u nastavnom procesu. Život i škola : časopis za teoriju i praksu odgoja i obrazovanja, 63(1), 51-58. |
| Subject-related competencies of the associates | - |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

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| **Course Instructor, Academic title** | **Tihomir Vidranski, Associate Professor, PhD** |
| **Courses in the proposed programme** | **Applied Kinesiology Research** |
| Co-instructors | **Zvonimir Tomac, Assistant Professor, PhD** |
| Course Associate, | **Josip Cvenić, Assistant Professor, PhD** |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Savski gaj 2. put 37, 10020 Zagreb |
| e-mail address | tvidranski@foozos.hr |
| Personal website (if any) |  |
| Researcher identification number | 335164 |
| Academic or artistic title and date of last academic promotion | Senior Research Associate, May 29, 2017 |
| Scientific or artistic field and discipline | Social Sciences, Kinesiology |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | May 1, 2012 |
| Job title | ASSOCIATE PROFESSORS |
| Job description | Kinesiology |
| Position | Head of the Department of Kinesiology |
| CV | Tihomir Vidranski graduated from elementary school in Osijek in 1992 and 1996 from Medicinska škola (the Nursing School). He graduated in kinesitherapy and top-level sports from the Faculty of Kinesiology, University of Zagreb, in 2002. At the same faculty, in 2006, he completed his specialist postgraduate studies in the field of top-level sports /karate and received his master's degree. In 2010 he obtained his PhD degree, thus obtaining the title of Doctor of Social Sciences, scientific field of educational sciences - branch of kinesiology. From 2004 to 2011, he worked as a PE teacher in primary and secondary schools. From 2011 to 2012, he worked as a Senior Lecturer in Kinesiology Education for the subject of Physical Education at the Faculty of Pharmacy and Biochemistry, University of Zagreb. He has been an external associate at the Faculty of Kinesiology since 2006 in the following subjects: Judo, Martial Arts and Karate at the University study of Kinesiology and Coach Education and Training Department of the Polytechnics of Social Sciences in Zagreb. During 2013 and 2014, at the Faculty of the same name, he lectured on the subject of Kinesiological Teaching Methods in Elementary School and General Kinesiological Teaching Methodology. Tihomir Vidranski is a lecturer in the postgraduate doctoral study programme of the Kinesiology Education module and mentors two students in preparing the doctoral thesis. From 2010 to 2012, he taught Basic Motor Transformation I and II, Clinical Kinesiology and Biomechanics- courses at the Polytechnic Lavoslav Ružička at the physiotherapy satellite campus in Pregrada. He became an Assistant Professor at the Faculty of Teacher Education, Josip Juraj Strossmayer University of Osijek, in 2012 and an Associate Professor in 2017. He teaches the following courses: Teaching Kinesiology I and II at the Integrated Graduate University Class Teacher Studies and Kinesiology Teaching in Integrated Curriculum at the University Undergraduate and Graduate Studies of Early and Preschool Education, as well as the Basic Motor Transformation and General Kinesiological Teaching Methodology at the Undergraduate University Kinesiology Studies. In 2016, he received acknowledgement from the Faculty of Kinesiology for working for many years in implementing curricula. On 5 May 2017, the Dean of the Faculty of Education awarded him the recognition for achievements in the academic year 2015/16, accomplished when coordinating the preparation of the Proposal for the Undergraduate University Kinesiology Study Programme. Dr Vidranski received recognition from the Croatian Karate Federation for exceptional coaching achievements in karate. He published over 50 research and professional papers in the field of kinesiology and is the leader of two research projects. He mentors the preparation of 50 final papers and graduate theses. He is a ski instructor (IVSS licence) and was the selector of the Croatian karate team. He has been the President of the Sub-department of Kinesiology since 2016 and the Head of the Department of Kinesiology since 2017. |
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| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | Textbook: Vidranski, T., Neljak, B. (2019). Tjelesna i zdravstvena kultura u razrednoj nastavi. Sveučilište J.J. Strossmayer u Osijeku.  Papers:   1. Vidranski, T., Tomac, Z., Farkaš, D. (2015). Motor Proficiency of Students with Cochlear Implants. *Hrvatska revija za rehabilitacijska istraživanja*, Vol. 51(1), 1-9. 2. Vidranski, T., Sertić, H., Jukić, J. (2015). Technical and Tactical Aspects That Differentiate Winning and Losing Performances in Elite Male Karate Fighters. *Collegium Antroplogicum*, Vol. 39, Supplement 1, 95-102. 3. Vidranski, T., Farkaš, D. (2015). Motor Skills in Hearing Impaired Children With or Without Cochlear Implant - A Systematic Review. *Collegium Antroplogicum*, Vol. 39, Supplement 1, 173-179. 4. Vidranski, T., Pejanić, N. (2015). Differences in Level of Activity of Girls and Boys in Physical Education Class. *Sport Science*, Vol. 8 (1), 12-16. 5. Vidranski, T., Tomac, Z., Otković, P. (2017.) The application of the raising of the torso from a lying position test (MRSPTL) in 30 and 60 seconds in elementary school pupils. In: Grgantov, Z. at, (ed). Proceedings book of the international scientific conference "contemporary kinesiology", Split, (pp. 281 – 288). Beograd, 26-27. August 2017. |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

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| **Course Instructor, Academic title** | **Zvonimir Tomac, Assistant Professor, PhD** |
| **Courses in the proposed programme** | **Applied Kinesiology Research** |
| Co-instructors | **Tihomir Vidranski, Associate Professor, PhD** |
| Course Associate, | **Josip Cvenić, Assistant Professor, PhD** |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | J.J. Strossmayera 51, 31000 Osijek |
| e-mail address | [ztomac@foozos.hr](mailto:ztomac@foozos.hr) |
| Personal website (if any) |  |
| Researcher identification number | 300025 |
| Academic or artistic title and date of last academic promotion | Research Associate, June 11, 2015 |
| Scientific or artistic field and discipline | Social Sciences, Kinesiology |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education, Josip Juraj Strossmayer University of Osijek |
| Date of employment | July 8, 2007 |
| Job title | Assistant Professor |
| Job description | Science and Higher Education |
| Position | Deputy Head of the Department of Kinesiology |
| CV | Zvonimir Tomac was born in 1980 in Osijek, where he finished primary and then secondary school. He enrolled in the Faculty of Physical Education in 1999, where he graduated in 2005 and acquired the title of Professor of Physical Education. In 2006, Zvonimir Tomac enrolled in the postgraduate doctoral study of Kinesiology at the Faculty of Kinesiology at the University of Zagreb, where he completed all the requirements before defending his doctoral thesis. During his graduate studies, he won a scholarship from the city of Osijek, and during his postgraduate studies, he won a scholarship from Osijek-Baranja County. At the Faculty of Kinesiology in 2005, he participated as a demonstrator in implementing classes in Sports Gymnastics during his graduate studies. He started working as a PE teacher at the Fran Krsto Frankopan Elementary School in Osijek, and in 2006 and 2007, he worked as a PE teacher at the grammar school-III Gimnazija in Osijek. In 2007 he started working as an assistant at the Faculty of Teacher Education in Osijek and participated in teaching courses in Kinesiology and Teaching Kinesiology at Class Teacher Studies and Early and Preschool Education Studies. He currently teaches several courses in Undergraduate and Graduate Class Teacher Studies, the study of Early and Preschool Education and Undergraduate Kinesiology Studies. He actively played sports and gymnastics, won medals at the state level in individual and team competitions and participated in numerous international competitions. He has participated in scientific and professional conferences. As an author or co-author, he has published dozens of research and professional articles in journals and proceedings. |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) |  |
| Subject-related competencies of the associates | 1. Trajkovski, B., Kordiš, T., & Tomac, Z. (2017). Relationship Between Kinantropometric Characteristics Of Preschool Children And The Level Of The Physical Activity Of Their Parents. *Acta Kinesiologica*, *11*, 19-24. 2. Tomac, Z., & Hraski, Z. (2016). Influence of familiarization of preschool children with motor tests on test results and reliability coefficients. *Perceptual and motor skills*, *123*(3), 717-736. 3. Tomac, Z., Vidranski, T., & Ciglar, J. (2016). Tjelesna aktivnost djece tijekom redovnog boravka u predškolskoj ustanovi. *Medica Jadertina*, *45*(3-4), 97-104. 4. Žagar Kavran, B., Trajkovski, B., & Tomac, Z. (2015). Utjecaj jutarnje tjelovježbe djece predškolske dobi na promjene nekih motoričkih i funkcionalnih sposobnosti. *Život i škola: časopis za teoriju i praksu odgoja i obrazovanja*, *61*(1), 51-60. 5. Šumanović, M., Tomac, Z., & Rastovski, D. (2015). Evaluating the teaching of physical education in higher grades of elementary school. *Croatian Journal of Education*, *17*(1), 121. 6. Farkaš, D., Tomac, Z., Petric, V., & Novak, D. (2015). Anthropometric characteristics and obesity indicators among preschool children in an urban area in Croatia. *Graduate Journal of Sport, Exercise & Physical Education Research*, *3*, 13-27. 7. Vidranski, T., Tomac, Z., & Farkaš, D. (2015). Motor Proficiency of Students with Cochlear Implants. *Hrvatska revija za rehabilitacijska istraživanja*, *51*(1), 1-8. 8. Horvat, K., Vidranski, T., Klaričić, I., Tomac, Z., & Cvenić, J. (2015). A Total Weekly Difference In Physical Education Class Activities Between 3rd And 4th Grade Pupils Of Elementary School. In *Efekti primene fizičke aktivnosti na antropološki status dece, omladine i odraslih*.ž 9. Ciglar J, Tomac Z, Vidranski T. Physical Activity of Children in Kindergarten Measured with Pedometers. InIstraživanja paradigmi djetinjstva, odgoja i obrazovanja-Kineziološka edukacija sadašnjost i budućnost 2015 Jan 1. 10. Trajkovski, B., Tomac, Z., & Marić, Ž. (2014). Trend in motor skills development among preschool children as affected by a kinesiology program-longitudinal study. *Sport Science*, *7*(2), 22-27. 11. Trajkovski, B., Tomac, Z., & Rastovski, D. (2014). Impact of a sports program on the functional abilities of children aged 5 to 6 years. *Acta Kinesiologica*, *8*(2), 45-47. 12. Trajkovski¹, B., Tomac, Z., & Rastovski, D. (2014). Psychometric Properties Of Standardized And Modified Tests For The Estimation Of Static Strength Of Preschool Children. *Acta Kinesiologica*, *8*(1), 7-14. 13. Vidranski, T., Tomac, Z., & Farkaš, D. (2014). Indicators Of Kinantrophologic Characteristics In Students With Cochlear Implants In Individualized Pe Class Program Creation. In *Physical Education and Sport-Competences for Life*. |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

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| **Course associate, academic title** | **Josip Cvenić, Assistant Professor, PhD** |
| **Courses in the proposed programme** | **Applied Kinesiology Research** |
| Course instructor | **Tihomir Vidranski, Associate Professor, PhD** |
| Co-instructors | **Zvonimir Tomac, Assistant Professor, PhD** |
| GENERAL DATA ON THE COURSE ASSOCIATE | |
| Address: | Ivo Lola Ribar 45, Valpovo |
| e-mail address | jcvenic@foozos.hr |
| Personal website (if any) |  |
| Researcher identification number | 357172 |
| Academic or artistic title and date of last academic promotion | Assistant Professor |
| Scientific or artistic field and discipline | Social Sciences, Kinesiology |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | December 11, 2017 |
| Job title | Assistant Professor |
| Job description | Kinesiology |
| Position | Teacher |
| CV | Josip Cvenić, Assistant Professor at the Faculty of Education, was born on February 10, 1978, in Osijek. He finished elementary school and high school (Opća gimnazija) in Valpovo. He graduated handball from the Faculty of Physical Education in Zagreb in 2002. In 2001, he started working as a PE teacher at the Secondary School in Valpovo. He enrolled in the postgraduate scientific doctoral study of kinesiology (kinesiology in education) at the Faculty of Kinesiology in Zagreb in 2004. In 2007 he was elected to the teaching title of Lecturer and started working at the Department of Mathematics at the Josip Juraj Strossmayer University of Osijek. Partially he also works in the Department of Physics, and as an external associate, from 2008 to 2016, he worked in the Department of Chemistry and the Department of Biology. Since 2010, he has been elected to the title of Senior Lecturer. In February 2016, he defended his doctoral thesis entitled „Promjene zdravstvenog fitnesa studentica sveučilišta u Osijeku pod utjecajem eksperimentalne programa teorijske nastave tjelesne i zdravstvene kulture” (eng. “Changes in health-related fitness in female students at the University of Osijek under the influence of the experimental, theoretical physical education programme"). In June 2017, he was elected a Research Associate in the area of Social Sciences, the field of Kinesiology. Since December 2017, he has been employed at the Faculty of Education and was elected to the scientific teaching title of Assistant Professor in July 2018. His research interests include health-related fitness, handball, tennis, strength and conditioning training and student physical activity. As an author or co-author, he has published 20 papers (research, professional, preliminary communications) in scientific and professional journals and proceedings at domestic and international scientific and professional conferences. As a selector with the Josip Juraj Strossmayer University handball team, he won four national university handball championships (2009, 2010, 2011, 2012) and two silver medals in European competitions (1. The European Universities Games Cordoba 2012, the European Universities Handball Championship Katowice 2013). He received acknowledgement from the Croatian Academic Sports Federation - for his exceptional contribution to the promotion and development of academic sports during the academic year 2011/2012 and from the Ministry of Science, Education and Sports - for his outstanding sports result at the international competition in 2013 and the promotion of academic sports of the Republic of Croatia in the world. He is the president of the Tennis Club Valpovo, the Croatian tennis chair umpire and a member of ZTSH, a handball coach, sports animator, and head of the Tennis Center Valpovo and Tennis Center Jelsa. |
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| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) |  |
| Subject-related competencies of the associates | 1. J. Cvenić, *Nastava tjelesne i zdravstvene culture u fitnesu sa homogeniziranim skupinama studentica,* in: L. Milanović et al. (ed.), Zbornik (Proceedings) 17. Godišnja međunarodna konferencija Kondicijska priprema sportaša 2019, Zagreb, 2019 2. J. Cvenić, *A comparison of bioelectrical impedance and skinfold measurements in the assessment of body composition in university students*, in: M. Ćosić et al. (ed), Zbornik Međunarodna naučna konferencija Efekti primene fizičke aktivnosti na atropološki status dece, omladine i odraslih, Beograd, 2018. 3. J. Cvenić, R. Barić, *Psychometric Properties of the Croatian Version of Intrinsic Motivation Inventory for Exercising (IMI)*, Napredak 156/3 (2015), 341-354. 4. J. Cvenić, R. Barić, *The conditional abilities values of female students through stages*, in: I. Jukić et al. (Eds.), Proceedings of the 13th International conference Physical Conditioning of Athletes, Zagreb, 2015, 285-289. 5. J. Cvenić, R. Barić, *The construct validity of the figure rating scale based on estimates of female students at the University of Osijek*, in: D. Milanović (Ed.), Proceedings of the 7th International scientific conference on kinesiology “Fundamental and Applied Kinesiology - Steps Forward”, Opatija, 2014, 698-702. |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

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| **Course Instructor, Academic title** | **Irella Bogut, Full Professor, PhD** |
| **Courses in the proposed programme** | **Bioethical Sensibility in Education for Sustainable Development** |
| Co-instructors | **Ivica Kelam, Assistant Professor, PhD** |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Ulica cara Hadrijana 10d, 31000 Osijek |
| e-mail address | ibogut@foozos.hr |
| Personal website (if any) | - |
| Researcher identification number | 221461 |
| Academic or artistic title and date of last academic promotion | Scientific Adviser, July 25, 2018 |
| Scientific or artistic field and discipline | 8th Interdisciplinary field of science, elective fields 1.05. biology and 5.07. pedagogy |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | Jan 1, 1998 |
| Job title | Full Professor |
| Job description | an interdisciplinary field, biology (hydrobiology, limnology, invertebrates, macrophytes, nematofauna, nature and environmental protection) and pedagogy (ecological education, "green pedagogy" or pedagogy of sustainable development, bioethics) |
| Position | Head of the Sub-department of Natural Sciences |
| CV | She graduated from the Faculty of Education in 1996 with a Biology and Chemistry degree and acquired the professional title of Biology and Chemistry Teacher. She received her master's degree in 2000 and her PhD in 2005 in the field of ecology, biology, natural sciences at the Department of Biology, Faculty of Science, University of Zagreb. From 1998 to 2008, she worked at the Department of Biology of the Faculty of Education (later the Department of Biology at the Josip Juraj. Strossmayer University of Osijek) as a Junior Researcher (postgraduate student), Assistant and Senior Assistant on the project "Protection of the Kopački Rit Reservoir". Also, she was a teacher of the science group of subjects (practices and seminars in the subjects: Invertebrates, Marine Biology, Protozoa, Theories of Organic Evolution, Tertiary Teaching II, Embryology and Organic System Evolution). Since 2008, she has worked at the Faculty of Teacher Education (now the Faculty of Education). From 2008 to 2010, she was the Head of the Sub-department of Mathematics and Natural Sciences. From May to October 2010, she was the acting vice-dean for education and the vice dean for science from October 2010 to October 2018. Since October 2018, she has been the Head of the Sub-department of Natural Sciences at the Department of Natural Sciences at the Faculty of Education in Osijek. She teaches the courses Natural Science I, Natural Science II, Ecology, Field Work, Ecology Education in Kindergarten, Ecology for Sustainable Development, and Knowledge of Plants and Animals. She is the author and co-author of textbooks, workbooks, methodical manuals, books, book chapters, more than 50 research papers and numerous professional papers in biology and pedagogy. She is a collaborator on numerous international and domestic projects ("*Peacemaking the education and employment: answers to new challenges and opportunities*", "*Restoring ecological diversity of forests with airborne imaging technologies*”, *the European Researchers' Night (TPTF\_ERN) package/topic: Strossmayer days*, "*LUMEN*" et cetera).  *http://bib.irb.hr/lista-radova?autor=221461* |
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| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | She teaches the courses Natural Science I, Natural Science II, Ecology, Field Work, Ecology Education in Kindergarten, Ecology for Sustainable Development, and Knowledge of Plants and Animals.  University manual: Ledinscak, Josip; Popovic, Zeljko; Bogut, Irella; Uzarevic, Zvonimir. Fotografiranje kao postupak u nastavi:Priručnik za učitelje i studente učiteljskih i prirodoslovnih studija, Osijek: (Eng. Photographing in the teaching process : Manual for teachers and students of educational and natural science studies) Fakultet za odgojne i obrazovne znanosti, ( Faculty of Education) 2017 (manual)  Bogut, Irella; Popović, Željko; Mikuška, Alma. *The role and importance of outdoor teaching and fieldwork in biology for primary school teacher education* // Život i škola: časopis za teoriju i praksu odgoja i obrazovanja, 63 (2017), 2; 127-133.  Romštajn-Burchards, Štefanija; Bogut, Irella; Popović, Željko; Jurčević Agić, Ivančica. *Usporedba ishoda učenja za nastavu Prirode i društva u nacionalnim kurikulima Republike Hrvatske i Savezne Republike Njemačke (pokrajine Nordrhein – Westfallen)* // Održivi razvoj i odgojno-obrazovni sustav Hrvatske / Radeka, Igor; Vican, Dijana; Petani, Rozana ; Miočić, Marijana (ed.). Zadar: Sveučilište u Zadru, Dječji vrtić "Radost" Zadar, ( eng. University of Zadar, Kindergarten "Radost" Zadar), 2017. str. 183-192.  Popović, Željko; Popović, Ana; Joh, Ornela; Bogut, Irella. *O temi mozak u dječjem vrtiću* // Módszertani Közlöny (Metodički glasnik), 7 (2017), 1; 200-216  Orkić Krajina, Ivanka; Bogut, Irella; Čerba, Dubravka; Popović Željko; Jurčević Agić, Ivančica. *Phytophilous fauna of a small and artiﬁcial urban lake* // Croatian Journal of Fisheries, 75 (2017), 2; 51-57. doi:10.1515/cjf-2017-000  Galir Balkić, Anita; Ternjej, Ivančica; Bogut, Irella. *Impact of habitat heterogeneity on zooplankton assembly in a temperate river-floodplain system* // Environmental monitoring and assessment, 190 (2018) doi:10.1007/s10661-018-6524-7  Popović, Ana; Bogut, Irella; Crnojević, Željka; Popović, Željko. *Dječji igrokaz Ekološka priča u funkciji ekološkog odgoja djece predškolske dobi* // 2. Osječki dani bioetike.(Osijek Days of Bioethics) Osijek, Croatia, 5-6 11.2018. / Jurić, Hrvoje (ed). Zagreb: Hrvatko bioetičko društvo, 2018. pg. 56-57  Bogut, Irella; Junušić, Antonija; Majdenić, Valentina. *Ekološki odgoj i spoznajni tip slikovnice i ilustrirane knjige za djecu predškolske dobi* // Rani i predškolski odgoj i obrazovanje - izazovi i perspektive / Mlinarević, V.; Vonta, T.; Borovac, T. (ed.).  Osijek: Dječji vrtić Osijek; Fakultet za odgojne i obrazovne znanosti,(eng. Kindergarden Osijek, Faculty of Education) 2016. pg. 241-248. |
| Subject-related competencies of the co-instructor | She is a course instructor of Bioethics in the Class Teacher Studies at the Faculty of Education and the elective university course Bioethics at the Josip Juraj Strossmayer University of Osijek.  List of recent research papers published in the last five years   1. »Planet za prodaju – socijalno-etičko razmatranje fenomena „grabeža zemlje“«, *Obnovljeni život*, Vol. 70 (1/2015), str. 101-113. Pregledni rad. (Review paper) 2. »Patentna prava genetički modificiranih usjeva kao novi oblik kolonijalizma«, *Filozofska istraživanja*, Vol. 33 (4/2014). izvorni znanstveni rad (original research paper). 3. »GMO između mita i stvarnosti – slučaj Argentina«, *Znakovi vremena* (Bosna i Hercegovina), Vol. 17, No. 63 (2014), str. 169–186. izvorni znanstveni rad (original research paper). 4. "Biotechnological soteriology - genetically modified crops as the final solution to the problem of humanity", in: Velimir Valjan (ur.), *Integrativna bioetika i prirodno naslijeđe*, Bioetičko društvo BiH, Sarajevo 2015., str. 175-187. Izvorni znanstveni rad u zborniku radova (Original research paper in the proceedings) 5. Knjiga - *Genetički modificirani usjevi kao bioetički problem*, Pergamena, Visoko evanđeosko teološko učilište, Centar za integrativnu bioetiku, Zagreb/Osijek 2015., p. 497. (ISBN 978-953-657-28-9) 6. „Uloga i značenje međunarodnih trgovinskih ugovora u poimanju prostora na primjeru trgovinskog sporazuma NAFTA“, Filozofska istraživanja, 149, 38 (2018) Sv. 1. (147-160) izvorni znanstveni rad, doi: https://doi.org/10.21464/fi38111 |
| Place, date and signature of the course instructor | |
| Place, date and signature of the course co-instructor | |
| Osijek, April 2019 | |

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| **Course Instructor, Academic title** | **Irella Bogut, Full Professor, PhD** |
| **Courses in the proposed programme** | **Bioethical Sensibility in Education for Sustainable Development** |
| Co-instructors | **Ivica Kelam, Assistant Professor, PhD** |
| GENERAL DATA ON THE COURSE CO-INSTRUCTOR | |
| Address: | Ulica cara Hadrijana 10d, 31000 Osijek |
| e-mail address | ikelam@foozos.hr |
| Personal website (if any) | - |
| Researcher identification number | 350914 |
| Academic or artistic title and date of last academic promotion | Research Associate, October 23, 2015 |
| Scientific or artistic field and discipline | 6th Area of humanities, 6.01 field of philosophy, 6.01.25 branch philosophical bioethics |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | July 15, 2016. |
| Job title | Assistant Professor |
| Job description | Philosophy, Philosophy of Education, Bioethics |
| Position | Head of the Sub-department of Philosophy and History |
| CV | Ivica Kelam, Assistant Professor, PhD, was born on March 13, 1976, in Vinkovci. He finished elementary school in Otok and high school in Zagreb. He graduated in 1999 from Theology in Đakovo and earned the title of Graduate Theologian. He enrolled in the postgraduate doctoral study of philosophy in 2011. On May 9, 2014, he defended his doctoral thesis entitled »Genetički modificirani usjevi kao bioetički problem« ( eng. "Genetically Modified Crops as a Bioethical Problem" and obtained a *PhD degree* in humanities, field of philosophy, branch of philosophical bioethics. He is currently employed as an Assistant Professor at the Faculty of Education at the Josip Juraj Strossmayer University of Osijek and is the Head of the Center for Integrative Bioethics at the Josip Juraj Strossmayer University of Osijek. He is the Head of the Department of Philosophy and History and the Head of the Osijek Unit of the UNESCO International Chair in Bioethics. He has participated in about forty domestic and international scientific conferences. He published a book *Genetički modificirani usjevi kao bioetički problem (eng. Genetically Modified Crops as a Bioethical Problem),* and twenty research papers. He has held several public forums in Osijek, Zagreb, and Slavonski Brod on ethical aspects of biotechnology. As the head of the Osijek branch of the Croatian Bioethics Society, he organized a series of public forums on topics from ecofeminism through the ethical treatment of animals to a panel discussion on the Transatlantic Trade and Investment Partnership (TTIP) with Davor Škrlec, a member of the European Parliament (MEP).  He has appeared as an expert on ethical issues in the field of biotechnology in several television shows on national and local TV stations. On several occasions, he has been a guest on Croatian Radio's educational shows. In the print media, he gave several interviews about the ethical aspects and the potential dangers of genetic modification technology. His research focuses on ethical disputes over GMOs, international trade agreements, environmental protection, the use of drones in the fight against terrorism, and the ethical treatment of animals. Ivica Kelam is an initiator and president of the Organization Committee of the Osijek Days of Bioethics, a scientific conference organized to promote bioethical ideas in Osijek and the wider region. He is married and the father of three children. |
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| Subject-related competencies of the co-instructor | He is a course instructor of Bioethics in the Class Teacher Studies at the Faculty of Education and the elective university course Bioethics at the Josip Juraj Strossmayer University of Osijek.  List of recent research papers published in the last five years   1. »Planet za prodaju – socijalno-etičko razmatranje fenomena „grabeža zemlje“«, *Obnovljeni život*, Vol. 70 (1/2015), str. 101-113. Pregledni rad. (Review paper) 2. »Patentna prava genetički modificiranih usjeva kao novi oblik kolonijalizma«, *Filozofska istraživanja*, Vol. 33 (4/2014). izvorni znanstveni rad (original research paper). 3. »GMO između mita i stvarnosti – slučaj Argentina«, *Znakovi vremena* (Bosna i Hercegovina), Vol. 17, No. 63 (2014), str. 169–186. izvorni znanstveni rad (original research paper). 4. „Biotehnološka soteriologija - genetički modificirani usjevi kao konačno rješenje problema čovječanstva“, in: Velimir Valjan (ed.), *Integrativna bioetika i prirodno naslijeđe*, Bioetičko društvo BiH, Sarajevo 2015., p. 175-187. Izvorni znanstveni rad u zborniku radova (Original research paper in the proceedings) 5. Book - *Genetički modificirani usjevi kao bioetički problem*, Pergamena, Visoko evanđeosko teološko učilište, Centar za integrativnu bioetiku, Zagreb/Osijek 2015., p. 497. (ISBN 978-953-657-28-9) 6. *„Uloga i značenje međunarodnih trgovinskih ugovora u poimanju prostora na primjeru trgovinskog sporazuma NAFTA“, Filozofska istraživanja, 149, 38 (2018) Sv. 1. (147-160) izvorni znanstveni rad, doi: https://doi.org/10.21464/fi38111* |
| Place, date and signature of the course instructor | |
| Place, date and signature of the course co-instructor | |
| Osijek, February 2019 | |

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| **Course Instructor, Academic title** | **Emina Berbić Kolar, Associate Professor, PhD** |
| **Courses in the proposed programme** | **Language and Identity in Education** |
| Co-instructors |  |
| Course associates |  |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Baranjska 11, Slavonski Brod |
| e-mail address | eberbic@foozos.hr |
| Personal website (if any) |  |
| Researcher identification number | 312451 |
| Academic or artistic title and date of last academic promotion | Senior Research Associate, June 3, 2016. |
| Scientific or artistic field and discipline | Humanities, the field of Philology, Croatian studies |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education, Osijek |
| Date of employment | December 1, 2008 |
| Job title | Vice Dean for Teaching and Student Affairs - Associate Professor, PhD. |
| Job description | Croatian studies (communication studies, dialectology, standard Croatian language, Croatian language as a native and foreign language) |
| Position | Vice-Dean for Teaching and Student Affairs |
| CV | Emina Berbić Kolar, Associate Professor, PhD, was born on October 24, 1976, in Slavonski Brod. She is the mother of two girls and lives with her family in Slavonski Brod.  She finished primary and secondary school (high school of science and mathematics) in Slavonski Brod. After that, she enrolled in the study of Croatian language and literature at the Faculty of Education, Josip Juraj Strossmayer University of Osijek (now Faculty of Humanities and Social Sciences), which she completed in 2000 and acquired her professorial title.  In the academic year 2000/2001, at the then Faculty of Education, today Faculty of Humanities and Social Sciences in Osijek, she enrolled in postgraduate studies of the Croatian Language and Literature in the Context of Central European Languages and Literature, majoring in Linguistics. She enrolled in a PhD by Research programme in January 2007 and received her PhD on September 8, 2009, with the topic of Govori slavonskoga dijalekta brodskoga kraja (Eng. Speeches of Slavonian Dialects in the Brod Region).  Her first job was teaching at the Elementary School "Ivan Goran Kovačić" in Slavonski Brod, where she worked from February 2 to October 31, 2000. From November 1, 2000 to August 31, 2002, she worked at the Ekonomsko-birotehnička škola (Eng. Economical-Birotehnic School) in Slavonski Brod. On September 1, 2002, she started working at a grammar school-Gimnazija “Matija Mesić” in Slavonski Brod, where she worked until November 30, 2008. She was an external associate of the Faculty of Teacher Education in Osijek at the satellite campus in Slavonski Brod from March 1, 2007, to December 1, 2008, when she got employed at the Faculty of Teacher Education Osijek as an assistant. On September 15, 2009, she was elected Senior Assistant. On February 24, 2011, she was elected Assistant Professor. On July 13, 2016, she was elected to the scientific-teaching title of Associate Professor.  At the home faculty, she teaches several courses, i.e., Croatian language, Language culture, Slavonian dialect, Native idiom, Written and oral communication, Lexicology and word formation, Croatian language and communication, Public speech, Linguistic cultural heritage, Functional styles of Croatian literary language, Language and communication skills. In 2008/2009, she worked as an external associate at the Faculty of Humanities and Social Sciences in Osijek in the study programme Croatian Language and Literature. She conducted exercises and seminars in Croatian Dialectology, Kajkavian Dialect and Chakavian Dialect.  In October 2010, she became the first Croatian language teacher in the study programme-Balkan Languages at the Thracian University (Trakya Universitesi). She helped establish the Department of Croatian Language at the Faculty of Balkan Languages in Edirne, Turkey and worked there in 2010/2011 and 2011/2012.  On April 18, 2011, she was appointed Vice-Dean for Development and Business Affairs of the Faculty of Teacher Education in Osijek and Head of the satellite campus in Slavonski Brod for the period until September 30, 2014. On July 11, 2014, she was appointed Vice-Dean for Development and Business Affairs of the Faculty of Education for the period from October 1, 2014, to September 30, 2018. On October 1, 2018, she was appointed Vice Dean for Teaching and Student Affairs for the term of service from October 1, 2018, to September 30, 2022.  She is a member of the Expert Working Group for the subject Croatian Language within the Comprehensive Curriculum Reform. She has written about fifty professional and research papers and co-authored three books: Sičanske riči (Eng. Siče Words), Leksikon slavonske narodne medicine (Eng. Lexicon of Slavonian folk medicine), Disleksija i disgrafija: određenja, pristupi i smjernice (Eng. Dyslexia and dysgraphia: definitions, approaches and guidelines).  She has studied at home and abroad (in Japan, Turkey, Poland, Great Britain, Finland, Germany, Austria, Norway, Hungary, Bosnia and Herzegovina, Montenegro, and Serbia).  She is a member of the editorial board in two international journals: Evkonyv (Serbia) and Oral History (Turkey), and in two domestic journals: Život i škola (Life and School) and Panoniana (Pannoniana).  Field of work: standard Croatian language, Croatian dialectology with emphasis on Slavonian dialect and Posavina dialects, Croatian as a second language, oral and written communication, communication studies, media literacy  Course instructor: Croatian language, Language Culture, Slavonian Dialect, Native Idiom, Oral and Written Communication, Croatian Language and Communication, Functional Styles of the Croatian language, Language and Communication Skills, Croatian Language Heritage, Contemporary Teaching Media, Media Culture.  She is a researcher on several European and domestic academic and professional projects: Edu Policy Lab (socially useful learning), Grad za mlade (City for Youth) (Strategy for improving the lives of young people in Slavonski Brod), IPA (Navigator, identifying children with disorders), and several university internal projects: Slavonski dijalekt (Slavonian dialect), Staroperkovački divani (Stari Perkovci Speech), Intangible linguistic cultural heritage, as well as a number of projects to popularize science. |
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| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | A course instructor for :  Croatian language, Language Culture, Slavonian Dialect, Native Idiom, Oral and Written Communication, Croatian Language and Communication, Functional Styles of the Croatian language, Language and Communication Skills, Croatian Language Heritage, Contemporary Teaching Media, Media Culture.  University textbooks:  1. Berbić Kolar, Emina; Kolenić, Ljiljana Sičanske riči, znanstvena monografija, Fakultet za odgojne i obrazovne znanosti, Sveučilište J. J. Strossmayera u Osijeku, 2014.  2.Berbić Kolar, Emina; Đurić, Tanja; Grozdanović, Monika; Jagodar, Josip; Javor, Antun; Sudarević, Katarina; Leksikon slavonske narodne medicine brodskoga Posavlja, Fakultet za odgojne i obrazovne znanosti, Sveučilište J. J. Strossmayera u Osijeku, 2017.  3. Berbić Kolar, Emina; Gligorić, Igor Marko; Zečević, Marta, Disleksija i disgrafija: određenja, pristupi i smjernice, Osijek, Fakultet za odgojne i obrazovne znanosti, Sveučilište J. J. Strossmayera u Osijeku, 2018.  Papers:   1. Berbić Kolar, Emina, Đurić, Tanja (2016), The Mother Tongue and the Foreign Language Correlation in Primary School in Croatia, Linguistic and Literature Studies, Volume 4, Number 1, ISSN 2331-624X, str. 1. – 8., Horizon Research Publishing, USA 2. Berbić Kolar, Emina; Gligorić, Igor Marko. (2017), The discursive construction of the migrant identity in Croatia. S*cience and society. Language and linguistics; health policy and services.* SGEM. Sofija. 3. Berbić Kolar, Emina; Gligorić, Igor Marko, [O jeziku kao identitetu i vrijednoj kulturnoj baštini slavonskoga dijalekta](https://www.bib.irb.hr/945689), Tadijino stoljeće: povijest, kultura, identitet, Matanović, Damir; Zieliński, Bogusław; Turbić Hadžagić, Amira; Berbić Kolar, Emina (ur.), Osijek - Poznanj: Fakultet za odgojne i obrazovne znanosti u Osijeku - Fakultet za poljsku i klasičnu filologiju u Poznanju, 2018., 189-200 4. Berbić Kolar, Emina; Gligorić, Igor Marko. [The role of the language in migrations at the turn of the century in Croatia](https://www.bib.irb.hr/952659) // NORDSCI conference on social sciences - conference proceedings; book 1, vol 1., Sofija: International scientific conference on social sciences NORDSCI 2018, 2018. str. 339-351 5. Berbić Kolar, Emina; Gligorić, Igor Marko; Alar, Edita, [Bilingualism in early and pre-school age in Croatian Language](https://www.bib.irb.hr/975415) // Social sciences and arts, Sofija, Bugarska: SGEM, 2018. p. 63-72 6. Berbić Kolar, Emina, [Turkish loanwords in the Slavonian dialect, with an emphasis on Old Perkovci Speech as an example of a protected vernacular of the Republic of Croatia](https://www.bib.irb.hr/977647), Balkanlar da Edebi iliskiler ve dil Aspects of Language and Literature relations in the Balkan, Gore, Zehra; Delibegović Džanić, Nihada; Avci, Ismail (ed.). Ankara: Gece Kitapligi, 2018. p. 79-10 |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor Emina Berbić Kolar | |
| Osijek, April 2019 | |

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| **Course Instructor, Academic title** | **Ivana Đurđević Babić, Associate Professor, PhD** |
| **Courses in the proposed programme** | **Digital Citizenship and Electronic Services in Education** |
| Co-instructors | / |
| Course associates | / |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: |  |
| e-mail address | idjurdjevic@foozos.hr |
| Personal website (if any) | / |
| Researcher identification number | 285633 |
| Academic or artistic title and date of last academic promotion | March 13, 2017, election to the scientific title of Senior Research Associate; April 19, 2017, election to the scientific-teaching title of Associate Professor in the scientific field of Social Sciences. |
| Scientific or artistic field and discipline | Social Sciences, Information and Communication Sciences |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education, the Josip Juraj Strossmayer University of Osijek |
| Date of employment | July 1, 2005 |
| Job title | Associate Professor |
| Job description | information and communication technologies in education, artificial intelligence methods, neural networks and their application, and the application of other data mining methods |
| Position | Head of the Department of Mathematics and Informatics and Chairperson of the Quality Assurance Committee |
| CV | Ivana Đurđević Babić was born in Slavonski Brod, where she finished her primary and secondary education. She graduated from the Department of Mathematics at the Josip Juraj Strossmayer University of Osijek, where she earned the title of Professor of Mathematics and Informatics. She prepared and defended her doctoral thesis at the Faculty of Organization and Informatics at the University of Zagreb and obtained her PhD in Social Sciences, Information and Communication Sciences, the branch of Information Systems and Informatology. In the academic 2018/2019, she was a course instructor in the following subjects at the Integrated Undergraduate and Graduate University Class Teacher Studies in Osijek: *Word Processors, Introduction to Computer Science, Computers in Education, Internet Resources in Education, Web Programming, Logo Programming Language, Algorithms and Data Structures, Computers in Leisure, and Computer Databases.* She is also the course instructor in *Computer Literacy* at the Part-time Undergraduate university Early and preschool education studies. As an exhibitor, Dr Đurđević Babić actively participates at international and domestic scientific conferences and has been a reviewer of numerous professional and research articles. From 2015 until today, she has been the Head of the Department of Mathematics and Informatics within the Department of Natural Sciences at the Faculty of Education. She is currently also the Chairperson of the Quality Assurance Committee (term of office from 1 October 2018 to 30 September 2022). |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | Ivana Đurđević Babić is a lecturer in the following related courses in the Integrated Undergraduate and Graduate University Class Teacher Studies: *Computers in Education, Internet Resources in Education*, *Computers in Leisure, and Computer Literacy* at the Part-time Undergraduate university Early and pre-school education studies.  Selected papers:   1. Đurđević Babić, I. & Svetaljski, A. (2018) Association rules in students’ standpoint analysis of educating special needs pupils with ICT. In M. Sablić, A. Škugor & I. Đurđević Babić (Eds.) 42nd ATEE Annual Conference 2017 Changing Perspectives and Approaches in Contemporary Teaching (pp. 195-205). Bruxelles: Association for Teacher Education in Europe 2. Đurđević Babić, I. & Benčina, K. (2018) Prediction of reading comprehension ability in English as a second language. In M. Sablić, A. Škugor & I. Đurđević Babić (Eds.) 42nd ATEE Annual Conference 2017 Changing Perspectives and Approaches in Contemporary Teaching (pp. 195-205). Bruxelles: Association for Teacher Education in Europe 3. Đurđević Babić, Ivana; Marjanović, Anita., Classification trees in detecting students’ motivation for maths from their ICT and Facebook use // Higher Goals in Mathematics Education / Kolar-Begović, Zdenka; Kolar-Šuper; Ružica; Đurđević Babić, Ivana (ed.). Osijek: Element, 2015. P. 113-128. 4. Zekić Sušac, Marijana; Đurđević Babić, Ivana., Discovering patterns of student behaviour in e-learning environment // Higher Goals in Mathematics Education / Kolar-Begović, Zdenka; Kolar-Šuper, Ružica; Đurđević Babić, Ivana (ed.). Osijek: Element, 2015. P. 94-111. 5. Đurđević Babić, Ivana. Predicting Students’ Course Satisfaction from Log Data in Virtual Learning Environment – Neural Networks and Classification Tree Model // Croatian Operational Research Review, 6 (2015), 1, 105-120 |
| Subject-related competencies of the associates | / |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

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| **Course Instructor, Academic title** | **Marija Sablić, Associate Professor, PhD** |
| **Courses in the proposed programme** | **International and Intercultural Education** |
| Co-instructors |  |
| Course associates |  |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Ulica Cara Hadrijana 11, Osijek |
| e-mail address | msablic@foozos.hr |
| Personal website (if any) |  |
| Researcher identification number | 256530 |
| Academic or artistic title and date of last academic promotion | Senior Research Associate, June 21, 2017. |
| Scientific or artistic field and discipline | Social Sciences, Pedagogy |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | 1 December 2001 |
| Job title | Associate Professor |
| Job description | Social Sciences, Pedagogy |
| Position | - |
| CV | Marija Sablić has been working at the Faculty of Education since 2001. She is currently working as an Associate Professor. During her work at the Faculty, she was the Head of the Department of Social Sciences.  She defended her master's thesis entitledObrazovanje za interkulturalne odnose (Eng. Intercultural Education) at the Faculty of Humanities and Social Sciences at the University of Zagreb in November 2004. She defended her doctoral thesis (PhD by Research) Sukonstrukcija interkulturalnog kurikuluma (Eng. Co-construction of the Intercultural Curriculum) at the Faculty of Humanities and Social Sciences at the University of Zagreb in June 2009. At the Faculty of Education, she teaches courses: Alternative Schools, Integrated Teaching, Contemporary Teaching Strategies, Methodology in Education, Interculturalism in Education, Alternative Preschool Programmes, and Interculturalism in Early Education. She also teaches at the postgraduate university study programme in Pedagogy and Contemporary School Culture at the Faculty of Humanities and Social Sciences in Osijek, Josip Juraj Strossmayer University of Osijek. She is a member of the presidency of ATEE (Association of Teacher Education in Europe), an association engaged in research and improvement of teaching practice, and Montessori-Vereinigung Steiermark (association of Montessori educators of Styria). She is a member of the editorial board of the European Journal of Teacher Education and Školski vjesnik. She has an international certificate proving her skills in understanding, speaking and writing English, The European Language Certificate in English (TELC). She uses German “passively”. In her academic work, she is particularly committed to promoting the professional development of teachers, alternative pedagogical approaches and interculturalism in education. She gives numerous lectures for teachers and educators in this field and organizes scientific and professional conferences. She was the coordinator of a two-year professional training in Montessori pedagogy at the Faculty of Education in cooperation with the Montessori - Vereinigung Steiermark KPH Graz and the Institute of Montessori Education in Zagreb. She holds a Montessori Education degree for working with children aged 3 to 12. |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | She is a course instructor in Interculturalism in Education and Interculturalism in Early and Preschool Education.  She participated in teaching Intercultural Pedagogy at the Study of Pedagogy at the Faculty of Humanities and Social Sciences in Osijek. She participated in teaching Intercultural Curriculum and Education in the Languages of Minorities at the doctoral study of Pedagogy, Faculty of Humanities and Social Sciences.  She is the author of the scientific monograph Interkultralizam u nastavi (Eng. Intercultural Education), which is included in the required course literature for Intercultural Pedagogy at the Studies of Pedagogy in Zagreb and Osijek.  Research Papers:   1. Sablić, Marija (2018**).** [Nastavne metode koje pomažu u razvijanju interkulturalnih kompetencija](http://bib.irb.hr/prikazi-rad?&rad=952543). In: Interkulturalne kompetencije i europske vrijednosti Hrvatić, Neven (ed.). Zagreb: Odsjek za pedagogiju/Zavod za pedagogiju - Filozofski fakultet u Zagrebu Visoka škola za menadžment u turizmu i informatici u Virovitici, 68-75. 2. Sablić, M. (2014). Interkulturalizam u nastavi. Zagreb: Naklada Ljevak. 3. Sablić, M. (2014). Odnos mladih prema kulturi demokracije. U N. Hrvatić, i A. Klapan (ed.), Pedagogija i kultura (str. 354-364), Zagreb: Hrvatsko pedagogijsko društvo. 4. Sablić,. M. (2014). Sadržaji građanskoga odgoja i obrazovanja u Nacionalnom okvirnom kurikulumu. Radovi Zavoda za znanstveni i umjetnički rad u Požegi 3 (p. 83-92). Požega: HP 5. Sablić, M. (2014). Izazovi interkulturalizma u obrazovanju učitelja.. In:.Interkulturalno obrazovanje i europske vrijednosti. Hrvatić, N., (editor). Zagreb-Virovitica: Filozofski fakultet u Zagrebu, Visoka škola za menadžment u turizmu i informatici u Virovitici. 94-108. |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

|  |  |
| --- | --- |
| **Course Instructor, Academic title** | Željka Flegar, Associate Professor, PhD |
| **Courses in the proposed programme** | **Academic Presentations in English** |
| Co-instructors |  |
| Course associates |  |
| GENERAL DATA ON THE COURSE INSTRUCTOR | |
| Address: | Ulica cara Hadrijana 10, 31000 Osijek |
| e-mail address | zflegar@foozos.hr |
| Personal website (if any) |  |
| Researcher identification number | 276861 |
| Academic or artistic title and date of last academic promotion | Associate Professor, January 23, 2018 |
| Scientific or artistic field and discipline | Humanities, scientific field of Philology, a scientific branch of English |
| CURRENT EMPLOYMENT DATA | |
| Home institution | Faculty of Education |
| Date of employment | March 2005 |
| Job title | Associate Professor |
| Job description | English |
| Position | / |
| CV | Željka (Nemet) Flegar graduated in English Language and Literature and German Language and Literature at the Faculty of Education at the Josip Juraj Strossmayer University of Osijek, and in 2004, she obtained her PhD defending the thesis entitled *Strah od javnog nastupa i improvizacijski teatar (Public Speaking Anxiety (PSA) and Improvisation Theater)* at the Alpen-Adria-Universität in Klagenfurt (Austria). She has been working at the Faculty of Education since 2005, where she teaches courses in English, Children's Literature in English Language, Children's Media Literature in the English Language, Drama Workshop in English Language and English Language Practice IV. She does research in the same fields, dealing with the intricacies and deviations of the English language and literary discourse, the historical development of children's culture and media adaptations. She also deals with dramatic techniques to overcome the fear of public speaking in a foreign language. She participates at international scientific conferences in Croatia and abroad (USA, Russia, the United Kingdom, Ireland, Spain) and publishes papers in internationally recognized journals (*International Research in Children's Literature, Cambridge Quarterly, CLELE Journal, Libri & Liberi, Detskie chtenia*). She received the Children's Literature Association Award in 2013. She is a member of the Croatian Association of Researchers in Children's Literature (CARCL). She is the author of the university manual *Kazališna improvizacija, jezik i komunikacija* ( Eng. Theatrical Improvisation, Language and Communication) (Faculty of Education, 2016) |
|  | |
| Subject related competencies  (previous experience in similar subjects; authorship of university textbooks in the field; published professional and research papers or artworks in the last five years in the field of the subject) | * In 2004, she obtained her PhD defending the thesis entitled *Strah od javnog nastupa i improvizacijski teatar (Public Speaking Anxiety (PSA) and Improvisation Theater)* at the Alpen-Adria-Universität in Klagenfurt (Austria), where she also teaches the course Presentations in English. * She teaches English courses at the Faculty of Education (currently Children's Literature in English Language, Children's Media Literature in English Language, Drama Workshop in English Language and English Language Practice IV, previously also English Speaking Practice II) * She is a course instructor in Improvisational Theater at the Department of Theatre Arts (2011) and a Postgraduate Specialist Study of Creative Therapies (2017) (Academy of Arts and Culture in Osijek) * Since 2005 she has been researching and presenting at international scientific conferences in English.   List of relevant publications:   1. Flegar, Željka; Viljevac Matea,   The benefits of using improvisational strategies in real-life situations *// 42nd ATEE Annual Conference: Changing perspectives and approaches in contemporary teaching* / Sablić, Marija; Škugor, Alma; Đurđević Babić, Ivana (ur.). Brussels, Belgium: Association for Teacher Education in Europe (ATEE), 2018. p. 368-384.   1. Flegar, Zeljka, Childlike language: What it is and how it conquered the world // Language in Research and Teaching: Proceedings from the CALS Conference 2016 / Brala-Vukanović, Marija; Memišević, Anita (ed.). Berlin: Peter Lang, 2018. str. 11-26. 2. Flegar Nemet, Željka, Kazališna improvizacija, jezik i komunikacija: priručnik za profesionalce, nastavnike, učitelje, studente i entuzijaste, Osijek: Fakultet za odgojne i obrazovne znanosti, 2016 (prirucnik). 3. Flegar (Nemet), Željka; Kovačević Jelena, The Anatomy of a Witch: Lessons in English Language, Literature and Improvisation *// Children's Literature in English Language Education: CLELE Journal,* **3** (2015), 2; 37-60. 4. Flegar (Nemet), Željka, Improvizacijsko kazalište u nastavi *// Radovi Zavoda za znanstveni i umjetnički rad u Požegi,* **3** (2014), 109-125. |
| Subject-related competencies of the associates |  |
| Place, date and signature of the course instructor | |
| Osijek, April 2019 | |

* 1. Cost estimates per student

**Financial evaluation**

**Table 8. Revenues and expenditures**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | N | N+1 | N+2 | N+3 | N+4 |
| 1. | Operating revenues | 1.575.000,00 |  |  |  |  |
| a) | Foreign Aid (grants) and aid from other subjects from within the general state government |  |  |  |  |  |
| b) | Property revenues |  |  |  |  |  |
| c) | Special purpose revenues, revenues from administrative fees based on a special regulation | 1.575.000,00 |  |  |  |  |
| d) | Own-source revenues (revenues gained by performing activities on the market) |  |  |  |  |  |
| e) | Donations from legal and natural persons outside the general government |  |  |  |  |  |
| f) | General revenues and receipts - revenues used for financing regular activities of the budgetary users |  |  |  |  |  |
| 2. | Operating expenses | 1.575.000,00 |  |  |  |  |
| a) | Employee expenditures (salaries, health service and retirement fund payments, and other employee expenses) | 916.000,00 |  |  |  |  |
| b) | Material expenditures (health service and retirement fund payments, materials and energy, expenditures for services, and other material expenses) | 364.000,00 |  |  |  |  |
| c) | Financial expenditures (interest rates and other financial expenses) |  |  |  |  |  |
| d) | Subsidy expenditures |  |  |  |  |  |
| e) | Foreign aid expenditures and expenses within the general state government |  |  |  |  |  |
| f) | Expenditures associated with personal and household insurance-based benefits and other benefits |  |  |  |  |  |
| g) | Other expenditures | 295.000,00 |  |  |  |  |
| 3. | Surplus/deficit of operating revenue (6 - 3) |  |  |  |  |  |
| a) | Revenues from the sale of non-financial assets |  |  |  |  |  |
| b) | Expenditures for procurement of non-financial assets, buildings, plants and equipment, means of transport, books, etc. |  |  |  |  |  |
| 4. | Surplus/deficit of revenues from non-financial assets (7 - 4) |  |  |  |  |  |
| a) | Receipts from financial assets and loans |  |  |  |  |  |
| b) | Expenses for financial assets and loan repayments |  |  |  |  |  |
| 5. | Surplus/deficit of receipts from financial assets and liabilities (8 - 5) |  |  |  |  |  |
| 6. | Total revenues and receipts | 1.575.000,00 |  |  |  |  |
| 7. | Total expenditures and expenses | 1.575.000,00 |  |  |  |  |
| 8. | Surplus/deficit of revenues and receipts | 0,00 |  |  |  |  |

**Table 9. Sources of funding**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | N | N+1 | N+2 | N+3 | N+4 |
| 1. State sources |  |  |  |  |  |
| a) Ministry of Science and Education budget |  |  |  |  |  |
| b) Other competent ministries and state institutions |  |  |  |  |  |
| c) Local and regional self-government units |  |  |  |  |  |
| 2. Own revenues |  |  |  |  |  |
| a) Tuition fees (student participation) | 1.575.000,00 |  |  |  |  |
| b) Research projects |  |  |  |  |  |
| c) Publishing |  |  |  |  |  |
| d) Other own operations |  |  |  |  |  |
| 3. Donations |  |  |  |  |  |
| 4. Other |  |  |  |  |  |
| 5. Total (1 + 2 + 3 + 4) | 1.575.000,00 |  |  |  |  |

**Table 10. Students**

|  |  |  |  |
| --- | --- | --- | --- |
|  | N | N+1 | N+2 |
| Total number of students | 25 |  |  |
| 1) Full-time students |  |  |  |
| a) Financed by the Ministry of Science, Education, and Sports |  |  |  |
| b) Self-financed | 25 |  |  |
| 2) Part-time students |  |  |  |

**Estimated tuition per semester of study is HRK 10, 500.00.**

* 1. **Ways to monitor the quality of the study programme and its implementation, especially the way of participating in the evaluation of the study programme**

The launch of postgraduate studies at the Faculty of Education is an extremely important strategic goal defined in the Strategic Plan (Development Strategy) of the Faculty for the period 2017-2021. By developing new study programmes, the faculty follows the labour market's current needs and compliance with the latest changes in science, technology, and society. The strategy envisages goals, preconditions for the implementation of the programme, as well as mechanisms for monitoring the implementation of the postgraduate study programme.

The Faculty of Education at the Josip Juraj Strossmayer University of Osijek is one of the few faculties that does not have vertical mobility and the possibility of continuing studies at the postgraduate level. The launch of postgraduate university studies at the Faculty of Education enables all graduate students who completed their studies to continue their education at the doctoral level, which we consider our most important priority.

The Faculty of Education will systematically monitor the success of the study programme by periodically evaluating teachers, mentors and the teaching process as a whole. Monitoring the quality and success of the study programme will be carried out at several levels. At the first level, students will use an anonymous survey to comment on the teaching process (methods and techniques, evaluation methods and forms of teaching). The Quality Assurance Office analyses the survey results in agreement with the Quality Assurance Committee and, if necessary, proposes the necessary measures to the Faculty management. At the second level, teachers are interviewed, and their attitude towards the teaching process, work environment and students is assessed (self-evaluation). Assessment areas are mainly related to teaching conditions, the condition of existing equipment, the need for new equipment and relevant literature, the student's activity in classes and their achievements. Reports on the results obtained are presented to the faculty administration, with a proposal for measures to address potential weaknesses in the work. By comparing the results of the student and teaching survey, an overview of the success of the study programme will be obtained, and teachers will get an insight into the reliability of the quality assessment of their work.

At the semester level, the quality of the study programme is monitored through thematic discussions of teachers with students on: course content and learning outcomes (purpose of selected content, amount of content); the way content is processed, i.e., transferring knowledge and skills; teaching methods and work forms; the methods of checking the acquired knowledge and skills and the workload of students.

At the annual level, the quality and success of the study programme are discussed at the meetings of the departments and sub-departments in order to improve the quality of the study programme, and changes are proposed to the study programmes of smaller scopes according to the instructions of the Senate of the Josip Juraj Strossmayer University of Osijek.

Finally, the success of the recruitment of students who have completed their studies, their advancement in the profession and their proposals based on acquired work experience is monitored through the activities of the Career Development Centre for Students (CDCS FOOZOS) (<https://www.foozos.hr/ustrojbene-jedinice-fakulteta/centri/centar-za-karijerni-razvoj-studenata/o-nama>). Teachers' experiences from related studies are also considered and recommendations of associations/agencies in the European higher education system are studied.

* 1. **Support provided to students by the Faculty of Education**

Student care is a fundamental precondition and starting point for all activities at the Faculty of Education. It is expressed by engagement in improving the student standard in Osijek and incorporating opportunities to protect students and their interests in the regulations governing processes at the Faculty.

Support to students in the study process is provided by:

* faculty administration, in particular the Dean and Vice-Dean for Teaching and Student Affairsice-Dean for Teaching and Student Affairs,
* teachers (as part of regular weekly consultations, help students understand the content and prepare them for testing knowledge and achieving learning outcomes),
* library staff (help students choose reading materials and participate in the process of acquiring and expanding knowledge),
* the Students Office staff (issue written certificates of student status, grade transcripts, et cetera, and provide all information related to studying at the Faculty),
* the Student Council (provides students with support in the study process in the broadest sense and acts mainly as an incentive mechanism to improve study conditions, exercise student rights, et cetera).

Special attention is paid to students with disabilities. Recently, it has been worked on developing various forms of support for students (adapted teaching materials and aids, teaching assistants for students with disabilities). Student evaluations of the quality of teaching are used as an essential indicator in assessing the quality of teaching and recognizing the need to eliminate shortcomings in its implementation.

1. Basic information on studying at the scientific-teaching unit is available at [www. foozos.hr](http://www.foozos.hr) [↑](#footnote-ref-1)
2. Elective courses are conducted according to the timetables shown in the schematic presentation of the list of elective subjects [↑](#footnote-ref-2)