

	Department - Study programme
	Department of Teacher and Preschool Teacher Education
Description of the study programme	<p>Department of Teacher and Preschool Teacher Education offers study programs which are based on interdisciplinary and multidisciplinary approach to programs of early education and primary education. At the Department are carried out two study programs:</p> <p>a) Integrated undergraduate and graduate programs for teachers and</p> <p>b) Undergraduate professional study for preschool teachers.</p> <p>Integrated undergraduate and graduate program for teachers is built on the concept of obligatory and optional courses.</p> <p>These programs include the knowledge of the Croatian language and foreign languages, mathematics, natural sciences and social sciences in an integrated form, music, visual art, kinesiology, pedagogy, psychology, education policy, multiculturalism, globalization and environmental protection and sustainable development.</p>
Learning outcomes of the study programme	<p>Future teachers and preschool teachers should have pedagogical, and methodical competences, communicative competencies in their mother tongue and foreign languages, mathematical competencies, natural science competencies, social and humanistic competencies, technology-IT competencies, innovative competencies, social and emotional skills, knowledge about the learner, the community and all teaching subjects that are taught.</p> <p>Future teachers and preschool teachers should be able to formulate objectives in accordance with stage of cognitive development of the child; compare socio-emotional needs of the child at different stages of development; to design activities for students of different developmental periods with emphasis on understanding and respecting the needs and interests of the child; to design activities for teaching all subjects in elementary school due to the stage of cognitive development of students.</p>

List of courses offered in a English language	Painting I	1/II	Teachers Education
	Painting II	3/VI	Teachers Education
	Painting III	4/VIII	Teachers Education
	Philosophy of education	1/I	Teachers Education
	Selected topics in philosophy of education	1/II	Teachers Education
	Ethics and human rights	4/VIII	Teachers Education
	Didactics	2/III	Teachers Education
	Methodology of teaching science and society contents in early education 1	3/V and VI	Teachers Education
	Methodology of teaching science and society contents in early education 2	4/VI i VII	Teachers Education
	Methodology of teaching	3/VI	Teachers Education
	mathematics 1		
	Methodology of teaching mathematics 2	4/VII	Teachers Education
	Croatian language 1	1/I	Preschool Teachers Education
	Croatian language 2	1/II	Preschool Teachers Education
	Child Psychology 1	1/II	Preschool Teachers Education
	Child Psychology 2	1/II	Preschool Teachers Education
	Heritage education	2,5/I,III	Teachers Education, Preschool Teacher Education

	Preschool education 1	1/I	Preschool Teachers Education
	Cooperation between family and preschool institution	3/V	Preschool Teachers Education
	Integrated Preschool Curriculum	3/VI	Preschool Teachers Education
	Preschool education 2	1/II	Preschool Teachers Education
	Methodics of preschool education I 1	2/III	Preschool Teachers Education
	Physical education	3/V	Teachers Education
	Physical education	4/VII	Teachers Education
	Physical education	5/IX	Teachers Education
	Sports Workshop	3/VI	Teachers Education
	Workshop creativity in motion	1/II	Preschool Teachers Education
	Music Workshop I	1/II	Teachers Education
	Music Workshop II	3/V	Teachers Education
	Musical Culture	2/IV	Teachers Education
	Methodology of teaching Music I	3/V	Teachers Education
	Methodology of teaching Music II	3/VI	Teachers Education
	Methodology of teaching Music III	4/VI	Teachers Education
	Methodology of teaching Music IV	4/VII	Teachers Education

Description of the courses offered in English language					
Name of the course		CHILD PSHYCHOLOGY			
Number of ECTS credits 4	Manner of implementation of the study programme	L 2	E 1	S 3	Semester
Description of the course	<p>The aim of the course is to acquire knowledge of the principles of child development. The task of the course is to provide students the latest knowledge in the field of child development at the age of early childhood, middle childhood and preadolescence.</p> <p>Prenatal development period makes the first unit of the course which discusses the development from conception until birth, the quality of life of the mother and fetal development, the role of teratogenic factors. The development of perceptual skills and motor development in early childhood is of particular importance. The following topics deal with the development of attention and memory of the child. The development of thinking is explained in the light of Piaget's theory of cognitive development. The emotional development of a child (commitment, the role of the family and other socialization factors), the development of social relations of preschool and school age (the importance of social support) and basic forms of social behavior, group management, non-violent conflict resolution, facing with the emotional loss.</p>				
Learning outcomes of the course	<p>Acquired knowledge of the principles of child development; ability of explaining and application of the latest knowledge in the field of child development at the age of early childhood, middle childhood and preadolescence.</p>				

Description of the courses offered in English language						
Name of the course	PHILOSOPHY OF EDUCATION					
Number of ECTS credits	4	Manner of implementation of the study programme	L 2	E 1	S 2	Semester
Description of the course	<ol style="list-style-type: none"> 1. Philosophy and fundamental questions of philosophy 2. The term philosophy of education; The subject of philosophy of education 3. Place the philosophy of education in philosophy; Relation to other sciences 4. Educational Research and philosophical approach educational issues 5. The objectives of education, philosophical foundations and starting points 6. Ethics and Education 7. Questions of moral development and the development of moral awareness 8. Kohlberg's theory of moral development 9. Education and training with regard to questions prosocial behavior and moral reasoning 10. Moral and character development 11. The concept of freedom; Freedom and authority in education 12. Teaching, education and respect for persons 13. Education on the Rights of the Child 14. The issue of teaching of thinking, contemporary context of developing the skills of critical thinking 15. Problems of the modern world and the attitude towards education issues: violence, human rights, respect for life, discrimination, solidarity, tolerance, sexuality ... 16. Education and Democracy 17. The problems of democratization and development in education 					
Learning outcomes of the course	<p>Critical thinking and researching the important issues of education through philosophical approach educational issues; responsible attitude to all matters relating to education today; knowledge of the fundamental issues addressed by philosophy of education, particularly with cognitive and value aspects; understanding of problems in education within the cultural, social and general conditions, as well as fostering of creative, critical and responsible attitude towards all issues and problems of education, which are important for the development of people and society in general.</p>					

Description of the courses offered in English language					
Name of the course	SELECTED TOPICS IN PHILOSOPHY OF EDUCATION				
Number of ECTS credits 4	Manner of implementation of the study programme	L 1	E	S 1	Semester 2.
Description of the course	<ol style="list-style-type: none"> 1. Philosophy of education and issues of emancipation; 2. Emancipatory role of philosophy; J.Ranciere and questions of emancipation; p.Vuk-Pavlovic as a philosopher of education; emancipator and teacher; M.Brida on the value of the person and freedom in education; 3. The power of education in the emancipation of man and society; Model of human development in education; 4. The emancipation of the citizens and the importance of education today; 5. Philosophy of education and issues of feminism; M.Wollstonecraft the emancipation of women through education; M.C.Nussbaum on the development of skills; 6. Questions emancipation today-challenges and perspectives. 				
Learning outcomes of the course	<p>Understand; analyze the and evaluate the basic concepts and problems related to emancipation in education and society; critically and responsibly consider the sources and consequences of prejudice and stereotypes in education; develop the skills of identifying problems that need to be addressed in education regarding emancipation; understand the importance of philosophers who contributed thoughts about the various forms of emancipation; develop the skills of application emancipatory views and ideas on solving educational and other issues as part of the takeover of ethical and social responsibility for the development of man and society in general.</p>				

Description of the courses offered in English language						
Name of the course	DIDACTICS					
Number of ECTS credits 5	Manner of implementation of the study programme	L 2	E	S 1	Semester 3	
Description of the course	<p>A theoretical course which aims at elaborating a conceptual framework linked with educational researches and teaching practices. The reflective practice seminars, which aim at enabling the exchange, analysis and conceptualization of the situations encountered during teaching and to think about professional identity. The realization of the didactic seminars of reflexive practices.</p> <p>Thematic contents: Introduction into the theoretical and methodological grounding of didactics and basic didactic concepts; didactic educational systems; planning and programming of teaching; of curriculum (philosophical orientation and structure); phases of the teaching process and the articulation of a particular teaching situation; strategy of education; principles; methods; technology and media in teaching and learning; modes of evaluation and self-evaluation; communication pathways and processes and interaction styles of students and teachers; educational climate; school ecology and connectedness of didactics and curriculum with an emphasis on the curriculum directed towards the student.</p>					
Learning outcomes of the course	<p>Understanding and developing a critical thinking on certain characteristics of the school system in Croatia, mainly in terms of teaching practices. Confronting one's own ideas for understanding how they may affect one's educational activities. Analyzing various factors that may influence students learning. Interpreting teaching/learning situations with the aim to understand and evaluate the possible effect of one's actions and to make informed in educational choices.</p> <p>Students will become familiar with the subject, the scientific determination, development of didactics and different theoretical approaches to didactics; they will develop skills of preparation, performance and evaluation of teaching; students will be able to apply didactic competencies to all teaching methodologies in all school subjects in elementary education cycle.</p>					

Description of the courses in English language						
Name of the course	METHODICS OF TEACHING OF NATURE AND SOCIETY 1					
Number of ECTS credits 4	Manner of implementation of the study programme	L	E	S	Semester	
		2		1	5	
Description of the course	<p>Thematic contents:</p> <ol style="list-style-type: none"> 1. The development of teaching of nature and society in the world and in Croatia 2. Specific features of methods of teaching science and society: definition, structure and tasks of teaching nature and society 3. Interdisciplinarity of methodology of teaching methods in science and society 4. The specificity and importance of the subject nature and society The principle of regional identity and the integrity 5. The extent, intensity and variability of the contents of teaching nature and society 6. The educational and practical importance of the subject of nature and society and contents of the subject of nature and society 7. The analysis of the curriculum subjects of nature and society 8. Connecting contents items of nature and society with other subjects 9. Time and coping with it (orientation in time) 10. The modern approach to nature and society 11. Methods and procedures of cognition in science 12. Contemporary understanding of research-based teaching 13. Space and coping with it (orientation in space) 14. Introducing students to the perception of time and coping with it 15. Ecological activities in teaching nature and society 					
Learning outcomes of the course	<p>Students will become familiar with the content of the subject and all forms of methodical implementation and interpretation; students will master the elementary forms of scientific research as well as methods and evaluation of the teaching process. Interpreting teaching/learning situations with the aim to understand and evaluate the possible effect of student's actions and to make him/her informed in educational choices.</p>					

Description of the courses of English language						
Name of the course	METHODICS OF TEACHING OF NATURE AND SOCIETY 2					
Number of ECTS credits 4	Manner of implementation of the study programme	L	E	S	Semester	
		2		1	6	
Description of the course	<p>Thematic contents:</p> <ol style="list-style-type: none"> 1. The methodical design of natural contents during the introduction of students in the natural sciences 2. Modern methods and procedures in the teaching of natural sciences 3. Design; research and problem solving approach to teaching science 4. Getting to know the historical and social themes (Historical imagery and developmental themes) 5. School gardens and school heritage collection (historical presentation; function; concept, a regional value) 6. Outdoor education in nature and society 7. Educational field trip to different destinations (nature; garden; park; handicraft workshops; institution, museum; library; exhibition etc.) 8. The development of children's creativity through the teaching of science and society 9. School in nature. Presentation of the school program. 10. Health and ecological education in the teaching of science and society. 11. Additional lessons; supplementary education; extracurricular activities in teaching nature and society 12. The teaching of science and society in combined classes 13. Importance and presentations cross-curricular connections in conventional and combined classes (multi-disciplinary and multi-functional approach) 14. The role of the teaching content of science and society; methods and procedures in working with children with special needs and gifted children (differentiated approach) 					
Learning outcomes of the course	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. analyze and connect curriculum contents in nature and society during the curricular design of the teaching process in the stage of initial primary school teaching 2. achieve a functional level of methodological competence focused on the design and planning of teaching strategies and methods, as well as their implementation, in the teaching of science and society 3. analyze the prevalence of the curriculum content and the nature of society in the textbooks and the textbooks used in accordance with the expected level of methodological culture of teachers 4. meet, compare and evaluate current methods and procedures in the teaching of natural sciences 					

Description of the courses offered in English language					
Name of the course	COOPERATION BETWEEN KINDERGARTEN AND PRIMARY SCHOOLS				
Number of ECTS credits 4	Manner of implementation of the study programme	L	E	S	Semester
Description of the course	<p>Thematic contents:</p> <ol style="list-style-type: none"> 1. The basic starting points and features of cooperation between kindergarten and primary school 2. Sensitization and preparation of pre-school teachers and teachers in a collaborative relationship 3. Professional and pedagogical department and principals in the process of cooperation 4. Parents as active factors in the process of cooperation 5. Models of cooperation between kindergarten and primary school 6. Studies of the adjustment of children at primary school 7. Planning, monitoring and evaluation of the cooperation process 				
Learning outcomes of the course	<p>Students will become familiar with the cooperation between kindergarten and primary school and all forms of adjustment of children at primary school; students will become familiar with planning, monitoring and evaluation of the cooperation process as well as sensitization and preparation of pre-school teachers and teachers in a collaborative relationship.</p>				

Description of the courses offered in English language						
Name of the course	SPORTS WORKSHOP					
Number of ECTS credits 4	Manner of implementation of the study programme	L	E	S	Semester	
Description of the course	<p>Thematic contents:</p> <ol style="list-style-type: none"> 1. Children's volleyball Children's volleyball- basic elements (serving, passing, setting, blocking,digging) 2. Children's volleyball- skills and drills 3. Children's volleyball- games 4. Children's handball- basic elements (teaching of catching and passing) 5. Children's handball-teaching of shots 6. Children's handball-teaching of dribbling and feints, games skills and drills 7. Children's basketball-techniques and practices (positions,shooting and rebounding) 8. Children's basketball-techniques and practices (passing,dribbling and blocking) 9. Children's basketball- games 10. Children's football-teaching basic techniques (passing drills, dribbling and shooting) 11. Children's football-agility drills 12. Children's football- games 13. Kinesiological operators- point games 14. Kinesiological operators-elemental games 15. Kinesiological operators-polygons and circulars 					
Learning outcomes of the course	<p>Identify the rules of sport with regards to safe sport and the ethical considerations involved; Skills to conduct safe and effective warm up, stretching and cool down session; Recognise and value safe sporting environments and participation.</p>					

Description of the courses offered in English language						
Name of the course	CROATIAN LANGUAGE I					
Number of ECTS credits 5	Manner of implementation of the study programme	L	E	S	Semester	
		2		1	1.	
Description of the course	<p>Aim of the course of Croatian Language 1 is a systematic memory, understanding and practicing grammar; spoken and written contents are the foundation of communicative competence (oral and written) on the professional and personal level. The program of the course is interdisciplinary and requires knowledge of the theory of standard language and its history, relations Croatian standard language and dialects of the Croatian language, as well as the general theory of communication standard Croatian language.</p>					
Learning outcomes of the course	<ol style="list-style-type: none"> 1. Itemize idioms of the Croatian language and provide reasoning for the differences in relation to the Croatian standard language 2. Analyze pronunciation of phonemes of the Croatian language 3. Identify and analyze the alternation (phonological and morphological) 4. Identify differences in the pronunciation of phonemes č,ć,dž,đ, and changes alternation of ije/je/e/i 5. Identify the accents of the Croatian standard language and observe deviations from the standard language accent norms 6. Identify all kind of words 7. Self analyze the grammatical categories of nominal words (gender; number, case) 8. Self analyze the grammatical categories of the verb 9. Itemize and recognize the invariable parts of language 10. Identify modes in word formation 					

Description of the courses offered in English language					
Name of the course	ENGLISH AS A FOREIGN LANGUAGE 1				
Number of ECTS credits 4	Manner of implementation of the study programme	L	E	S	Semester
		2		1	1,2
Description of the course	Consolidation of secondary school knowledge of a foreign language (English) by processing the appropriate topics of general culture with particular emphasis on areas such as art; ecology; heritage; spirituality; health, and topics chosen by the students.				
Learning outcomes of the course	<ol style="list-style-type: none"> 1. The development of skills of organization and planning of personal study and advancement through the prism of critical and self-critical questioning of scientific truth 2. Developing the ability to generate new ideas and demonstration of professional competence in the native and foreign (English) language 3. Students will learn to independently use newspapers; ie. Literature in a foreign language (English) in areas such as music, visual arts, theater expression; preservation of natural and cultural heritage; as well as physical and mental health 4. The deepening and improvement of general language competence within the four basic language skills; listening comprehension; reading; speaking and writing in a foreign language 				

Description of the courses offered in English language						
Name of the course	PAINTING					
Number of ECTS credits	Manner of implementation of the study programme	L	E	S	Semester	
		1	1		1,2	
Description of the course	<p>Thematic contents:</p> <ol style="list-style-type: none"> 1. Color theory and introduction to painting; 2. Painting Techniques; 3. Image and Icon; 4. Still Life (Still nature) by observation; 5. Portrait of the live model and the plaster cast of the Act after a living model and a plaster cast; composition more figures in space 6. Landscape painting Landscape painting by imagination expanded image; aesthetics, art history and beauty 					
Learning outcomes of the course	<p>Developing the creativity and imagination in the expression of painting techniques; students will through a modern approach to visual culture enhance and advance issues of education in today's society.</p> <p>Students will develop:</p> <ol style="list-style-type: none"> 1. Ability to express themselves in a variety of painting techniques and media 2. Ability to use painting materials 3. Ability to apply the lessons of painting media in shaping the artistic poetics 4. The ability of theoretical expression in the field of painting media; and the use of language elements of painting media in the educational process 5. The ability to analyze, synthesize and evaluate artistic and creative skills of using the acquired information from various sources 					

Description of the courses offered in English language						
Name of the course	MUSICAL WORKSHOP					
Number of ECTS credits 4	Manner of implementation of the study programme	L	E	S	Semester	
					1,2	
Description of the course	<p>The aim of the course is to introduce students to musical culture and introduction to the basics of music theory.</p> <p>Thematic contents:</p> <ol style="list-style-type: none"> 1. Tone 2. Note values 3. Musical meter and rhythm 4. Scales 5. The chords (triad; Septakordi) 6. A melody 7. The harmony 8. Musical forms 9. Tempo 10. The dynamics 11. Playing the instrument with the keys 12. Playing on the Orff instrumentation 13. Playing on your own body 14. Musical creativity – improvisation 					
Learning outcomes of the course	<p>After finishing this course students will be able to:</p> <ol style="list-style-type: none"> 1. Selfapplied art of reading the music tracks for the interpretation of simple song singing and playing 2. Selfread and analyze the musical material 3. Develop independence and ability to teamwork 4. Develop musical creativity and critical thinking 5. Apply the knowledge acquired in the methodology of teaching music culture and transmit their knowledge and enthusiasm for singing and playing music to primary school students 					

Description of the courses offered in English language						
Name of the course	TEACHING METHODOLOGY OF MATHEMATICS 1					
Number of ECTS credits 4	Manner of implementation of the study programme	L 2	E	S 1	Semester 6,7	
Description of the course	<p>The aim of this course: Understand and learn basic mathematical concepts on the elementary level and access to the concepts in terms of modern theory of teaching and learning in mathematics.</p> <p>Thematic contents:</p> <ol style="list-style-type: none"> 1. Introduction to work. Why do we teach mathematics? 2. Mathematical education in Croatia and abroad - Is there a need for change? 3. Theories that have affected the teaching and learning of mathematics 4. Principles and methods of teaching mathematics in primary school 5. Concepts in mathematics. The concept of number. Prebrojivost - methodical design 6. Concepts of computational operations in the teaching of mathematics in lower grades of primary school. Addition and subtraction. 7. Concepts of computational operations in the teaching of mathematics in lower grades of primary school. Multiplication and division. 8. Concepts of computational operations in the teaching of mathematics in lower grades of primary school. Multiplication and division. 9. Oral and written computation in mathematics in the lower grades of elementary school 10. Geometric contents in the lower grades of elementary school - methodical design 					
Learning outcomes of the course	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. enumerate principles relevant to the teaching of mathematics 2. to comment on the importance of principles in the teaching of mathematics 3. enumerate methods in mathematics 4. define mathematical literacy 5. methodically describe the development of the concept of number through the teaching of mathematics in lower grades 6. methodically describe the development of the concept of arithmetic operations through the teaching of mathematics in lower grades 7. methodically describe the development of measurement through the teaching of mathematics in lower grades 8. methodically describe the development of geometric concepts in mathematics education in the lower grades 					

Description of the courses offered in English language					
Name of the course	TEACHING METHODOLOGY OF MATHEMATICS 2				
Number of ECTS credits 4	Manner of implementation of the study programme	L	E	S	Semester
Description of the course	<p>The aim of this course: Understand and learn basic mathematical concepts on the elementary level and access to the concepts in terms of modern theory of teaching and learning in mathematics.</p> <p>Thematic contents:</p> <ol style="list-style-type: none"> 1. Ways of solving mathematical problems in initial teaching of mathematics 2. Conferences on initial teaching of mathematics 3. The basic geometric concepts: geometric body; side of a geometric body, the edge 4. Geometrical shape; line; closed line, length point. 5. Relationships among objects: comparison of the situation; comparing the size 6. Organization of teaching mathematics: the methodical design of the lessons of the adoption of the new contents 7. Organization of teaching practice and repetition 8. Organization of evaluation of the knowledge 9. Preparing for the lesson 10. Preparation of plans and programs 11. Curriculum of mathematics: the selection and arrangement of contents. 				
Learning outcomes of the course	<p>After finishing this course students will be able to:</p> <ol style="list-style-type: none"> 1. create a methodical design approach in solving mathematical problems according to the curriculum for mathematics in grades first to fourth 2. create a plan and program for the initial teaching mathematics based on the prescribed competencies 3. create and write operational and implementing plans for the teaching of mathematics in primary school 				

Description of the courses offered in English language						
Name of the course	HERITAGE EDUCATION					
Number of ECTS credits	Manner of implementation of the study programme	L	E	S	Semester	
3		1		1	1,3	
Description of the course	<p>The aim of course is to introduce; explain and analyze the relationships in modern society and the role of heritage in it; learn about resources; the role and the possible use of heritage, and existing and possible modes of its practical application in the functioning of society and the development strategy.</p> <p>Thematic contents:</p> <ol style="list-style-type: none"> 1. Introductory lecture: The world today: ideas; movements, the role of of heritage; Identity; survival; continuity; 2. Social Ethics of heritage, eco-museums and museums of society; The art of communicating of heritage; 3. Total Museum (network of heritage); 4. The communication aspects of the curriculum in primary schools in relation to inheritance; 5. The right of the child to fostering cultural heritage; 6. Cooperation among kindergarten, schools and museums (and other cultural institutions) in introducing of heritage; 7. Traditional games in the upbringing of children, the toy and culture; 8. Croatian traditional music and musical instruments; 9. Ethno-projects in the function of preserving the cultural heritage; 10. Ethnographic collections as a source of artistic; musical and literary creativity of children; 11. The fundamental values of heritage in education; 12. Heritage and identity. 					
Learning outcomes of the course	<p>After this course the student will be able to:</p> <ul style="list-style-type: none"> - explain and analyze the relationships in modern society and the role of heritage in it - determine the sources; the role and the possibilities of using of heritage - recognize and interpret the communication aspects of the curriculum at the school in relation to inheritance - define the role of schools as part of the cultural environment in which it acts - determine the rights of the child aimed at fostering cultural heritage - devise cooperation between schools and museums (and other cultural institutions) in introducing of heritage - describe Croatian traditional music and musical instruments - organize educational projects in schools related to heritage facilities - analyze the ethnographic collections as a source of artistic; musical and a literary creativity of children - evaluate the core values of of heritage in education 					

Description of the courses offered in English language							
Name of the course	CROATIAN LITERATURE IN THE DIASPORA						
Number of ECTS credits	4	Manner of implementation of the study programme	L 2	E	S 1	Semester	7, 8
Description of the course	<p>The basic aim of the course is to describe and define the essential literary and historical as well as stylistic formation and conceptual features of Croatian literature in the Diaspora. Students will be introduced to the key authors of Croatian literature that has been created, in part or entirely; outside their borders. Interpretation and analysis of selected parts within a given corpus of reference will be made to their value and establish models for their analysis. Students will learn about recent interpretations and positioning of literature in the Diaspora / exile.</p> <p>Thematic contents: The terms of literature in the Diaspora Croatian literature of indigenous ethnic minorities (Austria; Hungary; Serbia; Italy; Romania; Slovakia) Croats outside of Croatia and Croatian literature Culture and literature of the Croats in Gradišće region A review of cultural and literary events since arriving in Western Hungary in the 20th century Contemporary literature of Croats in Hungary Culture and Literature Croats in Romania (krashovani); Italy (Molise Croats); Bay of Kotor; Vojvodina and Bosnia and Herzegovina. Croatian literature overseas The term of exile in the world and Croatian literature Bonifačić / Nikolić - Croatian Review Croatian emigrant literature Newspapers and magazines in exile Maruna / Nizeteo / Kordić / Kupareo Australian Croats (ideological origins and positioning literature in Croatian language)</p>						
Learning outcomes of the course	<p>Knowledge and understanding of concepts exile; diaspora; emigrant and defining them. Knowledge and understanding of exile in world literature. Knowledge and understanding of Croatian literature of autochthonous national minorities. Analysis of key works of Croatian literature in the Diaspora. Understanding the importance of periodic publications for the the preservation of Croatian literature and culture in the Diaspora. Knowledge of newspapers and magazines in exile.</p>						

Description of the courses offered in English language						
Name of the course	ETHICS AND HUMAN RIGHTS					
Number of ECTS credits 4	Manner of implementation of the study programme	L	E	S	Semester	
		1		1	8	
Description of the course	<p>Thematic contents:</p> <ol style="list-style-type: none"> 1. Ethics and morality-fundamental issues and problems; 2. Moral action; freedom of action and decision-making; 3. A short overview and critical look at the ethical point of view-the theory of virtue; deontological theories; consequentialism; 4. Morality and human rights-justice; rights and duties; 5. The history of human rights; 6. Types of human rights; Human rights and human dignity; International documents on human rights; 7. The Universal Declaration of Human Rights, the European Convention on Human Rights; 8. Women's rights; children's rights and all human rights today; 9. What to do when human rights are violated? 10. The concept of tolerance; tolerance and pluralism; 11. Human rights and democratic values today-challenges and perspectives 					
Learning outcomes of the course	<p>After this course, students will be able to:</p> <p>understand and apply basic knowledge in the field of ethics and human rights; analyze the contribute to the development of human rights and democratic values throughout the history of mankind; understand the importance of rights and responsibilities in human rights documents; take ethical and social responsibility for the respect human rights and human dignity in everyday life; create a positive level of communication and behavior regarding the development of tolerance; cooperation; dialogue and mutual respect; conflict resolution and conflict; develop sensitivity to recognize and care about the protection of human rights in educational work and their environment; abstract logical and creative thinking on the possible resolution of problems related to the field of human rights; strive for ethics and respect for human rights personally and professionally .</p>					

Description of the courses offered in English language						
Name of the course	PRESCHOOL PEDAGOGY I					
Number of ECTS credits 4	Manner of implementation of the study programme	L 2	E 1	S	Semester	
Description of the course	<p>The aim of the course: The development of knowledge; skills and competence on the basis of which the educators act towards the affirmation of early childhood as a space for the high-quality educational intervention. The acquisition of knowledge; skills and competence profiling knowledge and skills to a variety of professional roles in institutional context of early childhood.</p> <p>Thematic contents:</p> <ol style="list-style-type: none"> 1. Pedagogy of early and pre-school education system as a scientific fact; research methods and theories of education in early childhood 2. Pedagogy of early and pre-school education as a pedagogical discipline; independence of the system of pedagogy as a science of education; connections with other disciplines; anthropological; sociological, philosophical and psychological assumptions of educational activities in early childhood 3. The theoretical and methodological aspects of preschool pedagogy 4. Observation and monitoring of children in nursery schools and kindergartens. 5. Social and cultural conditionality of education in early childhood: the modern conception of early childhood (cultural-social and educational context); the situation of children in the modern world 6. Rights of the Child 7. Early childhood and social context; the importance of social context in promoting early childhood development and education 8. Modern preschool programs (theoretical basis; models; components of the program; its effects development evaluation results; the possibilities of application of the model program development appropriate orientation) 9. The humanist concept in preschool education. Basic characteristics of out-of-care and early childhood education; nursery and kindergarten - the institutional context of growth and development; education of children 					
Learning outcomes of the course	<p>After this course, students will be able to: Apply a higher level of knowledge and understanding in the field of education in the early and pre-school education. Create new learning skills as a prerequisite for further continuous; lifelong learning. Develop the skills of autonomous learning; openness to new problems and the ability of their resolve. Identify and explain childhood as a socio-cultural and educational complex. Define the characteristics of child development in the early and pre-school education and to interpret them in the context of educational reflection. Apply professional terminology appropriate education in early childhood.</p>					

Description of the courses offered in English language						
Name of the course	METHODOLOGY OF PRE-SCHOOL EDUCATION					
Number of ECTS credits	4	Manner of implementation of the study programme	L	E	S	Semester
			2		1	3, 4
Description of the course	<p>The main objectives of the course:</p> <p>To introduce contemporary theoretical approaches to the organization of pre-school educational activities and to train students for individual performance and the application of fundamental methods and forms of work in the process of encouraging different aspects of child development.</p> <p>Thematic contents:</p> <ol style="list-style-type: none"> 1. Subject; character and aims of the course. Methodology of educational work and child-centered the curriculum 2. The curriculum and core development areas of a child of preschool age 3. Characteristics of programs: continuity; complexity and integration focus; orientation character of the program; meet the individual and specific needs and interests of the child 4. The fundamental dimensions of the organization of work in pre-school 5. Types of activities 6. Centers activity or interest workshops 7. Space arrangement 8. Sources and incentives for gaining experience 9. Monitoring and evaluation of educational activities 					
Learning outcomes of the course	<p>After this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Develop instrumental general competencies of analysis and synthesis, planning and organizing. 2. Develop interpersonal general kometencije teamwork and interpersonal skills. 3. Develop a systematic general competencies-the ability to create new ideas; the ability to adapt to new situations and the ability to lead. 4. Explain the basic concepts of linguistic communication in integrated curriculum. 5. Identify and analyze the the basic factors; conditions and different methodological approaches in the design of language and communication in integrated curriculum. 6. Analyze and synthesize content from the mental and physical characteristics of development of preschool children. 7. Actively apply the acquired knowledge of the language and communication processes in educational situations. 					

Description of the courses offered in English language					
Name of the course	ALTERNATIVE CONCEPTIONS IN PRESCHOOL EDUCATION				
Number of ECTS credits 4	Manner of implementation of the study programme	L 2	E	S 1	Semester 5.
Description of the course	<p>The aim of the course is to to introduce students to the most relevant alternative concepts of education; and train them in understanding and critical consideration. In addition, the goal is to train students for the practical implementation of some elements of the educational practices of certain alternative pedagogical approaches with the aim of improving educational activities in preschools.</p> <p>Thematic contents:</p> <ol style="list-style-type: none"> 1. Philosophical foundations of different concepts 2. The objectives of education in Montessori; Waldorf and Reggio pedagogy 3. Montessori pedagogy (position of the child, the role of educators, physical environment; teaching materials) 4. Waldorf pedagogy (course of the school year; space and teaching materials; the rhythm of the day in Waldorf kindergartens, the role of educators) 5. Reggio pedagogy Loris Malguzzi (spatial and material environment; project work role odgojiteljja; children; parents and experts in project work) 6. Social situational approach of J.Zimmer 7. Interactive Pedagogy (CRESAS and iedb) 8. Agazzi pedagogy 9. NTC learning system 10. Forest Kindergartens 11. Educational pluralism in the world and countries in transition 12. Features of the concrete application of particular pedagogical approaches in educational practice of our kindergartens 				
Learning outcomes of the course	<p>After this course, students will be able to:</p> <ol style="list-style-type: none"> 1. describe the most relevant alternative concepts of education and prepare them to for the understanding and critical examination 2. practice certain elements of the educational practices of some alternative concepts that can enhance and improve educational activities in different situations 				

Description of the courses offered in English language						
Name of the course	INTEGRATED PRE-SCHOOL CURRICULUM					
Number of ECTS credits	2	Manner of implementation of the study programme	L	E	S	Semester
			1		1	5.,6.
Description of the course	<p>Thematic contents:</p> <ol style="list-style-type: none"> 1. The theoretical approach to the study of integrated early and pre-school curriculum 2. Traditional and modern definition of pre-school curriculum 3. Thematic programming theory and situational learning 4. The integrated curriculum 5. The project as a form of an integrated curriculum 6. The project according to the authors L.Katz and S.C.Chard. Reggio conception of the project 7. Child labor and educators on the joint planning and implementation of the project as a model of comprehensive integrated learning; cooperative learning; involving parents and the local community - a joint construction of curriculum 8. The learning process of children 9. Diverse roles of educators in educational activities (observer; participant; facilitator; initiator; instigator; researcher; moderator; presenter; documentor, and others.) 10. Parents as resources of knowledge; staff in the educational process and the partners in the construction and evaluation of the curriculum 11. Educator as an ethnographer and the use of ethnographic methods 12. The role of documentation in encouraging collaborative learning of children (documenting the learning process of children and educators) 					
Learning outcomes of the course	<p>After finishing this course students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate the reflection of personal practice and continuous evaluation of the effects of its achievements; - Nominate and explain the latest scientific knowledge on the nature of the child's learning in early childhood and forms of their cultivation and socialization; - Create; implement and evaluate an integrated curriculum in the totality of all development areas (kinesiology; music, art; language and communication; research and cognitive area) using activities and materials in accordance with the contemporary development theories for explaining children's development; - Apply effective strategies in promoting the overall development of the reach of the child in early childhood. 					

Description of the courses offered in English language						
Name of the course	NATURAL FORMS OF KINESIOLOGICAL ACTIVITIES					
Number of ECTS credits 4	Manner of implementation of the study programme	L	E	S	Semester	
		2		1	6	
Description of the course	<p>The aim of the course is to to introduce students to ways of organizations, implementing and monitoring the process of physical exercise. To enable students to independently perform activities in the field of kinesiology culture. To enable students for self-assessment of their activities.</p> <p>Thematic contents: Natural forms of movement; values of physical education The characteristics of motoric movements of preschool children Explain the impact of physical exercise on the body Prepare and carry out various forms of physical exercise To introduce students with the most rational and most effective ways of organization implementing and monitoring the process of physical exercise Children's outdoor games Children's games in the hall like games in the classroom Illusory Games, speed and strength; skill games Elementary games; relay games; team games; games in the snow; games with water and in the water; child and rhythms</p>					
Learning outcomes of the course	<p>After finishing this course students will be able to: Demonstrate knowledge for the effective and efficient implementation of kinetic contents in accordance with the evolving characteristics of the child Analyse skills in observation and assessment of children's creative kinesiological activities Creating cooperation with sports organizations of the local community</p>					

Description of the courses offered in English language					
Name of the course	COOPERATION BETWEEN FAMILY AND KINDERGARTEN				
Number of ECTS credits 3	Manner of implementation of the study programme	L	E	S	Semester
		1		1	3
Description of the course	<p>Thematic contents:</p> <ol style="list-style-type: none"> 1. The fundamental starting points and collaboration features of family and kindergarten 2. Different understanding of the cooperation of parents and educational professionals 3. Sensitization and preparation of pre-school teachers and parents for the a collaborative relationship 4. Parents as active factors in the process of cooperation. Assumptions partnership between parents and educators 5. Levels of competence of parents and educators 6. Expert pedagogical service and kindergarten principals in the process of cooperation 7. Preferred forms of cooperation between family and kindergarten 8. Models of cooperation between parents and educators 9. The angle (a small space) for parents 10. The types of parent-teacher meetings 11. Workshops for parents and educators 12. Home visits to parents and children 13. The active participation of parents in the implementation of educational activities in kindergarten 14. The research of the adjustment of children in pre-school 15. Planning; monitoring and evaluation of the cooperation process. 				
Learning outcomes of the course	<p>After passing the examination of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Interpret the significance of the fundamental forms of cooperation with parents 2. Develop the skills to establish collaborative relationships 3. Adopt the basic skills of communication with parents 				