**Department of Pedagogy**

Academic year 2021 / 2022

Date: 25.10.2021

# Studies

## University undergraduate single major study Pedagogy

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 35969 | Basics of Pedagogy | 5 | 30/30/0 | | 35970 | History and Philosophy of Pedagogy | 5 | 30/30/0 | | 39622 | Physical Education 1 | 0 | 0/0/30 | | 35971 | Theories of Didactics | 5 | 30/30/0 | | 35972 | Theories of Education | 5 | 30/30/0 | |
| **Elective courses - choose at least 5 ECTS credits (1834)** |
| |  | | --- | | **Courses from other departments** | | Number of courses: 218 | |
| **Foreign language for special purposes - choose one foreign language (2102)** |
| |  |  |  |  | | --- | --- | --- | --- | | 225414 | English for Academic Purposes 1 | 2 | 0/30/0 | | 225418 | French for Academic Purposes 1 | 2 | 0/30/0 | | 225422 | German for Academic Purposes 1 | 2 | 0/30/0 | | 225434 | Italian for Academic Purposes 1 | 2 | 0/30/0 | | 225426 | Russian for Academic Purposes 1 | 2 | 0/30/0 | | 225430 | Spanish for Academic Purposes 1 | 2 | 0/30/0 | |
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**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 35978 | Andragogy | 5 | 30/30/0 | | 35975 | Family Pedagogy | 5 | 30/30/0 | | 35973 | History of Croatian Pedagogy and School System | 5 | 30/30/0 | | 35976 | Pedagogy of Early Childhood | 5 | 30/30/0 | | 39624 | Physical Education 2 | 0 | 0/0/30 | | 35974 | Systematic Pedagogy | 5 | 30/30/0 | |
| **Elective courses - choose at least 5 ECTS credits (1835)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 36698 | Pedagogy of Life-long Education | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 218 | |
| **Foreign language for special purposes - choose same language as in 1st semester (2103)** |
| |  |  |  |  | | --- | --- | --- | --- | | 225415 | English for Academic Purposes 2 | 2 | 0/30/0 | | 225419 | French for Academic Purposes 2 | 2 | 0/30/0 | | 225423 | German for Academic Purposes 2 | 2 | 0/30/0 | | 225435 | Italian for Academic Purposes 2 | 2 | 0/30/0 | | 225427 | Russian for Academic Purposes 2 | 2 | 0/30/0 | | 225431 | Spanish for Academic Purposes 2 | 2 | 0/30/0 | |
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**3. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 66634 | Anthropology of Education | 5 | 30/30/0 | | 66638 | Early Childhood Education Institutions | 5 | 30/30/0 | | 51384 | International Education | 5 | 30/30/0 | | 66637 | Introduction into Pedagogical Research | 5 | 30/30/0 | | 51385 | Pedagogy of Adolescence | 5 | 30/30/0 | | 50927 | Physical Education 3 | 0 | 0/0/30 | |
| **Elective courses - choose 5 ECTS credits (3665)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 53604 | Psychology of Education | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 218 | |
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**4. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 51407 | Alternative Pedagogical Ideas and Schools | 5 | 30/30/0 | | 51404 | Education in Children's Homes | 5 | 30/30/0 | | 50932 | Physical Education 4 | 0 | 0/0/30 | | 124381 | Pre-service Professional Practice in Early Childhood Education Institution | 5 | 0/0/0 | | 184255 | Quantitative research methods | 5 | 30/30/0 | | 184261 | School pedagogy | 5 | 30/30/0 | |
| **Elective courses - choose at least 5 ECTS credits (3673)** |
| |  | | --- | | **Courses from other departments** | | Number of courses: 218 | |
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**5. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 66639 | Basics of Special Pedagogy | 5 | 30/30/0 | | 65565 | Critical Theories of Education | 5 | 30/30/0 | | 52616 | Information Systems and Data Bases in Education | 5 | 30/30/0 | | 184254 | Qualitative Research of Education | 5 | 30/30/0 | | 52617 | Statistics in Pedagogical Research | 5 | 30/30/0 | |
| **Elective courses - choose at least 5 ECTS credits (3912)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 184257 | Educational Change Strategies | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 218 | |
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**6. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 52622 | Differential Pedagogy | 5 | 30/30/0 | | 69710 | Education of Gifted Students | 5 | 30/30/0 | | 184260 | Educational policies | 5 | 30/30/0 | | 52623 | Pedagogical Diagnostics | 5 | 30/30/0 | | 184256 | Working with students with special educational needs | 5 | 30/30/0 | |
| **Elective courses - choose at least 5 ECTS credits (3913)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 52624 | Sexual Pedagogy | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 218 | |
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## University undergraduate double major study Pedagogy

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 35969 | Basics of Pedagogy | 5 | 30/30/0 | | 35970 | History and Philosophy of Pedagogy | 5 | 30/30/0 | | 39622 | Physical Education 1 | 0 | 0/0/30 | | 35971 | Theories of Didactics | 5 | 30/30/0 | |
| **Foreign language for special purposes - choose one language (1898)** |
| |  |  |  |  | | --- | --- | --- | --- | | 225414 | English for Academic Purposes 1 | 2 | 0/30/0 | | 225418 | French for Academic Purposes 1 | 2 | 0/30/0 | | 225422 | German for Academic Purposes 1 | 2 | 0/30/0 | | 225434 | Italian for Academic Purposes 1 | 2 | 0/30/0 | | 225426 | Russian for Academic Purposes 1 | 2 | 0/30/0 | | 225430 | Spanish for Academic Purposes 1 | 2 | 0/30/0 | |
| **Substitute course for foreign language for special purposes - choose a substitute course (2013)** |
| |  | | --- | | **Courses from other departments** | | Number of courses: 218 | |
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**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 35975 | Family Pedagogy | 5 | 30/30/0 | | 35976 | Pedagogy of Early Childhood | 5 | 30/30/0 | | 39624 | Physical Education 2 | 0 | 0/0/30 | | 35974 | Systematic Pedagogy | 5 | 30/30/0 | |
| **Foreign language for special purposes - choose same language as in 1st semester (1899)** |
| |  |  |  |  | | --- | --- | --- | --- | | 225415 | English for Academic Purposes 2 | 2 | 0/30/0 | | 225419 | French for Academic Purposes 2 | 2 | 0/30/0 | | 225423 | German for Academic Purposes 2 | 2 | 0/30/0 | | 225435 | Italian for Academic Purposes 2 | 2 | 0/30/0 | | 225427 | Russian for Academic Purposes 2 | 2 | 0/30/0 | | 225431 | Spanish for Academic Purposes 2 | 2 | 0/30/0 | |
| **Substitute course for foreign language for special purposes - choose a substitute course (2014)** |
| |  | | --- | | **Courses from other departments** | | Number of courses: 218 | |
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**3. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 66634 | Anthropology of Education | 5 | 30/30/0 | | 66638 | Early Childhood Education Institutions | 5 | 30/30/0 | | 66637 | Introduction into Pedagogical Research | 5 | 30/30/0 | | 50927 | Physical Education 3 | 0 | 0/0/30 | |

**4. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 50932 | Physical Education 4 | 0 | 0/0/30 | | 124381 | Pre-service Professional Practice in Early Childhood Education Institution | 5 | 0/0/0 | | 184255 | Quantitative research methods | 5 | 30/30/0 | | 184261 | School pedagogy | 5 | 30/30/0 | |

**5. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 66639 | Basics of Special Pedagogy | 5 | 30/30/0 | | 65565 | Critical Theories of Education | 5 | 30/30/0 | | 184254 | Qualitative Research of Education | 5 | 30/30/0 | |

**6. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 69710 | Education of Gifted Students | 5 | 30/30/0 | |
| **Elective courses - choose 10 ECTS credits (4519)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 184260 | Educational policies | 5 | 30/30/0 | | 184256 | Working with students with special educational needs | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 218 | |
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## University graduate single major study Pedagogy

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117642 | Basics of Social Pedagogy | 5 | 30/30/0 | | 117639 | Didactics | 5 | 30/30/0 | | 117643 | Partnership between Family and Educational Institution | 5 | 30/30/0 | | 117645 | Pedagogical Re-socialization | 5 | 30/30/0 | | 118146 | Theories and Methods of Teaching | 5 | 30/0/30 | |
| **Elective courses - Choose 5 ECTS credits (10696)** |
| |  | | --- | | **Courses from other departments** | | Number of courses: 161 | |
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**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124384 | Basic Teaching Skills | 5 | 30/0/60 | | 186477 | Basics of Intercultural Pedagogy | 5 | 30/30/0 | | 124386 | Curriculum Theories | 5 | 30/30/0 | | 124376 | Early Childhood Education Curriculum | 5 | 30/30/0 | | 124383 | Pre-service Professional School Practice | 5 | 0/0/0 | |
| **Elective courses - Choose at least 5 ECTS credits (11855)** |
| |  | | --- | | **Courses from this department** | | |  |  |  |  | | --- | --- | --- | --- | | 124374 | Interculturalism and Education | 5 | 30/30/0 | | | **Courses from other departments** | | Number of courses: 145 | |
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**3. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117641 | Education for Human Rights and Citizenship | 5 | 30/30/0 | | 117648 | Management and Autonomy of School | 5 | 30/30/0 | | 184262 | Management of School and Class | 5 | 30/30/0 | | 117644 | Pedagogy of Leisure | 5 | 30/30/0 | | 117646 | The Rights of the Child in Education | 5 | 30/30/0 | |
| **Elective courses - choose at least 5 ECTS credits (10797)** |
| |  | | --- | | **Courses from other departments** | | Number of courses: 161 | |
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**4. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124388 | Diploma Thesis in Pedagogy | 15 | 0/0/0 | | 124377 | Models of Initial Teacher Education | 5 | 30/30/0 | | 124379 | Pedagogical Counseling and Vocational Guidance | 5 | 30/30/0 | | 124380 | Pre-service Professional Practice in the Pedagogy of Leisure | 5 | 0/0/0 | | 124382 | Professional and Developmental Services | 5 | 30/30/0 | |

## University graduate double major study Pedagogy

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117642 | Basics of Social Pedagogy | 5 | 30/30/0 | | 117639 | Didactics | 5 | 30/30/0 | | 117643 | Partnership between Family and Educational Institution | 5 | 30/30/0 | |

**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 186477 | Basics of Intercultural Pedagogy | 5 | 30/30/0 | | 124386 | Curriculum Theories | 5 | 30/30/0 | | 124383 | Pre-service Professional School Practice | 5 | 0/0/0 | |
| **Internal elective courses - Choose 5 ECTS credits (12607)** |
| |  |  |  |  | | --- | --- | --- | --- | | 124374 | Interculturalism and Education | 5 | 30/30/0 | |

**3. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117648 | Management and Autonomy of School | 5 | 30/30/0 | | 184262 | Management of School and Class | 5 | 30/30/0 | | 117644 | Pedagogy of Leisure | 5 | 30/30/0 | |

**4. semester**

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| --- |
| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124388 | Diploma Thesis in Pedagogy | 15 | 0/0/0 | | 124380 | Pre-service Professional Practice in the Pedagogy of Leisure | 5 | 0/0/0 | |

# Courses

## Alternative Pedagogical Ideas and Schools

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| --- | --- |
| **Name** | Alternative Pedagogical Ideas and Schools |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 51407 |
| **Semesters** | Summer |
| **Teachers** | Edita Slunjski, PhD, Full Professor (primary) Ivan Markić, PhD, Assistant Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | An introduction to alternative pedagogical ideas and movements that have influenced the structure, organization and operation of alternative schools in the world and in Croatia. To gain knowledge in the field of pedagogical, didactic and methodological solutions in alternative, private and free schools (especially in relation to public schools) and the possibilities of applying some of the alternative solutions in today's public schools. To be independent in searching the literature on alternative pedagogical ideas and schools and write texts on that subject. |
| **Teaching methods** | Lectures, seminars and workshops, fieldwork, individual assignments, mentoring |
| **Assessment methods** | Performance evaluation is separated into elements. The elements consist of: attendance and activity in class (10 points), preparation of a seminar paper (10 points), presentation of the seminar paper (10 points), evaluation of schools visited (10 points), a written exam (10 points). The maximum number of points is 50. Students who score from 45 to 50 points achieve an A grade (5). From 39 to 44 points, B (4). 33 to 38 points is a C (3). 27 to 32 points is a D (2). 26 points or less is not enough for a passing grade, F (1). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Identify and compare pedagogical-didactic concepts, organization and practice, and the curricular features of important alternative schools. | | 2. | Illustrate and reassess pedagogical, didactic and methodological solutions in alternative, private and free schools, and the possibilities of applying certain alternative solutions in modern public schools. | | 3. | Critically judge and evaluate the idea of pedagogical pluralism. | | 4. | Categorize alternative pedagogical ideas and schools in relation to the possibility of their scientific design. | | 5. | Explain and connect various alternative social and cultural phenomena in relation to pedagogy and education. | | 6. | Explain and connect various alternative social and cultural phenomena in relation to pedagogy and education. | | 9. |  | | 10. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Andragogy

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| **Name** | Andragogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 35978 |
| **Semesters** | Summer |
| **Teachers** | Višnja Rajić, PhD (primary) Petra Kuntin |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Acquisition of knowledge about andragogy as a pedagogical discipline, about basic andragogical concepts and directions and adult education on a conceptual, systematic and normative level. |
| **Teaching methods** | Lectures, discussions, individual assignments, seminar papers with presentation. |
| **Assessment methods** | Seminar papers with presentation: Max. = 20 points Passing threshold = 5 points  Colloquium: Max. = 30 points Passing threshold = 18 points  Written exam: Max. = 30 points Passing threshold = 18 points  Oral exam: Max. = 20 points Passing threshold = 12 points  Final grade: 90-100 points - excellent (5) 80-89 points - very good (4) 70-79 points - good (3) 60-69 points - sufficient (2) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Explain the concepts of adulthood and maturity. | | 2. | Highlight and describe some of the most important theories of adult learning. | | 3. | Specify and explain the stages of andragogical cycle, methods and principles of adult education. | | 4. | Comment the similarities and differences between the adult education system in Croatia and the world. | | 5. | Specify the institutions and organizations in adult education and evaluate their work based on the selected criteria. | | 6. | Identify and analyse the main principles of legal documents and strategic frameworks in adult education at the national and global level. | | 7. | Plan research in the field of adult education. | | 8. | Critically judge andragogical theory and practice. | | 9. | / | | 10. | / | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction - Adulthood and maturity | | 2. | Characteristics of adult learners | | 3. | Adult learning theories | | 4. | Basic concepts of andragogy | | 5. | History of andragogy | | 6. | The role of andragogues in adult education | | 7. | Andragogical cycle | | 8. | Andragogical principles and methods | | 9. | Methodology of andragogical research | | 10. | Legal documents and strategic frameworks in adult education | | 11. | Adult education programs in Croatia and the world | | 12. | Adult education institutions and organizations in Croatia and the world | | 13. | Quality assurance in adult education | | 14. | Conclusion - Improving andragogy in the context of contemporary social and economic changes | | 15. | / | | |
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## Anthropology of Education

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| **Name** | Anthropology of Education |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 66634 |
| **Semesters** | Winter |
| **Teachers** | Vedrana Spajić-Vrkaš, PhD, Full Professor (primary) Dorijan Vahtar, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Understanding and appreciating the thesis that education is conditioned by culture; applying the anthropological and ethnographic approaches to analyzing and dealing with educational challenges |
| **Teaching methods** | lectures class discussions individual tasks small group assignments seminar presentations in the class |
| **Assessment methods** | The presentation of seminar assignments:  - maximum points = 3 (2 points = seminar report; 0,5 points = presentation; 0,5 points = initiating or participating in class discussion) - passing threshold = 2 points Final exam: - maximum points = 4 - passing threshold = 2 points - students with 1,75 point on final exam who have excellent seminar reports (3 points) are entitled to the passing grade Final grade: (exam + seminar report + presentation + initiating or participating in class discussion + class attendance): - 6,50 – 7 points = excellent (5) - 5,50 – 6,25 points = very good (4) - 4,50 – 5,25 points = good (3) - 4 – 4,25 points = sufficient (2) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Specify the foundation of education in cultural values and practices | | 2. | Compare approaches to children and youth, as well as educational practices in different cultures | | 3. | Identify and interpret the key concepts and stages of development of the anthropology of education | | 4. | Describe the most important contributions of anthropology and ethnography to the theory, research methodology, and policy and practice of education | | 5. | Critically analyze the relationship of culture, intelligence and school success | | 6. | Advocate the importance of, and apply the anthropological principles and critical anthropological perspectives in reviewing the goals and outcomes of education | | 7. | Identify the main dimensions and types of school culture, distinguish the effective from ineffective school practices and propose a "healing" procedure using a hypothetical example of an unsuccessful school | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Culture, learning and human development | | 2. | Foundations of the anthropology of education 1st part: ethnographic research on socialization/inculturation | | 3. | Foundations of the anthropology of education 2nd part: anthropologies of age groups | | 4. | Constituting and developing the anthropology of education as a scientific discipline | | 5. | Basic concepts of the anthropology of education | | 6. | Principles and methods of the anthropology of education research | | 7. | Theoretical models of the anthropology of education | | 8. | Critical anthropology of education | | 9. | Cultures, political ideologies and education | | 10. | Cultural diversity, social inequality and education | | 11. | Cultures, intelligence(s) and learning styles | | 12. | Cultures and the issue of school success and failure | | 13. | Research on, and typologies of school culture | | 14. | The role of educational anthropologists in changing school culture | | 15. | Recapitulation: the contribution of the anthropology and ethnography of education to the improvement of pedagogical theory and educational practice | | |
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## Basic Teaching Skills

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| **Name** | Basic Teaching Skills |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 124384 |
| **Semesters** | Summer |
| **Teachers** | Ivan Markić, PhD, Assistant Professor (primary) Vanja Praznik |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Methodology exercies | 60 | |
| **Prerequisites** | None |
| **Goal** | Learn the general definitions of school, teaching, teachers and students from the point of view of modern pedagogy. Learn the general definition of teaching skills. Learn the basic features of the theory of teaching skills. Learn models of relationships between theory and practice in pedagogy and didactics, and develop basic teaching skills and professional teacher competencies, which include posture and tact in pedagogical communication with students during classes. Adopt models for development of the classroom-teaching atmosphere and class cohesiveness. |
| **Teaching methods** | lectures, seminars, exercises, observing pedagogical activities in school |
| **Assessment methods** |  |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Define and interpret basic teaching skills. | | 2. | Describe the general definitions of school, teaching, teachers and students from the point of view of modern pedagogy. | | 3. | Plan, perform and evaluate the teaching process. | | 4. | Describe the basic features of the theory of teaching skills in setting goals, choosing teaching content, key methods and elements of methodics. | | 5. | Explain the basic teaching skills, professional teacher competencies, which (among other things) include posture and tact in pedagogical communication with students during classes. | | 6. | Describe models for development of the classroom-teaching atmosphere and class cohesiveness in the context of interculturalism. | | 7. | Design and apply techniques of evaluation and grading achievement. | | 8. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Basics of Intercultural Pedagogy

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| **Name** | Basics of Intercultural Pedagogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 186477 |
| **Semesters** | Summer |
| **Teachers** | Marija Bartulović, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Introducing students to the field of intercultural pedagogy; introduction to different theoretical approaches, concepts and models of multicultural and intercultural education; developing a critical-pedagogical approach to understanding diversity in education; acquisition of knowledge necessary for research of educational reality from a critical intercultural perspective; preparation for the implementation of acquired knowledge in educational practice. |
| **Teaching methods** | lectures seminars and workshops individual tasks mentoring work supervisory work professional practice |
| **Assessment methods** | class attendance written exam oral exam seminar paper research essay practical work |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | define intercultural pedagogy as a pedagogical discipline | | 2. | compare intercultural pedagogy with related disciplines and list similarities and differences between them | | 3. | distinguish, describe and compare the terms multiculturalism and interculturalism and related educational concepts | | 4. | identify, analyze and present key ideas, concepts and models of intercultural education | | 5. | define and interpret different dimensions of identities and cultures and critically consider their application in the context of intercultural pedagogy | | 6. | analyze, connect and critically review the notions of power, privilege and oppression in the context of education | | 7. | explain, link and support the educational principles of empowerment, autonomy and transformation | | 8. | advocate the discourse of cultural differsity as social wealth and interculturalism as principle of coexistence | | 9. | support and develop sensitivity to discrimination | | 10. | advocate, apply and develop the principles of social justice and equity in education | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | introductory meeting - introduction to the content of the course, methods and forms of work in the course, student obligations and methods of evaluation in the course | | 2. | intercultural pedagogy: subject area, historical development | | 3. | multicultural and intercultural education - concepts, approaches, models | | 4. | multicultural and intercultural education - dimensions, possibilities of implementation | | 5. | intercultural education - naive and critical approach | | 6. | operationalization of diversity in education - implications for educational practice | | 7. | teaching and learning methods in intercultural education | | 8. | dispositions of teachers for intercultural education | | 9. | intercultural dimension of teacher education - development of intercultural, social and emotional competence, challenges of education in multicultural environments | | 10. | students' intercultural dispositions - teaching and learning for diversity, equality and social justice | | 11. | intercultural curriculum - a holistic critical-pedagogical approach | | 12. | intercultural perspective of the Croatian educational system in the context of harmonization of the European education system | | 13. | research methodology in intercultural pedagogy - approaches, topics, research methods I | | 14. | research methodology in intercultural pedagogy - approaches, topics, research methods II | | 15. | final discussion, course evaluation | | |
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## Basics of Pedagogy

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| **Name** | Basics of Pedagogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 35969 |
| **Semesters** | Winter |
| **Teachers** | Zvonimir Komar, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Introducing students to scientific pedagogy, its foundations and its fundamental theoretical ideas and terminology. Realizing the course should insure a complete initial insight into the field of pedagogy and enable students to successfully approach further study. |
| **Teaching methods** | Presentation Seminars Individual work |
| **Assessment methods** | Activity in classes Seminar work Written exam Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Ability to summarize fundamental pedagogical ideas and develop insight into field of pedagogical theory and practice | | 2. | Ability to discuss in a critical way and ask questions about fundamental problems regarding pedagogical approach to human being | | 3. | Ability to analyze theoretical approaches to education | | 4. | Ability to define elements and structure of pedagogical action | | 5. | Learning to use scientific literature and prepare and execute thematic presentations | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Foundations of the idea of education | | 2. | Development of pedagogy as a theory of education. Development of a system of pedagogical science | | 3. | Pedagogy, its subject and its field of research | | 4. | Relationship between pedagogical theory and pedagogical practice | | 5. | Historical determinations of science of pedagogy | | 6. | Education as Erziehung | | 7. | Education as Bildung | | 8. | Humanism and functionalism in pedagogy | | 9. | Pedagogical terminology: pedagogical action, pedagogical relationship, didactics, curriculum, teacher, pupil | | 10. | Didactics and its practice | | 11. | Basic ideas of curriculum theory | | 12. | Disciplines of science of education | | 13. | Gnoseology and teleology in relation to pedagogy | | 14. | Pedagogy and complementary sciences: similarities and differences | | 15. | Discussion and questions | | |
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## Basics of Social Pedagogy

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| **Name** | Basics of Social Pedagogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 117642 |
| **Semesters** | Winter |
| **Teachers** | Dejana Bouillet, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | To know basic assumptions of social development and behavior of an individual in a social context. Critically consider subsidiary-social forms of educational activity in formal, non-formal and informal environments. Socio-pedagogical prevention of behavioral disorders and early intervention. |
| **Teaching methods** | Lectures; seminars and workshops; individual tasks; mentorship |
| **Assessment methods** | - attendance and class activity (10 points), - seminar paper preparation (10 points) - seminar paper presentation (10 points) - exam (20 points). The maximum number of points is 50.  - from 45 to 50 points = excellent (5) - from 39 to 44 points = very good (4)  - from 33 to 38 points = good (3)  - from 27 to 32 points = sufficient (2) - 26 points or less is not enough for a passing grade |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Describe social pedagogy as a scientific discipline. | | 2. | Recognize the social conditionality of various pedagogical phenomena and single out and evaluate subsidiary-social forms of educational activities in the family, school, local community, free time, peer groups and public institutions. | | 3. | To examine the interdependence of individual education and socialization of an individual through institutional and informal forms of pedagogical activity. | | 4. | Analyze social relations in educational activities. | | 5. | Describe and analyze behavioral disorders in school children and youth. | | 6. | Critically evaluate anti-pedagogy and pedagogical victimology in education. | | 7. | Demonstrate new didactics of social communications and competencies in education. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Social pedagogy: discipline; basic concepts; relation to related scientific disciplines | | 2. | Behavior - the result of character and / or education | | 3. | Early childhood socialization | | 4. | Socialization as a lifelong process | | 5. | Social impacts | | 6. | Subsidiary-social forms of educational activity in the family | | 7. | Antipedagogy and pedagogical victimology in education | | 8. | Subsidiary-social forms of educational activity in peer groups | | 9. | Socio-pedagogical conditioning of sexual values and behavior; sex education | | 10. | Educational and manipulative function of mass media | | 11. | Addictive behavior of young people: procedures and contents of pedagogical prevention | | 12. | Aggression of children and adolescents, bullying, violence | | 13. | Subsidiary-social forms of educational activities in free time (local community, lifestyle) | | 14. | Classification and diagnosis of behavioral disorders | | 15. | Forms of socio-pedagogical prevention and intervention | | |
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## Basics of Special Pedagogy

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| **Name** | Basics of Special Pedagogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 66639 |
| **Semesters** | Winter |
| **Teachers** | Ana Blažević Simić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to enable students to state the starting point of inclusion in the context of educational policies, essential assumptions and dimensions of inclusive education, basic terminology and classification of different educational needs and finally detailed thematization of difficulty types (visual impairment, hearing impairment, language-communication-voice disorders and specific learning difficulties, physical disabilities, intellectual disabilities, etc.). |
| **Teaching methods** | Classes, seminars, workshops, field research. |
| **Assessment methods** | In order to successfully pass this course, students must attend the class regularly, hold a group seminar, turn in an independent seminar paper, pass two mid-term exams or a written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To summarize the basic knowledge and to understand the wholesome and complete insight into special pedagogy, their establishment and terminology | | 2. | Effectively and efficiently construct the upbringing and educational context which encourages and develops the children, for all the students in relation to their abilities, possibilities, needs and interests and to achieve integral upbringing and educational practice on these foundations | | 3. | Independently construct, implement and evaluate the integral curriculum in terms of differentiated approach to students with special educational needs | | 4. | To review critical approach towards current reaches of special pedagogy and integral upbringing and educational practice | | 5. | To develop the ability to create pedagogically thought through activities whose function is to integrate pupils with special needs. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course: orientation week | | 2. | Special needs of children and youth: a brief historical overview | | 3. | Critical analysis of the concepts of rights, needs and privileges in the context of education and the concepts of social exclusion, integration and inclusion | | 4. | Children and students with special needs today: legislation, types of special needs, list of types of disabilities | | 5. | Children and students with intellectual disabilities | | 6. | Children and students with visual impairments | | 7. | Children and students with hearing impairments | | 8. | Children and students with impaired language-speech-voice communication | | 9. | Children and students with specific learning difficulties | | 10. | Children and students with organ and organ system disabilities | | 11. | Children and students with activity and attention disorders | | 12. | Children and students with autism spectrum disorders | | 13. | Children and students with behavioral disorders | | 14. | Gifted children and students | | 15. | Concluding remarks and evaluation of the work of the professor and the student | | |
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## Critical Theories of Education

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| **Name** | Critical Theories of Education |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 65565 |
| **Semesters** | Winter |
| **Teachers** | Vedrana Spajić-Vrkaš, PhD, Full Professor (primary) Dorijan Vahtar, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Understanding the connection between oppressive social structures and educational theories, policies and practices that reproduce these structures, as well as the role of critical pedagogy in the emancipation of the individual and the society |
| **Teaching methods** | lectures class discussions individual tasks small group assignments seminar presentations in the class |
| **Assessment methods** | The presentation of seminar assignments:   • maximum points = 3 (2 points = seminar report; 0,5 points = presentation; 0,5 points = initiating or participating in class discussion)  • passing threshold = 2 points Final exam:  • maximum points = 4  • passing threshold = 2 points  • students with 1,75 point on final exam who have excellent seminar reports (3 points) are entitled to the passing grade Final grade: (exam + seminar report + presentation + initiating or participating in class discussion + class attendance):  • 6,50 – 7 points = excellent (5)  • 5,50 – 6,25 points = very good (4)  • 4,50 – 5,25 points = good (3)  • 4 – 4,25 points = sufficient (2) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Explain the difference between the concepts of critical thinking and critical pedagogy | | 2. | Define core ideas, starting points and development of the critical approach to education | | 3. | Identify most important critical pedagogues and establish similarities and differences in their approaches | | 4. | Critically analyze and discuss the role of the school in social reproduction | | 5. | Clarify the starting points and goals of the GATS and critically evaluate the changes of national education systems that are the outcomes of the neoliberal trends, with special emphasis on Croatia | | 6. | Develop critical reading skills of images and texts, including developmental strategic and legal documents | | 7. | Advocate, apply and nurture the critical perspective as a basis for analyzing and improving the practice of education | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Critical thinking and critical pedagogy | | 2. | Foundations of critical pedagogy: American Progressive Movement and John Dewey | | 3. | Foundations of critical pedagogy: The Frankfurt School | | 4. | Foundations of critical pedagogy: Paulo Freire’s pedagogy of conscientization and emancipation | | 5. | Cultural capital and school: Pierre Bourdieu and Basil Bernstein | | 6. | Border pedagogy and teacher as a transformative intellectual: Henry Giroux | | 7. | Pedagogy of resistance: Peter McLaren | | 8. | Feminist approaches to education | | 9. | Poststructuralist and postcolonial theories of education | | 10. | Critical literacy: Douglas Kellner and Ira Shor | | 11. | Power and education: Michel Foucault | | 12. | Conservative modernization of education: Michael Apple | | 13. | Neoliberalism and the right to education: Katarina Tomaševski and Konrad Liessmann | | 14. | Critiques of critical pedagogy | | 15. | Concluding remarks: Power and powerlessness of emancipatory discourses - dialogical and engaged pedagogy | | |
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## Curriculum Theories

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| **Name** | Curriculum Theories |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 124386 |
| **Semesters** | Summer |
| **Teachers** |  |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Development of knowledge on curriculum theory, methodological faculties and skills to structure curriculum on various levels of educational system |
| **Teaching methods** | lectures, seminars, discussion, analysis and interpretation of didactic situations, solving of problem situations in class |
| **Assessment methods** | formative and summative |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Citing and determining fundamental notions and categories of curriculum theories | | 2. | Interpretation of fundamental approaches to curriculum development | | 3. | Citing and comparing of fundamental curriculum theories | | 4. | Distinguishing concepts of didactics and curriculum | | 5. | Methodological formulation of curriculum development | | 6. |  | | 7. | Citing and critically analysing fundamental curriculum documents in croatian educational system | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory lecture | | 2. | Historical overview of idea of curriculum and analysis of terminology | | 3. | Contemporary theoretical-methodological approaches to curriculum research and development | | 4. | Philosophy, theories, ideology and structure of curriculum. National curriculum. | | 5. | Societal and pedagogical foundations of curriculum. Hidden curriculum. | | 6. | Curriculum as a didactic innovation in learning and education. | | 7. | Technologies of curriculum development. School curriculum. | | 8. | Global dimensions of curriculum | | 9. | National curriculum. Hudson, B., Meyer, M. A. (eds) (2011) Beyond Fragmentation: Didactics,Learning and Teaching in Europe; overview of selected texts. | | 10. | School curriculum and hidden curriculum as a "hidden plan of learning". Hudson, B., Meyer, M. A. (eds) (2011) Beyond Fragmentation: Didactics,Learning and Teaching in Europe; overview of selected texts | | 11. | Curriculum of social competences. Herzog, W. (2013) Bildungsstandarsd; Eine kritische Einführung. - overview. | | 12. | Models of curriculum outcomes assessment. Final assessment of students' seminar work. | | 13. | Teacher and contemporary curriculum. | | 14. | Discussion and questions. | | 15. | Final exam | | |
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## Didactics

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| **Name** | Didactics |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 117639 |
| **Semesters** | Winter |
| **Teachers** | Ante Kolak, PhD, Associate Professor (primary) Ivan Markić, PhD, Assistant Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Students will be introduced to the subject of didactics and practical issues of preparation, implementation and (self) evaluation of teaching from a didactic perspective, and development of basic competencies regarding (reflected) planning, implementation and evaluation of teaching. |
| **Teaching methods** | lectures, seminars, exercises, discussions, analysis and interpretation of didactic situations, solving problematic situations that may arise during lessons. |
| **Assessment methods** | Mid-term tests (2), seminars, activity in class, a written and / or oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Distinguish different types of teaching | | 2. | Highlight the advantages and disadvantages of certain forms of teaching in given teaching situations | | 3. | Clearly articulate/explain the teaching process | | 4. | differentiate teaching strategies, methods and procedures | | 5. | Propose the appropriate teaching method and procedure in a given teaching situation | | 6. | define integrated teaching and differentiate its forms | | 7. | monitor and evaluate the teaching process based on the given criteria | | 8. | identify the main problems in the process of evaluation, and think critically about them | | 9. | analyze texts from textbooks based on comprehensibility criteria | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Differential Pedagogy

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| **Name** | Differential Pedagogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 52622 |
| **Semesters** | Summer |
| **Teachers** | Zvonimir Komar, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | theoretical insight into relationship between systematic and differentiated constitution of pedagogy as a science introduction to basic ideas of postmodern thinking insight into historicity of pedagogical knowledge asking of fundamental questions about the possibility of differentiated/postmodern pedagogy |
| **Teaching methods** | presentation dialogue analytical reading of texts |
| **Assessment methods** | individual monitoring seminar work student participation in classes written exam oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | ability to determine specificities of pedagogy as a science | | 2. | ability to analyze pedagogical theoretical discourses and determine differences among them | | 3. | demonstrate knowledge and skills needed for further studies on pedagogy | | 4. | ability to describe and understand fundamental ideas that constitute the idea of postmodern knowledge | | 5. | ability to differentiate differential approach to education from systematic approach to education | | 6. | ability to determine relationship between modernity and postmodernity | | 7. | ability to analyze influence of postmodern ideas of knowledge on contemporary forms of culture, society and politics | | 8. |  | | 9. |  | | 10. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | idea of "pedagogy of difference" and fragmentation of the idea of science | | 2. | The idea of truth. Connection between the idea of truth and systematically constituted pedagogy. | | 3. | Classic idea of philosophy of history. History as qualitative advancement in time. The idea of enlightenment. | | 4. | Culture, society and politics as modern ideas. Dialectic of enlightenment. | | 5. | Nihilistic impulse as a first crack in the idea of modernity. Nietzsche. | | 6. | Postmodern reaction to modernity. | | 7. | Theoretical basis of postmodenity 1: Ludwig Wittgenstein. The idea of language games. | | 8. | Theoretical basis of postmodernity 2: J.F. Lyotard. The question of legitimacy of scientific knowledge. | | 9. | M. Foucault, "Archaeology of knowledge". The idea of discourse. | | 10. | J. Baudrillard, reality as a simulation. | | 11. | Postmodern as a logic of late capitalism. F. Jameson. Postmodern as an ideology. | | 12. | Manifestations of postmodernity and examples in culture and popular culture. Exemplification of the subject. | | 13. | Summary of the course and explicit questioning of the possibility of postmodern pedagogy. | | 14. | Discussion and questions #1 | | 15. | Discussion and questions #2 | | |
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## Diploma Thesis in Pedagogy

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| **Name** | Diploma Thesis in Pedagogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 15 |
| **ID** | 124388 |
| **Semesters** | Summer |
| **Teachers** | Ana Blažević Simić, PhD, Assistant Professor Ante Kolak, PhD, Associate Professor Ana Širanović, PhD, Assistant Professor Barbara Kušević, PhD, Assistant Professor Edita Slunjski, PhD, Full Professor Iva Batur, Assistant Iva Ivanković, PhD, Assistant Professor Ivan Markić, PhD, Assistant Professor Igor Radeka, PhD Marija Bartulović, PhD, Assistant Professor Marija Sablić, PhD, Associate Professor Mirjana Šagud, PhD, Full Professor Neven Hrvatić, PhD, Full Professor Ružica Jurčević, PhD, Assistant Rozana Petani, PhD, Associate Professor Sandra Car, PhD, Assistant Professor Siniša Opić, PhD, Full Professor Štefka Batinić Vilmica Kapac, M.Sc. Višnja Novosel Vedrana Spajić-Vrkaš, PhD, Full Professor Zoran Horvat, PhD, Assistant - Lecturer Zvonimir Komar, PhD, Assistant Professor |
| **Hours** | |  |  | | --- | --- | | Seminar | 0 | |
| **Prerequisites** | None |
| **Goal** | The diploma thesis is the final work of the study of pedagogy. Its purpose is to show that the student is capable of writing a scientific paper in the field of pedagogy. |
| **Teaching methods** | Mentoring and consulting work. |
| **Assessment methods** | For the defense of the thesis, it is necessary to bring an index, the application form (the defense of the diploma exam should also be registered through ISVU) and the form of the minutes of the defense of the thesis.  The defense of the diploma thesis is public, consists of two parts and a record must be kept.  In the first part, lasting up to 15 minutes, the student explains the choice of topic, the concept of the work and the results of the research.  In the second part, each member of the committee asks a maximum of 3 questions that can relate to both the theoretical and empirical part of the work.  If the student does not satisfy the answers to the questions, it is possible to repeat the procedure of defending the thesis within no less than 30 days from the date of defense. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Determine to which area of ​​pedagogy the chosen topic belongs and what exactly is the subject of the thesis study | | 2. | Assess the benefits of processing this topic for pedagogical science and practice | | 3. |  | | 4. | Present the theoretical starting points of the work | | 5. | Structure and systematically elaborate the topic by chapters | | 6. | Critically analyze relevant theoretical and empirical research | | 7. | Choose a methodological approach to the problem and argue the choice | | 8. | Formulate goal, tasks, variables, research hypotheses | | 9. | Analyze research results | | 10. | Discuss research results | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Early Childhood Education Curriculum

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| **Name** | Early Childhood Education Curriculum |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 124376 |
| **Semesters** | Summer |
| **Teachers** | Edita Slunjski, PhD, Full Professor (primary) Iva Batur, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The course should ensure the acquisition of the latest knowledge of the early childhood education curriculum and its characteristics. |
| **Teaching methods** | − lectures − seminars and workshops − independent tasks − mentor work |
| **Assessment methods** | In order to complete this course, students must meet the criteria in all of the following: − class attendance − seminar work − critical review − written analysis − final written exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Based on the given models and principles, construct and critically evaluate the curriculum at the educational institution level | | 2. | Organize and critically evaluate educational work taking into account the rights of the child | | 3. | Plan, conduct, and evaluate pedagogical projects | | 4. | Plan, conduct, and evaluate the teaching process | | 5. | Conceive and apply techniques of evaluating, and grading student achievement | | 6. | Evaluate, analyze, and interpret social relations in an educational institution | | 7. | Manage pedagogical resources of an educational institution | | 8. | Demonstrate the skill of communicating information, ideas, problems and solutions in a professional context at team level, and clearly and unequivocally communicate with the subjects of the educational process (parents, teachers, students) | | 9. | Critically assess and evaluate educational practice | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | During the first lecture, students will be briefly acquainted with the course content, literature list, planned teaching methods and their obligations towards the course. In particular, the value of two-way communication and their active participation in the course realization will be emphasized in terms of their regular attendance, participation in discussions, proposals of new forms of work and new literature, etc. They will also be acquainted to the organization of classes and their obligations towards them. | | 2. | The specificities of the early childhood education curriculum, the indivisibility of nurture, care and learning process (lecture, discussion, practice).  Agreement and preparation for field classes. | | 3. | Field classes: − observation of different educational activities with preschool children in kindergartens − observing the indivisibility of the process of nurture, care and learning processes of young children − observing flexibility in the organization of the entire educational process | | 4. | Meta-orientation of early childhood education curriculum | | 5. | Learning characteristics of preschool children and curriculum design | | 6. | Field classes — visit to an early childhood education institution: − observation of authentic organizational conditions within it (“visible reality” of kindergartens) − observing the impact of the material and social environment on the quality of learning for preschool children − observing the impact of time flexibility in the organization of educational process in kindergartens − observing the different dimensions of practice in kindergartens reflecting the meta-orientation of curricula | | 7. | Construction of the early childhood education curriculum, co-constructing the curriculum | | 8. | Connection of curriculum construction with research on educational practice, especially through action and ethnographic research. An agreement for field classes. | | 9. | Field classes – visit to an early childhood education institution: − talks with practitioners regarding the need and ways of researching educational practice and curriculum of early education − observing the role of documenting children's activities in the organization of the environment | | 10. | Humanistic approach to the development of curricula; open, developmental, dynamic, integrated curriculum | | 11. | Relationship between curriculum, culture and context of educational institution | | 12. | Montessori; Waldorf curriculum | | 13. | Reggio curriculum | | 14. | Conclusion and discussion | | 15. | FINAL EXAM | | |
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## Early Childhood Education Institutions

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| **Name** | Early Childhood Education Institutions |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 66638 |
| **Semesters** | Winter |
| **Teachers** | Edita Slunjski, PhD, Full Professor (primary) Iva Batur, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Within the course, students will gain basic knowledge about the historical development, organization and characteristics of early childhood education institutions. At the end of the course, students will be acquire skills needed for the analysis of social and cultural heritage as important factors in the organization of early childhood education institutions. It will also empower fundamental insights into the importance of modern organization of early childhood education institutions. Students will also be capable of identifying and analyzing contextual factors that determine the quality of education and learning of children in early childhood education institutions, as well as activities aimed at changing and improving practices in them. |
| **Teaching methods** | − lectures − seminars and workshops − independent tasks − mentor work |
| **Assessment methods** | In order to complete this course, students must meet the criteria in all of the following: − class attendance − seminar work − critical review − written analysis − final written exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Describe and interpret the most important periods, ideas, and directions in the development of pedagogy | | 2. | List and explain the basic concepts in family and institutional education | | 3. | Single out, analyze, and present basic characteristics of individual segments of the formal educational system (preschool, school and university-level) | | 4. | Apply skills of communicating information, ideas, problems, and solutions in a professional context | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Get acquainted with the concept and content of the course. Presentation of exam literature and the method of determining final grade in the course. | | 2. | The terminological determination of the early childhood education institution and its role in the educational system | | 3. | Historical overview of the development of early childhood education institutions | | 4. | Socio-political and cultural heritage from the dominant psychological and pedagogic theory as essential factors in the establishment of early childhood education institutions | | 5. | Main features of the industrial and post-industrial model of the organization of early childhood education institutions | | 6. | A visit to an early childhood education institution | | 7. | Redefining the position of a child in the organization of educational process | | 8. | Inclusion of children with special needs and rights | | 9. | A visit to an early childhood education institution | | 10. | Inclusion of parents of children and members of the narrower and wider local community in the early childhood education institution | | 11. | The ecology of leadership - from hierarchically imposed control to self-control, self-organization of the educational process | | 12. | Systematic approach to continuous change and development of early childhood education institutions | | 13. | Autonomy and responsibility of preschool teachers and other professional staff of early childhood education institutions for continuous development | | 14. | Conclusion and discussion | | 15. | FINAL EXAM | | |
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## Education for Human Rights and Citizenship

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| **Name** | Education for Human Rights and Citizenship |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 117641 |
| **Semesters** | Winter |
| **Teachers** | Vedrana Spajić-Vrkaš, PhD, Full Professor (primary) Dorijan Vahtar, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Understanding the importance of education in the protection and promotion of human rights, as well as in the development of active citizenship, and developing the competences for designing and implementing relevant programs in the formal and non-formal educational contexts |
| **Teaching methods** | lectures class discussions individual tasks small group assignments seminar presentations in the class |
| **Assessment methods** | The presentation of seminar assignments:  - maximum points = 3 (2 points = seminar report; 0,5 points = presentation; 0,5 points = initiating or participating in class discussion) - passing threshold = 2 points Final exam: - maximum points = 4 - passing threshold = 2 points - students with 1,75 point on final exam who have excellent seminar reports (3 points) are entitled to the passing grade Final grade: (exam + seminar report + presentation + initiating or participating in class discussion + class attendance): - 6,50 – 7 points = excellent (5) - 5,50 – 6,25 points = very good (4) - 4,50 – 5,25 points = good (3) - 4 – 4,25 points = sufficient (2) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Explain the connection among human rights, citizenship and the democratic development of culturally plural societies | | 2. | Analyze the human rights protection and promotion systems and mechanisms at the international, regional and national level, and identify obstacles to human rights protection | | 3. | Describe the role of the citizens and the civil society in human rights protection, and explain the importance of education for the promotion of active citizenship | | 4. | Relate the models of democracy and citizenship to relevant educational policies in selected countries | | 5. | Identify and analyze the human rights and citizenship education programs implemented in Europe and other countries and compare them with the Croatian approach | | 6. | Develop a relevant educational program for certain level and type of school with the use of new information and communication technologies | | 7. | Advocate the inclusion of the human rights and active citizenship dimensions as the principle of overall school functioning | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Human rights, democracy and citizenship: universal standards - different approaches | | 2. | International, regional and national human rights standards and systems of human rights protection | | 3. | The right to education and the right to human rights education | | 4. | Incentives to developing human rights education: law cases on discrimination in education | | 5. | Human rights education as basis for citizenship education and related approaches | | 6. | European approach to education for human rights and democratic/active citizenship: political priorities | | 7. | The practice of human rights education and education for democratic/active citizenship in the selected European countries: Eurydice and IEA research review | | 8. | Education for human rights and citizenship in Croatia 1st part: discrepancy between political priorities and educational practice | | 9. | Human rights and citizenship education in Croatia 2nd part: the development of a model and problems of its implementation | | 10. | Focus: Socially controversial issues and their teaching | | 11. | Focus: The participation of students and parents in the school decision-making processes | | 12. | Focus: Students’ volunteering in the local community | | 13. | Focus: Cooperation of schools and NGOs in the implementation of education for human rights and democratic citizenship | | 14. | Evaluation and quality assurance in human rights and citizenship education: approaches and instruments | | 15. | Concluding remarks: democratic school culture and the development of students as citizens | | |
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## Education in Children's Homes

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| **Name** | Education in Children's Homes |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 51404 |
| **Semesters** | Summer |
| **Teachers** | Ana Blažević Simić, PhD, Assistant Professor (primary) Petar Smontara, PhD |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Introducing the students with the basic ideas of the importance of children’s homes, their establishment, as well as basic terms and the children’s homes’ effect on upbringing – through independent and critical studying of the literature and discussions in seminars and field research. Realization of the class should ensure wholesome and systematic insight into the children’s homes’ pedagogy as one of the components of institutionalized upbringing and education. |
| **Teaching methods** | Classes Seminars and workshops Field research Independent assignments |
| **Assessment methods** | Attendance Seminars Mid-term exams Written exam Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To be able to shape the preparation for home upbringing in practice. | | 2. | To be able to name the basic representatives and theoretical approaches to children’s home pedagogy. | | 3. | To recognize the forms and methods of upbringing in children’s homes. | | 4. | To apply holistic approach in making children’s home’s curriculum. | | 5. | To master the specific upbringing and educational strategies in children’s home’s education. | | 6. | To master the ability to reflect and self-evaluate the professional work. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Children's homes pedagogy - its historical and contemporary determinations | | 2. | Fundamentals and practice of children's homes' education | | 3. | Classification of types of homes and their systematic-educational position: children's homes | | 4. | Classification of types of homes and their systematic-educational position: pupils' homes | | 5. | Classification of types of homes and their systematic-educational position: educational homes | | 6. | Classification of types of homes and their systematic-educational position: homes for children with special needs | | 7. | Forms of educational work in homes | | 8. | Contents of educational work in homes | | 9. | Organization and homes' management | | 10. | Evaluation of work in homes | | 11. | Function of the educator and methodics of educational work in homes | | 12. | Homes' curriculum | | 13. | Professional associates in homes | | 14. |  | | 15. |  | | |
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## Education of Gifted Students

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| **Name** | Education of Gifted Students |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 69710 |
| **Semesters** | Summer |
| **Teachers** | Ante Kolak, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course “Education of gifted students” is to consider the education of gifted students as a pedagogical phenomenon, and to acquire knowledge about the basic approaches and guidelines in working with gifted students in school systems |
| **Teaching methods** | Lectures, seminars, simulation, mentoring, pedagogical workshop. |
| **Assessment methods** | Students have the opportunity to take the final exam through a mid-term test and / or a final exam. Work with a gifted student is graded separately on the basis of the gifted student's folder, records kept about the process of determining giftedness, a student self-assessment scale, an assessment scale for students in the classroom, parents and teachers. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Name and explain different theoretical approaches in the study of giftedness | | 2. | Identify a gifted student in relation to his/her socio-emotional characteristics and use various assessment procedures - from simple nominations to questionnaires and assessment scales | | 3. | Enumerate and differentiate the instruments used for measuring giftedness | | 4. | Foresee possible errors in determining giftedness and the negative consequences of forcing and labeling gifted students | | 5. | Undertake pedagogical counselling with students, parents and teachers in the field of education of gifted students | | 6. | Propose and adapt the educational program to the type and degree of giftedness (acceleration, curriculum enrichment, mentoring) | | 7. | Recommend teaching procedures to teachers in order to develop students' creativity | | 8. | As amember of a group plan, conduct and evaluate a pedagogical workshop in collaboration with assigned members | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Educational Change Strategies

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| **Name** | Educational Change Strategies |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 184257 |
| **Semesters** | Winter |
| **Teachers** | Marija Bartulović, PhD, Assistant Professor (primary) Monika Pažur |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Development of insight into fundamental european educational documents and strategies and developing faculties of critical-pedagogical interpretation and evaluation of these strategies. |
| **Teaching methods** | Lectures Dialogue Analysis of texts |
| **Assessment methods** | Individual monitoring Seminar work Written exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Formulating pedagogical theoretical perspective | | 2. | Understanding relationship between critical theory and pedagogical theory | | 3. | Identifying and describing the most important european educational documents and strategies | | 4. | Critical-pedagogically analysing educational strategies | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory lecture | | 2. | Idea of pedagogy and idea of education | | 3. | Overview of mainstream approaches to development of educational strategies | | 4. | Idea of "knowledge society" and its relationship to educational strategies | | 5. | The idea of university and contemporary university as paradigmatic examples of educational strategies | | 6. | The idea of alienation as a foundation for critical approach to educational strategies | | 7. | "Frankfurt school" and its critique of society | | 8. | The concept of culture industry and educational strategies. T. Adorno | | 9. | Relationship between knowledge and power. M. Foucault | | 10. | The four sectors of economy and "knowledge economy" | | 11. | Analysis: Magna charta universitatum, Sorbonne declaration, Bologna declaration | | 12. | Analysis: The Lisbon strategy | | 13. | Analysis: Memorandum on lifelong learning | | 14. | Analysis: Europe 2020 | | 15. | Final discussion | | |
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## Educational policies

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| **Name** | Educational policies |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 184260 |
| **Semesters** | Summer |
| **Teachers** | Vedrana Spajić-Vrkaš, PhD, Full Professor (primary) Ružica Jurčević, PhD, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Identify, analyze and compare the starting points, approaches, processes and results of regulation and improvement of education in the Republic of Croatia from the perspective of government officials at national and local level, bearing in mind the need to harmonize these policies with policies of other sectors, interests of relevant institutions and organizations and citizens, as well as European and international education standards and policies. |
| **Teaching methods** | Lectures Discussions Independent tasks Work in small groups Seminar papers with presentation |
| **Assessment methods** | Seminar paper with presentation:  - maximum number of points = 3 (2 points = seminar paper; 0.5 points = presentation; 0.5 points = participating in the discussion)  - passing threshold = 2 points Final exam:  - maximum number of points = 4  - passing threshold = 2 points Final grade: (written exam + seminar paper + presentation + participation in discussion + class attendance): 6.50-7 points = excellent (5) 5.50-6.25 = very good (4) 4.50-5.25 = good (3) 4-4.25 points = sufficient (2) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Describe and explain the concept of public policy and its actors | | 2. | Explain the ways in which education policy is adopted, implemented and evaluated | | 3. | Describe and explain the importance of citizen participation in policy making and implementation | | 4. | Analyze and critically reflect on international and European influences on national education policies | | 5. | Analyze and evaluate the effects of education policy at different levels | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: Presentation of course objectives, learning outcomes and course content | | 2. | Public goods and public policies | | 3. | What is education policy? | | 4. | Creating education policy | | 5. | Implementation of education policy | | 6. | Globalization and international influences on national education policies I | | 7. | Globalization and international influences on national education policies II | | 8. | Europeanization of national education policies I | | 9. | Europeanization of national education policies II | | 10. | Education policy in Croatia | | 11. | Participation of citizens in the development and implementation of education policies | | 12. | Monitoring, analysis and evaluation of education policy I | | 13. | Monitoring, analysis and evaluation of education policy II | | 14. | Education policy challenges | | 15. | Final discussion | | |
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## Family Pedagogy

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| **Name** | Family Pedagogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 35975 |
| **Semesters** | Summer |
| **Teachers** | Barbara Kušević, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Gaining scientific knowledge on the influence of parents and the entire family environment on the upbringing and development of the child and the application of the acquired knowledge in practice in working with children and parents, in accordance with pedagogues´ competences. |
| **Teaching methods** | Lectures, seminars and workshops, individual assignments, mentoring. |
| **Assessment methods** | 1. Seminar paper (10 points + descriptive evaluation, requirement for sitting the exam) 2. Esay (maximum 10 points) 3. Final exam (maximum 30 points, passing threshold 15 points)  Final grade: 30-34 points - sufficient (2) 35-39 points - good (3) 40-44 points - very good (4) 45-50 points - excellent (5). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Defining fundamental concepts in the field of family pedagogy (e.g. family pedagogy, family upbringing, parenting, parenting styles in the family…). | | 2. | Presenting the results of recent theoretical research studies on the educational role of the family. | | 3. | Illustrating the acquired theoretical knowledge with examples from the practice. | | 4. | Identifying the possible consequences of an inadequate family upbringing on the child's behavior and development. | | 5. | Elaborating one´s own attitudes on various aspects of family upbringing. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction. | | 2. | Positioning family pedagogy within the social sciences. | | 3. | Family, family upbringing and parenting - terminological and legislative foundations. | | 4. | Determinedness of parenting by the social context. | | 5. | Understanding of the nature of the child as the starting point of parenting. | | 6. | Parenting value orientation. | | 7. | Parental child rearing practices (I). | | 8. | Parental child rearing practices (II). | | 9. | Family structure as a predictor of parenting quality? Critical reflection (I). | | 10. | Family structure as a predictor of parenting quality? Critical reflection (II). | | 11. | Family structure as a predictor of parenting quality? Critical reflection (III). | | 12. | Family structure as a predictor of parenting quality? Critical reflection (IV). | | 13. | Pedagogically inadequate parenting. | | 14. | Contemporary tendencies towards professionalization of parenting - pedagogical perspective. | | 15. | Concluding remarks. | | |
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## History and Philosophy of Pedagogy

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| **Name** | History and Philosophy of Pedagogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 35970 |
| **Semesters** | Winter |
| **Teachers** | Zvonimir Komar, PhD, Assistant Professor (primary) Štefka Batinić |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Gaining scientific knowledge on development of pedagogical theory and practice. Preparing students for analysis of development of pedagogical phaenomena and concepts on international level (in context of specific cultural, socio-political, ideological and economical conditions) and for using historical experiences in analysis of contemporary pedagogical issues. |
| **Teaching methods** | Lectures, dialogues, individual tasks, seminar work with presentations |
| **Assessment methods** | Seminar work with presentation Written exam Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Present and explain development of pedagogical theory and school practice | | 2. | Explain influence of philosophical reflections on development of pedagogical theory | | 3. | Interpret influence of contextual factors (socio-political, cultural, ideological and economical) on development of pedagogical theory and school practice in different historical contexts | | 4. | Chronologically present basic postulates of the most prominent actors in pedagogical thought and evaluate their actuality in light of recent approaches to education | | 5. | Critically judge and explain interrelations, similarities and differences of key actors in pedagogical thought and pedagogical movements in different social epochs | | 6. | Analyze pedagogical theory and practice that have been developing since 19th century and their influence on contemporary development of pedagogy and schooling | | 7. | Present sources of development of systematic pedagogy and special disciplines of pedagogical science | | 8. | Present periods of development of history of pedagogy as a pedagogical discipline | | 9. | Chronologically present development of specific contemporary pedagogical problems and phaenomena and evaluate their recent circumstances in relation to their sources | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | History of pedagogy as a pedagogical discipline: development, content and methodology | | 2. | Classical antiquity and development of greek philosophy - sources of pedagogical thinking and practice | | 3. | Social conditions of education - Paideis and Polis (Athens and Sparta) | | 4. | Philosophers of ancient Greece - philosophy of education and educational practice (Sophists and Socrates; Plato and Aristotle) | | 5. | Pedagogical views (Seneca, Quintilianus) and educational practice in ancient Rome | | 6. | Educational determinants of middle ages - the role of christianity, dualism in education, development of universities | | 7. | Renaissance, theoretical sources and pedagogical practice of humanism, reformation and counter-reformation (V. R. da Feltre, L. Vives, F. Rabelais, E. Roterdamski, M. Montaigne). | | 8. | Jan Amos Komensky: the pinnacle of baroque pedagogy and first great theoretician of systematic pedagogy; pansophism of Komensky and his reflection on pedagogy of enlightenment | | 9. | Pedagogy of enlightenment: from realism of J. Locke to naturalism of J.J. Rousseau | | 10. | Philosophy and pedagogy of classical german idealism (I. Kant, J.G. Fichte, G.W.F. Hegel, F.D.E. Schleiermacher) | | 11. | Classics of german pedagogy in 19th century: J. H. Pestalozzi, J. F. Herbart and herbartians, F. Fröbel | | 12. | Utopian socialists - the development of idealistic educational concept (T. Morus, T. Campanella, E. Cabet, R. Owen…). | | 13. | Pedagogical movements of 20th century (pedagogy of pragmatism, reform pedagogy, german social pedagogy, philosophical and cultural pedagogy) | | 14. | Genesis and comparison of selected examples of pedagogical theory and educational practice | | 15. | Historical reflection in contemporary pedagogical science and educational practice | | |
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## History of Croatian Pedagogy and School System

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| **Name** | History of Croatian Pedagogy and School System |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 35973 |
| **Semesters** | Summer |
| **Teachers** | Edita Slunjski, PhD, Full Professor (primary) Štefka Batinić |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Gaining knowledge about development of pedagogical theory and practice in Croatia and comparing it with pedagogical and schooling development in other countries. Developing students' faculties for analysis of contextual factors and causes for development of pedagogical theory and practice in Croatia in specific time periods. |
| **Teaching methods** | Lectures, discussions, individual tasks, seminar work with presentations |
| **Assessment methods** | Seminar work with presentation Written exam Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Demonstrate and explain development of pedagogical theory and school practice in national terms | | 2. | Interpret the influence of contextual factors (socio-political, cultural, ideological, economical) on development of pedagogical theory and school practice in Croatia in different time periods | | 3. | Analyze pedagogical theory and practice of education in national terms from 19th century onwards and their influence on contemporary development of pedagogy and schooling in Croatia | | 4. | Chronologically present the most important croatian pedagogues and analyze their influence on development of contemporary pedagogical theory and school practice in Croatia | | 5. | Critically judge correspondence of development of croatian pedagogical theory to one in international terms | | 6. | Comment the sources of development of system of pedagogical science and specific disciplines of pedagogical science in Croatia | | 7. | Demonstrate periods of development of history of pedagogy as a pedagogical discipline in Croatia and compare it to one in other countries | | 8. | Chronologically present the development of specific contemporary pedagogical questions and phaenomena in Croatia and evaluate their recent state compared to their starting points | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | History of croatian pedagogy and schooling | | 2. | Contextual factors, chronology and periodization of development of croatian educational theory and practice | | 3. | Development of church-founded schooling in Croatia | | 4. | History of croatian secular schooling | | 5. | Development of croatian school legislation and its pedagogical meaning | | 6. | Croatian teachers - training, institutional education; teacher societies | | 7. | The oldest contributions to croatian pedagogical theory | | 8. | Napredak - the oldest croatian pedagogical journal in Croatia and development of croatian pedagogical periodicals | | 9. | Theologically oriented works of croatian pedagogy of enlightenment from the middle 70s years of 19th century. (S. Ilijašević, S. Novotny) | | 10. | Foundation of system of pedagogical theory in Croatia | | 11. | Development of pedagogy as a University course and study in Croatia | | 12. | Reform pedagogy in Croatia | | 13. | Development of cultural / philosophical pedagogy in Croatia | | 14. | Socialistic pedagogy after the second world war | | 15. | Historical reflection in contemporary croatian pedagogical theory and educational practice; corresponding with european pedagogy and schooling | | |
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## Information Systems and Data Bases in Education

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| **Name** | Information Systems and Data Bases in Education |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 52616 |
| **Semesters** | Winter |
| **Teachers** | Zvonimir Komar, PhD, Assistant Professor (primary) Višnja Novosel |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The course "Information Systems and Databases in Education" covers content related to the effective search for relevant information in the field of education in the information society, as well as the organization and analysis of data within educational systems. This course is designed to develop pedagogy students' competencies in data collection and analysis within education systems, and to introduce students to methods of optimizing education systems. In addition to methods for effectively searching and assessing the quality of information available in digital libraries, the Internet, and scientific web portals, students will be introduced to methods of collecting and analyzing data within educational systems. |
| **Teaching methods** | Lectures Seminars Project teaching |
| **Assessment methods** | Seminar paper Written exam Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | effectively search and assess the quality of information from a variety of sources | | 2. | define the concept of literacy and recognize different types of literacy | | 3. | define the concept of the knowledge society and critically analyze the role of literacy in it | | 4. | understand different contexts of knowledge | | 5. | get to know the idea of ​​open science and the role of scientific communication | | 6. | develop critical reading skills | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Available databases and digital collections for the social sciences | | 2. | Interpretation and service of information during the study of educational science. | | 3. | Internet information search strategies and basic search tools. | | 4. | Examples of important information systems and databases in education. | | 5. | Critical evaluation and selection of valid educational information. | | 6. | Different sources and types of data. | | 7. | Responsible data collection theory. | | 8. | Databases in education (importance of information, barriers to the use of information). | | 9. | Data collection methods | | 10. | Database planning according to the needs of a particular school | | 11. | Creating an electronic school portfolio. | | |
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## Interculturalism and Education

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| **Name** | Interculturalism and Education |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 124374 |
| **Semesters** | Summer |
| **Teachers** | Vedrana Spajić-Vrkaš, PhD, Full Professor (primary) Ana Širanović, PhD, Assistant Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Understanding the complex and long process of introducing the idea of cultural pluralism in the policies of culturally plural democratic societies and the impact of these policies on changes in national education systems; critically examine educational models from different perspectives |
| **Teaching methods** | lectures; group discussions; individual tasks; written seminar paper; work in small groups; supervisory work; field work |
| **Assessment methods** | Evaluation of seminar’s tasks:  - maximum points = 3 - passing thresholds = 2 points Structure of seminar’s evaluation:  - presentation of seminar report: from 0,5 to 2,00 points (0,5 = sufficient; 1,0 = good; 1,5 = very good; 2,0 = excellent) - critical analysis of visual material (short written form): from 0,25 to 0,75 points - class attendance: 0,25 points   Exam: - maximum points = 4 - passing thresholds = 2 points - students with 1,75 points and excellent seminar report are entitled to a passing grade  Final grade: (exam + seminar report and presentation + critical analysis of visual material + class attendance): 6,50 – 7 points = excellent (5) 5,50 – 6,25 points = very good (4) 4,50 – 5,25 points = good (3) 4 – 4,25 points = sufficient (2) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Critically analyze the political and theoretical starting points and goals of different models of intercultural / multicultural education and related practices from the perspective of cultural pluralism | | 2. | Demonstrate intercultural sensitivity, multiperspectivity and skills of participation in intercultural dialogue | | 3. | Accept and advocate the principle of cultural pluralism as a social and professional value and a critical and dialogical intercultural perspective in the development of a responsible school, curriculum and teachers | | 4. | Demonstrate the skills of introducing a dialogical intercultural perspective into the quality assurance system of education | | 5. | Explain the terms "cultural differences", "cultural pluralism", "interculturalism / multiculturalism" and "intercultural / multicultural education" with examples and possible relations between these terms | | 6. | List international and national legal documents and determine standards and mechanisms that promote the idea of cultural pluralism at the international, European and national level | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: A 200-year-long journey - Saartjie Baartman | | 2. | Conceptual demarcations: cultural differences, cultural pluralism, interculturalism / multiculturalism, intercultural / multicultural education | | 3. | Changes towards the culturally different (1st part): "Golden Age of Ignorance" and "Disturbing Age of Rhetoric" | | 4. | Changes towards the culturally different (2nd part): "Promising times of adaptation" and "Challenging times of exchange" | | 5. | Incorporating the idea of cultural pluralism into education: a monocultural perspective | | 6. | Focus: Education of culturally different | | 7. | Incorporating the idea of cultural pluralism into education: a multicultural and intercultural perspective | | 8. | Focus: Intercultural sensitivity | | 9. | Incorporating the idea of cultural pluralism into education: a critical perspective | | 10. | Focus: Anti-racist education | | 11. | Incorporating the idea of cultural pluralism into education: a dialogical perspective | | 12. | Court Cases and Intercultural Education: USA and Europe / Croatia | | 13. | Culturally responsive school | | 14. | Quality assurance in intercultural education | | 15. | Critiques of multicultural / intercultural education | | |
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## International Education

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| **Name** | International Education |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 51384 |
| **Semesters** | Winter |
| **Teachers** | Vedrana Spajić-Vrkaš, PhD, Full Professor (primary) Ružica Jurčević, PhD, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Understanding the historical and political foundations, legal standards, institutional frameworks and strategies for the development of international education, the connection of these processes with the processes of internationalization and globalization and the impact of both on changes in national educational systems, so that future pedagogues could acquire the necessary knowledge and skills for critical evaluation of globalization and internationalization in their work. |
| **Teaching methods** | Lectures Discussions Independent tasks Work in small groups Seminar papers with presentation |
| **Assessment methods** | Seminar paper with presentation:  - maximum number of points = 3 (2 points = seminar paper; 0.5 points = presentation; 0.5 points = participating in the discussion)  - passing threshold = 2 points Final exam:  - maximum number of points = 4  - passing threshold = 2 points Final grade: (written exam + seminar paper + presentation + participation in discussion + class attendance): 6.50-7 points = excellent (5) 5.50-6.25 = very good (4) 4.50-5.25 = good (3) 4-4.25 points = sufficient (2) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Compare four types of globalization processes and interpret their impact on national education systems. | | 2. | Highlight some of the world's burning problems and explain the ways in which these problems are being addressed globally and nationally. | | 3. | Compare the activities of UNESCO, the World Bank and the OECD in the field of education. | | 4. | Explore the role of international NGOs in promoting change in education. | | 5. | Review the impact of multinational companies on changes in national education systems. | | 6. | Support the idea of global interconnectedness and the need for active participation in global change. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: Presentation of course objectives, learning outcomes and course content | | 2. | Changes in education: politicization and pluralization of modern education | | 3. | Four types of globalization and changes in education - globalization "from above": market unification of the world | | 4. | Four types of globalization and changes in education - globalization "from below": creation of the international community and the global ethics of sustainable development | | 5. | Four types of globalizationand changes in education - globalization as a driver of the process of differentiation | | 6. | Education in the UN system: standards, policies, organizations and programs | | 7. | Education in the UN system: Millennium Development Goals and Global Sustainable Development Goals: strategies, plans and goals | | 8. | Education in the UN system: The role of UNESCO in the development of education | | 9. | Education in the UN system: World Bank policies and programs: the position of underdeveloped countries | | 10. | The role of the OECD in the development of education: international education evaluation programs and their effects on national education policies | | 11. | General Agreement on Trade in Services (GATS) and its effects on national education systems | | 12. | International non-governmental organizations and protection of the right to education | | 13. | Education in the European context | | 14. | Education in Croatia and globalization | | 15. | Final discussion: What are the effects of globalization and internationalization valuable in education? | | |
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## Introduction into Pedagogical Research

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| **Name** | Introduction into Pedagogical Research |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 66637 |
| **Semesters** | Winter |
| **Teachers** | Siniša Opić, PhD, Full Professor (primary) Zoran Horvat, PhD, Assistant - Lecturer |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to acquaint students with the basic issues of research in education. This implies their acquaintance with the historical development of research in education in order to understand the importance of this research for the development of pedagogy as an autonomous science. The aim of the course is to help students gain basic information about the types of research in the field of education, their planning and implementation, processing and interpretation of the data obtained and the preparation of research reports. This course seek to train students primarily for better monitoring of professional and scientific literature and a critical attitude towards the literature and reviews of research. Therefore, the course especially insists on the adoption of basic scientific literacy, mastering professional terminology in this field, and on getting to know and accept the ethics of the research in field education. |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | List and explain the basic stages of research and describe and plan individual parts of the conceptual design of the research. | | 2. | Describe the application of the code of ethics for research with children in research studies. | | 3. | Describe and distinguish types of scientific and professional texts. | | 4. | Explain the qualitative and quantitative approach to pedagogical research and the specifics of these paradigms and related methodological determinants. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Management and Autonomy of School

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| **Name** | Management and Autonomy of School |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 117648 |
| **Semesters** | Winter |
| **Teachers** | Ivan Markić, PhD, Assistant Professor (primary) Vilmica Kapac, M.Sc. |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The goal is to enable students to recognize, diagnose and solve current pedagogical issues through project teaching, reflected in school practice. |
| **Teaching methods** | lecture, seminars, simulation, mentoring, pedagogical workshop. |
| **Assessment methods** |  |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Select important current issues at the school level and develop them thoroughly at the project task level | | 2. | Organize and design research work on selected issues | | 3. | Integrate knowledge from different areas of pedagogy in order to solve problems | | 4. | Propose a solution to the selected problem and, if possible, implement it in school practice (possible simulations, dramatizations, etc., depending on the specifics of the research problem) | | 5. | Present the results of the project task to co-workers (colleagues), parents and / or students | | 6. | Collaborate and work as a team with selected group members | | 7. | (Self) evaluate team (group) work, presentation and solutions to selected issues | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Management of School and Class

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| **Name** | Management of School and Class |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 184262 |
| **Semesters** | Winter |
| **Teachers** | Ivan Markić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | On the basis of basic knowledge about pedagogical management, to develop skills of leading and managing various pedagogical processes in educational institutions. An introduction to numerous monitoring instruments and their use. To simulate different leadership and management styles, especially human resource management. To introduce students to different directions and levels of management and leadership. |
| **Teaching methods** | lectures, seminars, fieldwork |
| **Assessment methods** | formative and summative |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Define and interpret basic knowledge about pedagogical management. | | 2. | Explain the structure of school and classroom management | | 3. | Explain the subsystems of pedagogical management: management and leadership | | 4. | Describe the different directions and levels of management and leadership | | 5. | Explain the skills of managing various pedagogical processes in educational institutions | | 6. | Explain the specifics of management and leadership in educational institutions (communicative aspects of management) | | 7. | Describe human potential, management of levels; goals, long-term planning and organization, control of operational procedures and programs supporting goals, interpretation of goals, strategic management | | 8. | Explain strategy as the link between the present and the future (strategic plan, analysis-vision and mission, strategy - behaviour in the implementation of the strategic plan) | | 9. | Interpret the assumptions of strategic planning and management in a modern school | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Models of Initial Teacher Education

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| **Name** | Models of Initial Teacher Education |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 124377 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Šagud, PhD, Full Professor (primary) Tihana Kokanović |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The course should ensure the acquisition of the latest knowledge on the initial education of teachers in the Republic of Croatia and countries in Europe and the world. |
| **Teaching methods** | Lectures, seminars and workshops, exercises, individual assignments and mentoring |
| **Assessment methods** | Class attendance, seminar paper, critical review, written analysis and written exam are assessed |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Define and describe relevant approaches in initial teacher education in the world | | 2. | Critically analyze and distinguish different models of initial education and modern models of teacher education in the Republic of Croatia | | 3. | Understand and comment on the dominant theoretical models that underlie Teacher Education Curricula | | 4. | Apply theoretical knowledge in solving current problems in teacher education | | 5. | Synthesize positive experiences in teacher education in our country and in the world | | 6. | Develop sensitivity to the issue of initial education and in-service teacher training | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Partnership between Family and Educational Institution

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| **Name** | Partnership between Family and Educational Institution |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 117643 |
| **Semesters** | Winter |
| **Teachers** | Barbara Kušević, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Introducing students to the theoretical bases of the importance of establishing partnership relations between the educational institution and the family and helping them acquire the knowledge and techniques needed for establishing successful interaction, communication and quality cooperation with parents and other adults in educational institutions (preschools, schools etc.). |
| **Teaching methods** | Lectures, seminars and workshops, individual assignments, mentoring. |
| **Assessment methods** | 1. Seminar paper (maximum 15 points, passing threshold 10 points)  2. Written assignment (5 points)  3. Final exam (maximum 30 points, passing threshold 15 points)  Final grade: 30-34 points - sufficient (2) 35-39 points - good (3) 40-44 points - very good (4) 45-50 points - excellent (5). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Defining and explaining fundamental concepts in the field of the cooperation between the family and the educational institution. | | 2. | Comparing and explaining the different paradigms of the cooperation with parents that have emerged over the last fifty years. | | 3. | Formulating arguments for the importance of the cooperation between the educational institution and the family for the child's school success and holistic development. | | 4. | Explaining the possible causes of disagreement/conflict between the family and the institution, i.e. parent(s) and the teacher. | | 5. | Analyzing different types and models of working with parents and critically reflecting their (dis)advantages. | | 6. | Planning and organizing professional development in the domain of working with parents for experts in preschools and schools. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Orientation week. | | 2. | Introduction. | | 3. | From cooperation to partnership: terminological framework. | | 4. | Historical overview of the development of the relationship between the family and the educational institution. | | 5. | Theoretical, empirical and legislative foundation of cooperation between the family and the educational institution and its positive effects. | | 6. | Negative effects of cooperation between the family and the educational institution. | | 7. | Modalities of cooperation between the family and the educational institution. | | 8. | Characteristics of quality communication with parents. | | 9. | Parenting programs as part of the professional role of pedagogues. | | 10. | Pedagogue's individual conversations with parents. | | 11. | The role of pedagogues in improving the quality of communication with families (I). | | 12. | The role of pedagogues in improving the quality of communication with families (II). | | 13. | Ethical dilemmas in the cooperation of family and educational institution. | | 14. | Gender dimension of cooperation with families. | | 15. | Concluding remarks. | | |
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## Pedagogical Counseling and Vocational Guidance

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| **Name** | Pedagogical Counseling and Vocational Guidance |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 124379 |
| **Semesters** | Summer |
| **Teachers** | Ana Širanović, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | To master the basic theoretical insights related to pedagogical counselling, developing basic skills in individual and group (pedagogical) counselling in an educational establishment. |
| **Teaching methods** | lectures, seminars, workshops, independent work, supervision work, guest teaching |
| **Assessment methods** | Work in the seminar 6 points; Written examination: 15 points; Final grade: 11, 12, 13 points = satisfactory (2), 14, 15, 16, 17 points = good (3), 18, 19 points = very good (4), 20, 21 points = excellent (5). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To differentiate pedagogical counselling from psychotherapy | | 2. | To interpret theoretical starting points and approaches to pedagogical counselling | | 3. | To recognise the differences between individual and group pedagogical counselling | | 4. | To identify the causes of students' problems | | 5. | To use various methods and techniques of pedagogical counselling in work in order to help children and adults resolve problems | | 6. | To apply a non-directive approach in counselling | | 7. | To organize and apply various forms of professional provision of information and counselling for students | | 8. | To develop responsibility in adherence to ethical principles in counselling work | | 9. | To recognise the role of the pedagogue in pedagogical counselling and professional orientation | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Pedagogical Diagnostics

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| **Name** | Pedagogical Diagnostics |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 52623 |
| **Semesters** | Summer |
| **Teachers** | Edita Slunjski, PhD, Full Professor (primary) Rozana Petani, PhD, Associate Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | To train students to monitor children's development and evaluate their own work using various diagnostic tools. To train students to take part competently in the process of diagnosing developmental peculiarities of children/students, and especially children with special needs. To train students to recognize and understand the connection between continuous monitoring and evaluation of the work of teachers and the quality of the educational process. |
| **Teaching methods** | lectures, seminars and workshops, independent work, mentoring |
| **Assessment methods** | In order to pass this subject successfully, students must have pass grades in all five areas: attending classes, seminar paper, critical review, written analysis, written examination |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | to distinguish, analyse and systematise the fundamental characteristics and special features of individual levels of formal, non-formal and informal education. | | 2. | to communicate information, ideas, problems and solutions in the professional context | | 3. | to distinguish the basic procedures of dating processing in pedagogical research; to analyse, interpret and evaluate statistical indicators and formulate guidelines for pedagogical diagnostics in order to evaluate educational practice | | 4. | to demonstrate the knowledge, skills and abilities needed for continuation of studies at graduate level | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Pedagogical Re-socialization

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| **Name** | Pedagogical Re-socialization |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 117645 |
| **Semesters** | Winter |
| **Teachers** | Marija Bartulović, PhD, Assistant Professor (primary) Petar Smontara, PhD |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Introducing students to basic knowledge about the importance of pedagogical resocialization, concepts, etiology, social significance and phenomenology of behavioral disorders, through independent and critical study of literature and discussions in seminars and fieldwork. Realization of the course content should provide a comprehensive and sustainable insight into pedagogical resocialization as a significant part of social pedagogy. |
| **Teaching methods** | Lecture  Seminars and workshops  Field work  Individual assignements |
| **Assessment methods** | Class attendance  Seminar paper  Colloquium  Written exam  Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Describe, define and explain the process of behavioral disorders in modern society | | 2. | Describe and explain the impact of cultural, social and societal determinants of behavioral disorders | | 3. | Discuss the possibility of applying the model of prevention and resocialization of behavioral disorders | | 4. | Apply different approaches in the prevention of behavioral disorders in relation to the institutional / school and family context. | | 5. | Understand the specifics of the overall structure of pedagogical prevention and resocialization | | 6. | Be able to recognize symptoms that may indicate behavioral disorders in children and adolescents | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Social pedagogy and pedagogical resocialization | | 2. | Socialization and education | | 3. | The role of family and school in the process of socialization | | 4. | Adolescents and peer groups | | 5. | Pedagogy of adolescence - the role of peer groups in the process of education and socialization | | 6. | Behavioral disorders in children and adolescents | | 7. | Etiology and social significance of behavioral disorders | | 8. | Behavioral disorders - manifestations | | 9. | Internalized and externalized behavioral disorders | | 10. | Addictive behaviors of adolescents | | 11. | Legal foundations of pedagogical resocialization | | 12. | Youth delinquency | | 13. | Penological treatment - educational institutions | | 14. | Penological treatment - penitentiaries | | 15. | Pedagogical prevention of behavioral disorders | | |
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## Pedagogy of Adolescence

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| **Name** | Pedagogy of Adolescence |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 51385 |
| **Semesters** | Winter |
| **Teachers** | Dejana Bouillet, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Get acquainted with developmental characteristics and (un)typical behaviors in adolescence. Understand and recognize developmentally appropriate reactions and behaviors of adolescents and the possibilities and ways of pedagogical i.e., educational and social influence on the course of adolescent development. Upon completion of the course, students will be able to: give an overview of the basic developmental characteristics of adolescents; critically reflect on and discuss social and educational factors of development in adolescence; acquire knowledge about various forms of inappropriate behavior of adolescents; achieve basic competencies of pedagogical work with adolescents and parents of adolescents. |
| **Teaching methods** | lectures seminars and workshops individual tasks mentoring work |
| **Assessment methods** | Evaluation is performed by elements. The elements consist of: attendance and class activity (10 points), preparation of seminar paper (10 points) presentation of seminar paper (10 points) written exam (20 points). The maximum number of points is 50. Students who score from 45 to 50 points achieve excellent results. From 39 to 44 points very good. 33 to 38 points is a good success. 27 to 32 points is enough success. 26 points or less is not enough for a passing grade. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Describe adolescent pedagogy as a scientific discipline. | | 2. | Define and classify the basic concepts of adolescence. | | 3. | Explain the conceptual definition of adolescence through developmental periods and analyze socio-ecological factors and educational influences. | | 4. | Explain developmental characteristics and re-examine the forms and causes of behaviors characteristic of adolescence. | | 5. | Distinguish and identify developmental and pedagogical difficulties in adolescence. | | 6. | List and evaluate the possibilities and ways of educational and social action on the course of adolescent development and recommend pedagogical interventions. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Concept, related concepts (puberty, youth) and developmental characteristics: physical, cognitive, emotional, social | | 2. | Pedagogical history of childhood and adolescence | | 3. | Adolescents in a social context: approaches to the study of adolescence, generational groups, extended duration of adolescence | | 4. | Adolescents in a theoretical context: from biological to cultural theories | | 5. | Cognitive development: information processing, decision making and assessment questions | | 6. | Identity formation | | 7. | Development of moral values | | 8. | Behaviors and attitudes related to health | | 9. | Sexual values and behaviors | | 10. | Social development: a change in the character of friendly and romantic relationships | | 11. | Adolescent society, culture and subculture | | 12. | Adolescents and their families; parent-adolescent relationship | | 13. | The most common behavioral disorders in adolescence | | 14. | Possibilities and forms of pedagogical prevention and intervention | | 15. | Pedagogy of adolescence: subject, content, research and field of practical action | | |
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## Pedagogy of Early Childhood

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| **Name** | Pedagogy of Early Childhood |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 35976 |
| **Semesters** | Summer |
| **Teachers** | Edita Slunjski, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | To introduce students to the contemporary scientific knowledge about early childhood education and care. Based on acquired knowledge, students are expected to develop the ability to interpret these phenomena from theoretical and practical level, as well as knowledge, understanding and application of contemporary knowledge about preschool children, and observe their practical applications. The course also aims to train students for independent and critical attitude towards the literature used, and to develop their capacity for reflection and self-reflection of educational practice. |
| **Teaching methods** | Teaching methods: lectures, seminars and workshops, exercises, independent tasks and mentor work. |
| **Assessment methods** | Class attendance, seminar work, critical review, written analysis and written exam are graded. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Explain contemporary scientific knowledge of early childhood education and care | | 2. | Define and interpret basic phenomena of early and childhood education and care | | 3. | Analyze the knowledge of early and childhood education and care from theoretical and practical levels | | 4. | Discuss different paradigms and concepts of early and childhood education and care | | 5. | Recognize examples of developmentally appropriate practice for preschool children | | 6. | Be able to stand independently and critically towards used literature | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Acquaintance with the concept and content of the course. Presentation of exam literature and method of determining the final grade of the course. | | 2. | Pedagogy of early childhood as a system of scientific facts, research methods and scientific theories | | 3. | Relationship between upbringing, development and socialization; upbringing as a child development factor; upbringing as a distinctive human property | | 4. | Social and cultural conditionality of upbringing in and outside of the context of the family | | 5. | A historical overview of early education in families and institutions. Contemporary pedagogical concepts. | | 6. | Humanistically directed curriculum. | | 7. | The pedagogy of children’s play and the importance of play for upbringing of preschool children | | 8. | Learning process of preschool children, constructing and co-constructing knowledge | | 9. | The importance of the material and social environment for learning and development of preschool children | | 10. | Social and emotional dimensions of child development and learning | | 11. | The impact of the environment on the speech and language development of children | | 12. | Institution as an important factor in the development of curricula | | 13. | Institution culture | | 14. | The role of preschool teachers in children activities | | 15. | Analysis of student written work. Discussion. Analysis and evaluation of the work of professors and students. Preparation for the final written exam. | | |
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## Pedagogy of Leisure

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| **Name** | Pedagogy of Leisure |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 117644 |
| **Semesters** | Winter |
| **Teachers** | Goran Livazović, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | To get acquainted with pedagogical aspects and implications of free time as a social phenomenon. Critically consider the shaping of leisure time of children and adolescents. Improve the culture of planning and spending leisure time. Adopt basic theoretical and methodological knowledge about free time. Understand the importance of quality spending of leisure time in modern life. Motivate students to design their own free time more successfully. To enable students to plan and conduct shorter leisure time research. |
| **Teaching methods** | Lectures, seminars, workshops. |
| **Assessment methods** | In order to successfully pass this course, students must regularly attend classes, hold a group seminar presentation, submit an independent written work and pass two colloquia or a written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Describe leisure pedagogy as a scientific discipline | | 2. | Define the basic origins and concepts of leisure time. | | 3. | Discuss the interdisciplinary treatment of leisure time as a phenomenon. | | 4. | Analyze and review the basic theoretical approaches in the study of leisure time issues. | | 5. | Identify the pedagogical implications of the structure and content of leisure time. | | 6. | Recognize and connect the culture of young people and the structure of leisure time based on indicators (styles and ways of spending leisure time of young people). | | 7. | Create and organize extracurricular activities for students. | | 8. | Choose a leisure activity and analyze it pedagogically. | | 9. | Design ways to form a culture of life and spending of leisure time. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course: orientation week | | 2. | Pedagogy of leisure time in the system of education science (subject, goal, tasks, basic concepts, related disciplines) | | 3. | Leisure time: a brief historical overview | | 4. | Leisure as a social, economic, cultural and pedagogical category | | 5. | The relationship between work and leisure time | | 6. | Theoretical and methodological approaches to leisure research | | 7. | Cultural, educational and social contents in leisure time | | 8. | Types, contents and classification of leisure activities | | 9. | Principles of organizing and conducting leisure time and leisure activities | | 10. | Institutions, spaces, facilities and factors of spending leisure time of children, youth, adults and the elderly | | 11. | Extracurricular activities of students in leisure time | | 12. | Leisure and culture of young people: styles, places and contents of spending | | 13. | Media and leisure time of young people | | 14. | Developing a culture of spending leisure time | | 15. | Concluding remarks and evaluation of the work of the professor and the students | | |
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## Pedagogy of Life-long Education

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| **Name** | Pedagogy of Life-long Education |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 36698 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Šagud, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Within the course, students will gain basic knowledge about lifelong learning and education. At the end of the course, students will be able to analyze the development in the field of theory and practice of lifelong learning and education in Croatia and in the international educational space. In addition, they will develop a need for ongoing personal professional development. |
| **Teaching methods** | Lectures, seminars and workshops, exercises, individual assignments and mentoring. |
| **Assessment methods** | Class attendance, seminar paper, critical review, written analysis and written exam are assessed. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | define and explain the terminological and conceptual definitions of lifelong learning | | 2. | state and interpret the basic concepts of lifelong learning and education | | 3. | explain their contribution to modern lifelong learning | | 4. | / | | 5. |  | | 6. | establish the basic implications of lifelong learning on education policy and practice | | 7. | develop skills of critical analysis of different sources and materials | | 8. |  | | 9. |  | | 10. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the concept and content of the course. Presentation of the intended mode of work. Review of exam literature and determining final grades in the course. | | 2. | Terminological definitions of lifelong learning and education | | 3. | Memorandum on Lifelong Learning and other key documents on the implementation of lifelong learning in the European Union | | 4. | Lifelong learning and education in international organizations programs. Europe as a knowledge society | | 5. | Genealogy of lifelong learning and education. Concepts of learning society, learning organization and knowledge society | | 6. | Lifelong learning and education in Croatia | | 7. | Changes in education based on the concept of lifelong learning and education | | 8. | The relationship between initial education and later professional development | | 9. | The relationship between theory and practice | | 10. | Professional and vocational competencies of teachers required for lifelong learning | | 11. | Lifelong learning and education of pedagogues and teachers | | 12. | Reflexive practice as a way of continuous professional development of teachers | | 13. | Women and lifelong learning; group activity - sources of gender inequality in lifelong learning | | 14. | Relevant sources and institutions for studying problems related to lifelong learning and education. | | 15. | Concluding remarks | | |
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## Pre-service Professional Practice in Early Childhood Education Institution

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| **Name** | Pre-service Professional Practice in Early Childhood Education Institution |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 124381 |
| **Semesters** | Summer |
| **Teachers** | Edita Slunjski, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 0 | |
| **Prerequisites** | None |
| **Goal** | Become acquainted with the early childhood education institution as an educational institution and apply theoretical knowledge from the course in educational practice. |
| **Teaching methods** | Lectures, exercises, solving current pedagogical problems through problem teaching and project tasks, consultative teaching, pedagogical workshop |
| **Assessment methods** | In order to complete this course, students must meet the criteria in all of the following:  1. Planning, monitoring and valorization of the educational process 2. Monitoring and analysis of the kindergarten context and its connection to the curriculum 3. Observing, documenting and interpreting children's play and research activities 4. Observation, documentation and interpretation of social interactions between children 5. Participation in other activities of the institution 6. Collection and analysis of pedagogical documentation |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Participate in the realization of the educational process – planning, evaluation, and realization of educational process in accordance with personal interests | | 2. | Choose a current pre-school problem in accordance with personal interests and work on the subject at a project task level | | 3. | Diagnose the culture and climate of an early childhood education institution based on the selection of criteria | | 4. | Consult children, parents, and employees of an early childhood education institution | | 5. | Design and develop a pedagogical workshop in accordance with the needs of an early childhood education institution | | 6. | Recognize and name pedagogical documentation and know how to use it | | 7. | Recognize legal acts and regulations necessary for the functioning of an early childhood education institution | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to professional practice in an early childhood education institution | | 2. | Legislation in the field of early and childhood education and care: Proposal for the concept of the development of preschool education (1991), Act on preschool education (1997), Programme orientation of education and education of preschool children (1991), National Framework Curriculum (2010), various kindergarten documents, etc.) | | 3. | Pedagogical documentation | | 4. | Culture of early childhood education institutions | | 5. | Different dimensions of a context of early childhood education institution and their interconnectedness and influence on quality of the educational process | | 6. | Linking the overall context of an institution and the development of the curriculum within it (“contextual curriculum”) | | 7. | The role of a pedagogue in an early childhood education institution | | 8. | Techniques of observing, documenting and interpreting the educational process | | 9. | Children’s play and other self-initiated and self-organized activities of children and their educational potential | | 10. | Social interactions between children and educational potential of those interactions | | 11. | Encouragement and organization of professional training of employees of an institution of early education | | 12. | Training preschool teachers for research of educational practice (action research) and development of reflective practice | | 13. | Council of preschool teachers; parent-teacher meeting; joint analysis (reflections) of practice, joint (team) planning of activities and projects | | 14. | Realization of educational practice in accordance with the needs, interests and rights of children | | 15. | Writing the report | | |
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## Pre-service Professional Practice in the Pedagogy of Leisure

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| **Name** | Pre-service Professional Practice in the Pedagogy of Leisure |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 124380 |
| **Semesters** | Summer |
| **Teachers** | Ana Blažević Simić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 0 | |
| **Prerequisites** | To enrol course it is necessary to attend course Pedagogy of Leisure |
| **Goal** | To introduce oneself with the institution/organization which offers leisure activities to children and the young but also to apply in educational practice the gained theoretical knowledge from the course Pre-service Professional Practice in the Pedagogy of Leisure |
| **Teaching methods** | Classes, seminars, workshops, field research, consultative teaching. |
| **Assessment methods** | In order to successfully pass this course, students must submit a final report in which they will document and interpret the following areas: 1) planning, organization and evaluation of leisure activities in the selected institution/organization and their connection with the pedagogical significance of leisure time in the lives of children and the young 2) observation of activities 3) work styles of activity facilitators 4) counselling conversation wih activity users 5) possibilities of professional activity of pedagogues in the field of leisure time of children and youth |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To analyse, interpret and evaluate the social relations in an educational institution. | | 2. | To organise and implement pedagogic workshop on a given topic. | | 3. | To demonstrate the skills of managing pedagogic resources in an educational institution. | | 4. | To self-evaluate pedagogic knowledge, skills and abilities. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to Pre-service Professional Practice in the Pedagogy of Leisure | | 2. | Theoretical starting points of Pedagogy of Leisure, important for the emergence of practical models of planning, organization, implementation and evaluation of leisure activities | | 3. | Extracurricular activities | | 4. | Organization of the institution / organization that conducts leisure activities, documentation (statute, legal acts, regulations), work program of the institution / organization, leisure activities that it organizes and implements, forms of work, personnel structure and structure of participants / users | | 5. | Opportunities for professional engagement of pedagogues in the field of leisure activities; pedagogical aspect of the engagement of the leader of leisure time activity | | 6. | Leisure management styles | | 7. | Socio-emotional climate during leisure activities; social relations among members of a particular group - sociometry | | 8. | Advisory conversation with activity users | | 9. | Students with disabilities and gifted students as beneficiaries of the activity | | 10. | Planning or organization and evaluation of the overall organization of leisure time in the institution / organization | | 11. | Hospitation on leisure activities with the usage of monitoring protocols | | 12. | Planning, performing and evaluating leisure activities of choice in duration of two teaching hours | | 13. | Participation in the board meeting, in the parent meeting, in team planning, activities outside the institution (excursions), competitions, etc. | | 14. | Pedagogical workshop | | 15. | Project work - pedagogical research | | |
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## Pre-service Professional School Practice

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| **Name** | Pre-service Professional School Practice |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 124383 |
| **Semesters** | Summer |
| **Teachers** | Ante Kolak, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 0 | |
| **Prerequisites** | To enrol course it is necessary to attend course Didactics |
| **Goal** | Learn about the school as an educational institution and apply the acquired theoretical knowledge in school pedagogy and didactics in school practice. |
| **Teaching methods** | Teaching methods - lectures, exercises, solving current pedagogical issues through problem-based teaching and project tasks, consultative teaching, pedagogical workshop |
| **Assessment methods** | Grading methods - Evaluation of work is done by elements. The elements consist of: attendance and class activity (10 points), pedagogical research and project task (10 points), sociometric research (5 points), counseling interview (5 points), pedagogical workshop (10 points), oral exam (10 points) . The maximum number of points is 50. Students who score from 45 to 50 points achieve an A (5). From 39 to 44 points a B (4). 33 to 38 points is a C (3). From 27 to 32 points is a D (2). 26 points or less is not enough for a passing grade, F (1). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | • select current school issues in the domain of personal interests and process them at the level of the project task | | 2. | • participate in the implementation of the teaching process – planning, evaluation and teaching in the domain of personal interest | | 3. | • make a sociogram of a single class, and analyze and interpret the results | | 4. | • diagnose a school’s culture and climate based on selected criteria | | 5. | • talk to students, parents and school staff | | 6. | • design and conduct a pedagogical workshop in accordance with the needs of the school | | 7. | • recognize and name pedagogical documentation, and know how to use it | | 8. | • know the legal provisions and regulations necessary for the functioning of a school | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Professional and Developmental Services

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| **Name** | Professional and Developmental Services |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 124382 |
| **Semesters** | Summer |
| **Teachers** | Ivan Markić, PhD, Assistant Professor (primary) Vilmica Kapac, M.Sc. |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Introduce students to the professional competences of a school pedagogue. Develop a sense of teamwork and collaboration in general. Practice planning and programming in different areas of the work of a school pedagogue. Special emphasis should be placed on research competencies as a precondition for the study approach in the work of a school pedagogue. |
| **Teaching methods** | lectures, seminars, exercises, discussions, solving problematic situations that may arise during classes. |
| **Assessment methods** | formative and summative |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Create programs to develop the competencies of educational workers. | | 2. | Odentify, describe and resolve pedagogical problems at the level of the educational institution. | | 3. | Assess, analyze and interpret social relationships in the educational institution. | | 4. | Organize and conduct a pedagogical workshop on a given issue. | | 5. | Demonstrate the skill of communicating information, ideas, problems and solutions in a professional context as a part of a team, and clearly and unambiguously communicate with the subjects in the educational process (parents, teachers, students) | | 6. | Critically evaluate educational theory and practice | | 7. | Describe the development of educational activities and pedagogical thought in a modern school | | 8. | Explain the work areas of a professional associate - pedagogue in an educational institution. | | 9. | Describe the professional competencies of a professional associate-pedagogue in educational institutions | | 10. | Explain the development of research competencies as a base for a study approach in the work of a professional associate-pedagogue in educational institutions | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Psychology of Education

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| **Name** | Psychology of Education |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 53604 |
| **Semesters** | Winter |
| **Teachers** | Aleksandra Huić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Students will get acquainted with the main concepts, theoretical models and research methods in the field of learning and teaching. Knowledge of human development, the learning process and optimal teaching planning for students will serve to facilitate decision-making and evaluation of their work in the school context. |
| **Teaching methods** | Direct instruction, class discussions, inquiry based learning, e-learning, collaborative projects, individual and group assingments |
| **Assessment methods** | Written exam / Portfolio Assessment of group seminar work. Evaluation of the prepared discussion and activities at the seminar. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Students will be able to explain the role and importance of educational psychology in a school context. | | 2. | Students will be able to apply basic theoretical knowledge of the main theoretical approaches to learning to planning the teaching process and maintaining classroom discipline. | | 3. | Students will be able to adequately plan learning outcomes and the teaching process. | | 4. | Students will be able to discuss the advantages and disadvantages of different teaching methods. | | 5. | Students will be able to explain the different purposes of assessment, compare different traditional and modern procedures for assessing knowledge and evaluating their own work, and adequately communicate assessment results to students. | | 6. | Students will be able to critically reflect on the advantages and disadvantages of major approaches to learning motivation. | | 7. | Students will be able to plan and apply procedures for establishing and improving social relationships in the classroom and establishing classroom discipline. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Definition and goals of educational psychology. | | 2. | Application of theoretical approaches to the learning process in the school context - bihevioristic theories | | 3. | Application of theoretical approaches to the learning process in the school context - socio-cognitive and cognitive models | | 4. | Determinants of learning outcomes: student characteristics and characteristics of the educational context | | 5. | Developmental psychology - sources and types of developmental influences. | | 6. | Cognitive, linguistic, moral and socio-emotional development. | | 7. | Teaching planning. Constructivist approach. | | 8. | Teaching how to learn. Self-regulated learning. | | 9. | Assessing learning outcomes | | 10. | Gradeing. Giving feedback. | | 11. | Motivation theories in the school context. Strategies to encourage motivation in learning | | 12. | Emotions in school. | | 13. | Classroom management. Creating a positive classroom climate. | | 14. | School violence. Collaborating with parents. | | 15. | Evaluating one's work. | | |
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## Qualitative Research of Education

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| **Name** | Qualitative Research of Education |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 184254 |
| **Semesters** | Winter |
| **Teachers** | Marija Bartulović, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Introducing students to the basic features of qualitative research and training for independent critical monitoring of scientific and professional literature in the field of methodology of pedagogical science. Enabling students to understand the specific features of certain qualitative research methods and the possibility of their use in the study of pedagogical phenomena. Enabling students to plan and conduct simpler qualitatively oriented research in the field of education. |
| **Teaching methods** | lectures seminars and workshops field work research independent tasks research work |
| **Assessment methods** | class attendance written exam oral exam essay seminar paper project research |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | list and explain different types of qualitative research of pedagogical phenomena | | 2. | list the differences between quantitative and qualitative research | | 3. | define and explain action research | | 4. | analyze the ways of conducting action research in educational practice | | 5. | define and explain ethnographic research | | 6. | collect various ethnographic data in the function of research of educational practice | | 7. | plan, perform and evaluate a case study | | 8. | interpret the methodology of grounded theory | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | introductory meeting - introduction to the concept and content of the course; presentation of the planned method of work, examination literature and the method of evaluation in the course | | 2. | conceptual definition and basic features of qualitative research | | 3. | theoretical paradigms of qualitative research I | | 4. | theoretical paradigms of qualitative research II | | 5. | contemporary theoretical perspectives in qualitative research of education I | | 6. | contemporary theoretical perspectives in qualitative research of education II | | 7. | qualitative research draft | | 8. | ethics in qualitative research in education | | 9. | qualitative research strategies I | | 10. | qualitative research strategies II | | 11. | data collection methods in qualitative research | | 12. | data analysis methods in qualitative research | | 13. | pedagogue as a qualitative researcher | | 14. | the future of qualitative research in education | | 15. | final discussion, course evaluation | | |
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## Quantitative research methods

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| **Name** | Quantitative research methods |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 184255 |
| **Semesters** | Summer |
| **Teachers** | Zvonimir Komar, PhD, Assistant Professor (primary) Zoran Horvat, PhD, Assistant - Lecturer |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Introducing students to the basic features of quantitative research and training for independent monitoring of scientific and professional literature in the field of methodology of pedagogical and social sciences. Enabling students to understand the specifics of individual quantitative research methods and approaches and the possibilities of their use in research with an emphasis on field of education. To acquaint students with the basic indicators of descriptive and inferential statistics and data processing procedures in pedagogical research, as well as training for critical monitoring of the literature and independent implementation of simpler data processing. |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Recognize the basic features of quantitatively oriented pedagogical research and develop their own research plans in the context of pedagogical research. | | 2. | Specify the types, methods and techniques of quantitative research and anticipate the possibilities of their application in pedagogical practice | | 3. | Identify basic data processing procedures in pedagogical research and analyze and interpret relevant statistical indicators. | | 4. | Plan and conduct basic research of educational practice and interpret and present research results. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## School pedagogy

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| **Name** | School pedagogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 184261 |
| **Semesters** | Summer |
| **Teachers** | Ante Kolak, PhD, Associate Professor (primary) Mara Stojanac |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Students will gain basic knowledge about pedagogical and organizational concepts in the school system, about the connection between educational work and the social environment, and knowledge about the basic principles of the functioning and operations of school institutions, with special focus on pedagogical relationships in schools. |
| **Teaching methods** | Lecture, seminar, pedagogical workshop. |
| **Assessment methods** | Mid-term tests (2), seminar paper - pedagogical workshop, activity in class, written exam and / or oral. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | name and define areas of school pedagogy | | 2. | Distinguish the atmosphere from the culture of the school and use instruments to identify them | | 3. | identify the implicit pedagogies of educational workers | | 4. | analyze peer relationships in the classroom | | 5. | analyze the relationships between educational workers | | 6. | pedagogically counsel students and teachers on a given topic | | 7. | use school pedagogical documentation | | 8. | differentiate types of monitoring classes | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Sexual Pedagogy

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| **Name** | Sexual Pedagogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 52624 |
| **Semesters** | Summer |
| **Teachers** | Marija Bartulović, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Introducing students to the field of sexual pedagogy; introduction to the pedagogical perspective in relation to gender, sexuality and education; developing a critical-pedagogical approach to various aspects of sexuality; acquiring the knowledge needed to research sexuality from a pedagogical perspective; preparation for the implementation of acquired knowledge in educational practice. |
| **Teaching methods** | lecture seminars and workshops field work individual tasks mentoring work |
| **Assessment methods** | class attendance seminar paper written exam oral exam research essay project |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | apply knowledge and understand the concepts of sex education, sexual socialization and sexual orientations | | 2. | get acquainted with the developmental changes, emotional and social specifics of children and adolescents in relation to gender and sexuality | | 3. | to be trained for research work and to acquire competencies for programming, analyzing and evaluating sex education in school | | 4. | describe and explain contemporary theoretical knowledge about the importance of sex education as one of the fundamental factors in the development of personality | | 5. | understand sex education as a comprehensive and open system that is constructed in accordance with the existing contextual conditions | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | introductory meeting - introduction to the content of the course, methods and forms of work in the course, student obligations and methods of evaluation in the course | | 2. | sexuality, gender and education - a pedagogical perspective | | 3. | sexual pedagogy as a scientific discipline - subject, area, historical development | | 4. |  | | 5. | sexuality education as part of the right to education | | 6. | intersectional approach to sexuality and gender | | 7. | sexuality and gender in the hidden curriculum | | 8. | sexuality and gender in childhood - a pedagogical perspective | | 9. | sexuality and gender in adoescence - a pedagogical perspective | | 10. | sexuality and gender in adulthood - a pedagogical perspective | | 11. | prevention of gender and sexual violence through education | | 12. | LGBT inclusivity in education | | 13. | sexual education of students with special needs | | 14. | media mediation of gender and sexuality - critical-pedagogical approach | | 15. | pedagogical approach to sexuality research | | |
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## Statistics in Pedagogical Research

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| **Name** | Statistics in Pedagogical Research |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 52617 |
| **Semesters** | Winter |
| **Teachers** | Zvonimir Komar, PhD, Assistant Professor (primary) Zoran Horvat, PhD, Assistant - Lecturer |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to acquaint students with the basic statistical indicators used in the pedagogical literature and social sciences. Students will be introduced to the basic procedures of data processing from descriptive and inferential statistics. The basic focus is on enabling students to independently plan and conduct simpler statistical analyzes in data processing in pedagogical research. In addition, the aim of the course is to train students for the correct interpretation of statistical indicators and better understanding of scientific and professional literature in the field of pedagogy and social sciences, with emphasis on a critical attitude towards that literature and presentations of statistical processing. |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Distinguish differences between descriptive and inferential statistics and identify their advantages, disadvantages and specifics in education research. | | 2. | Use statistical formulas and tables in the application of various statistical tests and in the interpretation of research results. | | 3. | List the differences between parametric and nonparametric tests and appropriately select statistical analyzes and tests depending on the specifics of the problem and the data collected in the research. | | 4. | Use the SPSS statistical program and be able to apply procedures and appropriate analyzes in simpler research. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Systematic Pedagogy

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| **Name** | Systematic Pedagogy |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 35974 |
| **Semesters** | Summer |
| **Teachers** | Zvonimir Komar, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Basics of Pedagogy |
| **Goal** | Synthesis and analysis of fundamental concepts of pedagogy as a systematically developed science Insight into theoretical and practical principles of pedagogy as a science Understanding of notion of education and its deduction from the idea of human being Bringing students to the position of self-education |
| **Teaching methods** | Presentation Dialogue Analytical reading of texts |
| **Assessment methods** | Individual monitoring Seminar work Classroom activity Written exam Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Recognition of concepts of pedagogy as a science | | 2. | Abstraction of educational experiences to the level of pedagogical notions | | 3. | Critical judgement of the idea of purpose of education | | 4. | Explaining the relationship between goal of education and systematically constructed pedagogical science | | 5. | Ability to compare heteronomously and autonomously constituted goals of education | | 6. | Demonstrate (pseudo)pedagogical concepts on conrete historical-educational structures | | 7. | Critical analysis, commentary and comparison of paradigmatic historical texts | | 8. | Determining specificities of pedagogy as a science | | 9. | Analysis of pedagogical discourses. | | 10. | Description and interpretation of central ideas and periods in pedagogy's development | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Question of essence of pedagogy and education | | 2. | Meaning and systematic position of notion of education within development of system of pedagogical science | | 3. | Humans as being. Idea of freedom. Idea of mind. Nietzsche. | | 4. | Introduction to basic concepts of Herbart's general pedagogy. | | 5. | An example of development of systematic pedagogy in the work of P. Vuk-Pavlović | | 6. | Pedagogical ideas of Gj. Arnold, V. Filipović and S. Matičević | | 7. | Positivism and functionalism and their (in)compatibility with the idea of pedagogy | | 8. | Idea of university. I. Kant, W. von Humboldt | | 9. | Pedagogical constitution of culture through examples of P. Vuk-Pavlović and J.G. Fichte. | | 10. | The difference between philosophical and scientific notion of theory. Pedagogical theory as philosophical theory. | | 11. | The notion of practice and pedagogical practice. | | 12. | Determination of "general" and "specific" within system of pedagogical science and their connection. | | 13. | Summary and explicit synthesis of class's themes | | 14. | Discussion and questions #1 | | 15. | Discussion and questions #2 | | |
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## The Rights of the Child in Education

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| **Name** | The Rights of the Child in Education |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 117646 |
| **Semesters** | Winter |
| **Teachers** | Ivana Borić, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | To acquaint students with the concept of the rights of the child, especially with the right to education as a precondition for the enjoyment of all other rights; build an attitude about the importance of respecting, protecting and promoting the rights of the child; develop an awareness of personal and professional responsibility for recognizing and eliminating all forms of discrimination in education; to train for work in the field of education for the rights of the child. |
| **Teaching methods** | Lectures, seminars, workshops, exercises, individual work, fieldwork. |
| **Assessment methods** | Seminar paper: 4 points; Essay: 2 points; Exam: 15 points; Final grade: 11, 12, 13 points = sufficient (2), 14, 15, 16, 17 points = good (3), 18, 19 points = very good (4), 20, 21 points = excellent (5). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Analyze the child's position in the historical and social context. | | 2. | List the rights of the child according to the Convention on the Rights of the Child. | | 3. | Generalize the state of the rights of the child in the Republic of Croatia. | | 4. | Identify situations of endangering the rights of the child. | | 5. | Develop behaviors that respect the rights of the child. | | 6. | Define the child's right to education and illustrate with examples from four areas of that right. | | 7. | Explain possible situations of endangering the rights of the child in education and recommend ways to eliminate them. | | 8. | Organize educational work in accordance with the rights of the child. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course - the aim of the course, contents, work method, literature; tasks of educating pedagogues for the rights of the child; long-term and short-term goals of education for the rights of the child. | | 2. | Contextualization of the rights of the child: an international treaty in the field of human rights. | | 3. | Child, childhood and the rights of the child: what a human being a child is; the norm of the childhood - the social construction of the child and childhood; images of a child; pedagogical model of childhood. | | 4. | Theories of human rights and the rights of the child: the theory of will; interest theory; the contribution of pedagogy to the theory of human rights and the rights of the child. | | 5. | The history of the rights of the child as a history of children's emancipation: Ellen Key and "the child's right to choose his parents"; Janusz Korczak and the child's right to be respected; Children's Liberation Movement. | | 6. | History of the Institutionalization of the rights of the child: Eglantyne Jebb and the Geneva Declaration; Declaration of the Rights of the Child; Convention on the Rights of the Child: history of origin, content, characteristics, "types" of the rights of the child, principles of the rights of the child. | | 7. | Adultizam, childism, ephebiphobia: can we talk about age discrimination of children? | | 8. | The child's right to education: aspects of the relationship between the child's right and education; the right to education as a normative-legal concept; dimensions of the right to education: availability, accessibility, acceptability, adaptability; the state of the right to education in the Republic of Croatia. | | 9. | The child's right to participate in all matters concerning children: participation as a child's right, as a group of children's rights, as a principle of the child's rights, as a practice of the child-participant; models of participation of children and youth (Participation scale, Paths to participation, Journey with children's participation); participation of children and youth in the educational context (importance, forms, participation as part of the culture of the educational institution). | | 10. | The state of the child's right to participate in educational practice: a review of the results of research on the participation of children and youth in the context of education. | | 11. | Ombudsman for Children: what and how does (s)he work? | | 12. | A critical analysis of film from a perspective of the rights of the child. | | 13. | Emotions in education for human rights and the rights of the child. | | 14. | Towards a critical approach to the rights of the child. | | 15. | Concluding remarks. | | |
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## Theories and Methods of Teaching

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| **Name** | Theories and Methods of Teaching |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 118146 |
| **Semesters** | Winter |
| **Teachers** | Ante Kolak, PhD, Associate Professor (primary) Mirela Sučević Vanja Praznik |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Methodology exercies | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is for students to learn about the subject of teaching methodology and practical issues of preparation, implementation and (self) evaluation of teaching, and to develop basic competencies related to observation and monitoring of teaching and planning, conducting and evaluating teaching, and peer review. |
| **Teaching methods** | lecture, methodical exercises, public lectures, demonstration lectures, peer review (teaching) |
| **Assessment methods** | To successfully meet the requirements of this course students must successfully complete the following five areas: • Attendance of methodological exercises • Public lecture • Course observation + logbook of observation • Mid-term test • Written preparation. In the first three areas the grade is : satisfied - not satisfied . In the last two, the grade is numerical. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | define basic methodological concepts | | 2. | distinguish teaching methods from didactics | | 3. | use different sociological forms of teaching in a given teaching situation | | 4. | demonstrate different teaching methods | | 5. | justify the chosen teaching method | | 6. | independently design preparation for teaching using different sources in the field of the subject methodology (nature and society) | | 7. | independently plan, perform and evaluate the teaching process on the level of the teaching unit | | 8. | (Self) evaluate the teaching process according to the given methodological criteria | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Theories of Didactics

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| **Name** | Theories of Didactics |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 35971 |
| **Semesters** | Winter |
| **Teachers** | Ivan Markić, PhD, Assistant Professor (primary) Mara Stojanac |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | To become familiar with basic knowledge of the historical development of didactics. Learn about modern didactic concepts and phenomena. Acquire didactic knowledge about teaching. Learn the theory of learning objectives. Learn teaching methods, social forms of work and didactic principles. Become familiar with didactic knowledge about the organization of the educational process in a modern school. Independently "build" theoretical models with a critical attitude towards them, as well as those already known. Acquisition of competencies for critical analysis of the teaching process in primary and secondary school. Model the teaching curriculum. Create a lesson in accordance with modern didactic systems. Model the educational process in accordance with the didactic tasks. Model articulation of a lesson. Model determination of the value of students’ achievements in school in accordance with the teachers’ competencies. Model symmetrical teaching communication. Learn about a specifically designed and organized teaching and learning process outside the classroom. Learn about the specifics of work in combined departments. |
| **Teaching methods** | lectures, seminars, exercises, discussions, analysis and interpretation of didactic situations, solving problem situations that may arise during classes |
| **Assessment methods** | Formative and summative |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Describe and compare didactic theories as the systematic connections between didactics, curriculum theory and school theory. | | 2. | Describe and interpret the most important periods, ideas and directions in the development of didactics | | 3. | List and explain basic modern didactic concepts (models). | | 4. | Describe didactic knowledge about teaching and learning. | | 5. | Interpret the theory of learning goals. | | 6. | Discuss and evaluate different approaches in planning, organizing, guiding and evaluating the educational process in a modern school. | | 7. | Identify, analyze and present the basic characteristics of competencies for critical analysis of the teaching process in primary and secondary school. | | 8. | Explain the construction of the curriculum for one subject. | | 9. | List and describe the most important periods, ideas and directions in the development of school theories. | | 10. | Demonstrate the knowledge, skills and abilities required to continue studies at the graduate level | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## Theories of Education

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| **Name** | Theories of Education |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 35972 |
| **Semesters** | Winter |
| **Teachers** | Barbara Kušević, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to enable students to state the foundation and key characteristics of different educational theories and to critically thematize contemporary educational problems from the perspective of fundamental educational theories. |
| **Teaching methods** | Lectures, seminars and workshops, individual assignments, mentoring. |
| **Assessment methods** | 1. Seminar paper (10 points + descriptive evaluation, requirement for sitting the exam) 2. Written film analysis (maximum 10 points) 3. Final exam (maximum 30 points, passing threshold 15 points)  Final grade: 30-34 points - sufficient (2) 35-39 points - good (3) 40-44 points - very good (4) 45-50 points - excellent (5). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Stating the foundation and key characteristics of different educational theories. | | 2. | Distinguishing between contemporary and non-contemporary conceptions of education. | | 3. | Critically thematizing contemporary educational problems from the aspect of fundamental educational theories. | | 4. | Reflecting the different meanings of fundamental pedagogical concepts in the context of particular educational theories. | | 5. | Critically analyzing theoretical pluralism in pedagogy. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Orijentation week. | | 2. | Introduction. | | 3. | Basic terminological framework of the course. | | 4. | Theories, concepts, paradigms and discursive approaches. | | 5. | ''Normative'' pedagogy. | | 6. | Human science. | | 7. | Empirical pedagogy/educational science. | | 8. | Critical theory, critical educational science and critical pedagogy. | | 9. | System theory in pedagogy. | | 10. | Social constructionism in pedagogy. | | 11. | Contemporary theoretical approaches in pedagogy (I). | | 12. | Film analysis. | | 13. | Contemporary theoretical approaches in pedagogy (II). | | 14. | Understanding contemporary pedagogical topics using different educational theories. | | 15. | Concluding remarks. | | |
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## Working with students with special educational needs

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| **Name** | Working with students with special educational needs |
| **Organizational unit** | Department of Pedagogy |
| **ECTS credits** | 5 |
| **ID** | 184256 |
| **Semesters** | Summer |
| **Teachers** | Ana Blažević Simić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to enable the students to state the starting point and the important characteristics of the work methodology of pedagogues with students with disabilities. Another aim is critical thematization of current problems facing inclusive education and upbringing, ((in)adaptability of the legislative, distribution and job description of pedagogues, the adaptation forms, appropriate programs and evaluation of students with disabilities, cooperation with parents etc.) |
| **Teaching methods** | Classes, seminars, workshops, field research. |
| **Assessment methods** | In order to successfully pass this course, students must attend the class regularly, hold a group seminar, turn in an independent seminar paper, pass two mid-term exams or a written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To define and explain the basic terms in the field of methodology for pedagogues who work with students with disabilities | | 2. | To compare and explain various forms of class adaptation, appropriate programs, and evaluation that have appeared in the last 40 years. | | 3. | To formulate the job description for pedagogues who work with students with disabilities. | | 4. | To explain the forms of cooperation with other members of the school expert team, teaching assistants, parents of students with disabilities and external institutions. | | 5. | To analyse various forms of class adaptation, appropriate programs and evaluating the work of students with disabilities and critically analyse their advantages and disadvantages. | | 6. | To plan and organise education of educators so that they can be able to teach students with learning disabilities. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course: orientation week | | 2. | Basic terminological starting points of the course: critical analysis of the concepts of rights, needs and privileges in the context of education and the concepts of social exclusion, integration and inclusion | | 3. | Orientation list of types of disabilities | | 4. | Legislative framework for working with students with disabilities | | 5. | Job description of a professional associate pedagogue in the field of working with students with disabilities | | 6. | The procedure of enrollment / determination of the psychophysical condition of students | | 7. | Forms of teaching adjustments for students with disabilities | | 8. | Collaboration in the development of appropriate programs for students with disabilities | | 9. | Evaluating the work of students with disabilities | | 10. | Support and assistance to students with disabilities | | 11. | Activities for the entire student population and action research (to improve inclusive practice) | | 12. | Collaboration with other members of the school's professional team and teaching assistants | | 13. | Collaboration with parents and siblings of students with disabilities | | 14. | Professional training of educators for appropriate work and self-evaluation of work with students with disabilities | | 15. | Concluding remarks and evaluation of the work of the professor and the student | | |
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# Teachers

## Bartulović, Marija

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
| Marija Bartulović was born in 1982. She graduated in pedagogy and sociology at the Faculty of Humanities and Social Sciences, University of Zagreb in 2005, received her doctorate in the field of pedagogy in 2013, and has been an assistant professor since 2016. Participates in teaching the courses Qualitative Research in Education, Basics of Intercultural Pedagogy and Sexual Pedagogy. She publishes papers, participates in conferences and scientific projects in the field of intercultural pedagogy, gender and sexuality pedagogy and qualitative research methodology. She is a member of the editorial board of the journal Intercultural Education. | |
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## Batinić, Štefka

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Batur, Iva

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| **Academic degree** |  |
| **Title** | assistant |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
| Iva Batur (née Debeljak) was born on August 8, 1990 in Zagreb, Croatia. She graduated pedagogy at the Faculty of humanities and social sciences of University of Zagreb in 2014. During her studies she was engaged in volunteer work (Brave Phone Association; IAIE Conference “Unity and Disunity: Connections and Separations” – assistance in organizing the conference on intercultural education), was awarded with the scholarship for student excellence (City of Zagreb Scholarship), and was the winner of the Faculty of humanities and social sciences Award for student excellence. From 2014 to 2018, she worked as a kindergarten pedagogue. In 2018, she enrolled in the postgraduate (PhD) university study programme Pedagogy and Contemporary School Culture at the Faculty of humanities and social sciences of University J. J. Strossmayer in Osijek, Croatia. Since 2018, she works at the Department of Pedagogy at the Faculty of humanities and social sciences of University of Zagreb as an assistant at the Cathedra of preschool pedagogy (Head of the Cathedra, Professor Edita Slunjski, PhD). She participates in the conducting seminars at the undergraduate and graduate study of pedagogy (Pedagogy of Early Childhood, Early Childhood Education Institutions and Early Childhood Education Curriculum). She is a secretary, a member of the Assembly, and a member of the Board of Croatian Pedagogical Society since 2018. She participated in the organizational and programme committees of several domestic and international scientific and professional conferences organized by the Croatian Pedagogical Society, by the Faculty of humanities and social sciences in Zagreb and by the International professional interdisciplinary learning community in early and preschool education – ENNEA. Her scientific field of interest is early childhood education and care, particularly topics related to pedagogical documentation, symbolic languages of children and expressive media, as well as qualitative research. She published and presented several papers in the field of pedagogy. | |
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## Blažević Simić, Ana

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
| Ana Blažević Simić was born in Vinkovci in 1983. She finished elementary and secondary school in Vinkovci. In 2008, she graduated in German and pedagogy from the Faculty of Humanities and Social Sciences at the University of Zagreb. The same year, she was chosen as a research assistant at the Department of Systematic Pedagogy at the Department of Pedagogy at the Faculty of Humanities of Social Sciences in Zagreb. She was an associate on the project “Intercultural curriculum and education on minority languages” by Neven Hrvatić, PhD.  In 2009, she enrolled postgraduate doctoral study of pedagogy at the Faculty of Humanities and Social Sciences at the University of Zagreb. In 2012 she was on a scholarship at the University of Graz funded by the Austrian Federal Ministry of Education, Science and Research for the students of postgraduate studies and young researchers. Her doctoral thesis “Models of Minority Language Education” was under the mentorship of Neven Hrvatić, PhD and was defended in 2014.  During her work in the department, she was an associate on numerous projects: in 2011/2012 on the bilateral project “Intercultural Approach to Education in Minority Languages: Croatia-Serbia”, in 2013/2014 on the bilateral project “Intercultural Approach to the Integration of Roma People: Croatia-Montenegro”, in 2015 on the project “Intercultural Education and European values” and in 2016 on the project “Intercultural Competences and European Values” (projects by the University of Zagreb). In 2017 she was an associate on the project „The Types of School Culture and Learning for Active Citizenship: a Critical Interdisciplinary Approach“(Croatian Science Foundation) and in 2018 also at the project “Intercultural Competencies and European Values” (University of Zagreb).   Within the international scientific research project "Intercultural relations and education on minority languages: Croatia - Serbia" in 2011 she was a resident at the Department of Pedagogy at the Faculty of Philosophy at the University of Novi Sad. In 2013 she was a resident at the University of Montenegro where she participated in the TRAIN project (King Baudouin Foundation) within the bilateral project “Intercultural Approach to the Integration of Roma People”.  From the beginning, apart from the project activities, she has also been holding courses “Basics of Special Pedagogy”, “Working with students with special educational needs”, and “Pre-service Professional Practice in the Pedagogy of Leisure”. Her particular field of interest is the area of systematic pedagogy, intercultural and inclusive education in which she improves and publishes expert and scientific papers. She has actively participated in numerous scientific conferences, congresses, round tables, workshops and schools in her country and abroad. She is currently the department’s ECTS coordinator. | |
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## Brčić, Filip

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Department of Pedagogy |
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## Brust Nemet, Maja

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| **Academic degree** |  |
| **Title** | assistant professor |
| **Organizational unit** | Department of Pedagogy |
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## Dubovicki, Snježana

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| **Academic degree** |  |
| **Title** | assistant professor |
| **Organizational unit** | Department of Pedagogy |
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## Horvat, Zoran

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant - lecturer |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
| Zoran Horvat was born in 1986 in Varaždin. He finished elementary school and high school in science and mathematics in Varaždin. He has completed his masters study mathematics at the Faculty of Science in Zagreb in 2011. He received his doctorate in 2019 at the Department of Pedagogy, University of Zagreb with the topic "Didactic-methodological competencies of mathematics teachers", under the mentorship of professor Ante Kolak. From 2011 to 2018, he worked as a math teacher in high school. From 2016 to 2017 he worked as an external associate of the Center for Teacher Education, and from 2017 to 2018 as an external associate of the Department of Pedagogy at the Faculty of Philosophy, University of Zagreb. Since 2018, he has been employed at the Department of Pedagogy, Faculty of Philosophy, University of Zagreb, at the Department of Systematic Pedagogy. He participates in teaching courses in the field of methodology and statistics of pedagogical research. The basic areas of his interest are methodological challenges in pedagogical and social research, and the wider area in which he also publishes professional and scientific papers are in the field of didactics and mathematics education. | |
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## Jurčević, Ružica

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
| Ružica Jurčević (born 1986) is a junior researcher at the Department of Pedagogy in Zagreb, Croatia. She graduated from the Faculty of Humanities and Social Sciences University of Zagreb in 2011, majoring in Education. She received her PhD in 2019 under the mentorship of prof. dr. sc. Vedrana Spajić-Vrkaš (Dissertation title: "Contemporary University between humanistic ideals and market interests"). From 2012 to 2016 she has worked as a school counselor in several primary and secondary schools. From 2016 to 2019 she held the position of Head of the Department for International Cooperation at the Agency for VET and Adult Education. During her time in the Ageny, she worked on ESF and Erasmus+ projects such as "Promotion of lifelong learning"; "Modernization of professional development of VET teachers" and EQAVET NRP. Since 2019, she is working as a junior researcher at the Department of Pedagogy, where she participates in courses "International Education", "European Education" and "Education Policies". She has participated in a number of local, national and international activities and initiatives, such as the European Union Summer Academy, the Leadership Development Program: South East Europe and the EU, UN Academy, IUC summer school and others. She is an active member of several pedagogical and civil society associations. She is the Vice President of the Croatian United Nations Association and an active member of the Croatian Pedagogical Society. She has published several papers from pedagogy, education and wider fields. Her area of interest are higher education, educational policies, European education, global education, neoliberalism and university values. | |
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## Kapac, Vilmica

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| **Academic degree** | master of science |
| **Title** |  |
| **Organizational unit** | Department of Pedagogy |
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## Kokanović, Tihana

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Department of Pedagogy |
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## Kolak, Ante

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| **Academic degree** | doctor of philosophy |
| **Title** | associate professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
| Ante Kolak was born on January 16, 1972 in Slavonski Brod, where he finished primary and secondary school. He graduated from the Teachers' Academy in Zagreb in the field of pedagogy of children with special needs, and from the Faculty of Humanities and Social Sciences in Zagreb at the Department of Pedagogy in the field of didactics. He received his master's degree on May 28, 2004, defending a paper entitled "Parents' attitudes towards cooperation with the school" under the mentorship of prof.dr.sc. Vladimir Jurić. He defended his doctoral thesis "Models of teaching process" on November 19, 2008 under the guidance of a mentor prof.dr.sc. Vladimir Jurić.  He worked as a primary school teacher and as a pedagogue in primary and secondary school. He was a member of the editorial board for publishing textbooks for primary school as well as the author of manuals for teachers and students and textbooks. For the editorial board of the textbook Nature and Society in 2010, he won a silver medal for the best European textbook. In his work he focuses on the field of school pedagogy and didactics.  As a scientific researcher (MB: 237424) he was a member of scientific research projects of the Department of Pedagogy at the Faculty of Humanities and Social Sciences in Zagreb, Methodology and structure of the national curriculum, Curriculum of social competencies and relationships in school (led by prof. Vlatko Previšić, PhD) and was the leader of the Didactic Culture of the School project.  He is engaged in scientific work and actively participates in professional and scientific conferences. He has published several scientific and professional papers in domestic and foreign journals. | |
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## Komar, Zvonimir

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Kušević, Barbara

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
| Barbara Kušević was born in 1984. In 2007 she received a university degree in Pedagogy and Croatian Language and Literature at the Faculty of Humanities and Social Sciences at the University of Zagreb, where she also defended her PhD thesis in the field of Pedagogy in 2013 and became an assistant professor in 2016. So far she has published one handbook (in co-authorship), several book chapters and a series of research papers, and has presented her work at numerous conferences in homeland and abroad. | |
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## Livazović, Goran

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Lizović, Iva

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Markić, Ivan

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
| Ivan Markić was born in Zadar on September 12, 1984. He acquired the title of graduate professor of pedagogy and professor of history in 2007. Since 2008 he has been employed at the Department of Pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb. He defended his Doctoral thesis entitled Interconnectedness between teaching strategies and pupil’s social competence (prepared under the mentorship of prof. dr. sc. Vlatko Previšić) on September 30, 2014. and acquired the title of Doctor of Social Sciences, scientific field of pedagogy, branch of didactic s. He was elected to the scientific title of research associate in 2015 and to the scientific-teaching title of assistant professor in 2016. At the Department of Pedagogy, he is the course leader in Didactic Theories, Basic Teaching Skills and School and Classroom Management and participates in the seminar part of the course Didactic and Alternative Pedagogical Ideas and Schools. Areas of his scientific interest are didactic, school pedagogy and military pedagogy. Of the foreign languages, he actively speaks English and passively speaks German and Italian. | |
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## Novosel, Višnja

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Opić, Siniša

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| --- | --- |
| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Posavec, Katarina

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| **Academic degree** |  |
| **Title** | professional associate |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Rajić, Višnja

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| **Academic degree** | doctor of philosophy |
| **Title** |  |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Sablić, Marija

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| **Academic degree** | doctor of philosophy |
| **Title** | associate professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Slunjski, Edita

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
| Professor Edita Slunjski was born on May 30, 1966 in Virovitica, Croatia. She finished both her elementary and high school education in Zagreb, Croatia. After she attended the Pedagogical Academy in Čakovec (1988) and the Faculty of humanities and social sciences in Zagreb where she graduated in 1995, she received a Master of Science degree in 2001 and her PhD in 2006. Edita Slunjski has worked for several years as a preschool teacher and pedagogue in kindergartens in Zagreb and Varaždin, Croatia. She then worked as a professor at the College of higher Education in Čakovec, Croatia and as a professor at the Department of Pedagogy of the Faculty of humanities and social sciences in Zagreb, where she works today. During her tenure, she conducts courses of Pedagogy of Early Childhood, Early Childhood Education Institutions, Early Childhood Education Curriculum, and Alternative Pedagogical Ideas and Schools. She is the head of the Early Childhood Education Curriculum course, which is taught at the postgraduate (PhD) university study programme of Pedagogy at the Faculty of humanities and social sciences in Zagreb. Until 2015, she was a member of the editorial board of the journal Metodika (Faculty of Teacher Education in Zagreb). She is a reviewer of the journal Školski Vjesnik (eng. School Gazette), European Scientific Journal, Journal of Early Years Education, and the International Journal of Early Childhood. She is the author of about one hundred scientific and professional papers and 25 books. Out of the total number of published books, six scientific monographs are used as textbooks on most faculties for the education of teachers as well as faculties of humanities and social sciences at the undergraduate, graduate and postgraduate level, both in Croatia and in neighboring countries. According to library data published by the National and University Library in Zagreb in 2014, she is the most widely read author in the field of pedagogy (ranked 7th in the list of 15 most widely read domestic living authors in all categories). In 2016, she received the State Prize for Science for Popularization and Promotion of Science in the field of social sciences for her outstanding contribution to popularization of scientific knowledge about the potential of early childhood education and care. The same year she received the Award of the City of Zagreb for her significant contribution and results in theoretical and practical work in early childhood education and care, especially research and development of early childhood education curriculum. Edita Slunjski is the current president of the Croatian Pedagogical Society. She was also the president of the Committee for Drafting and Development of Methodology and Instruments for Monitoring the Quality of Work of Institutions for Early Childhood Education and Care (organized by the National Centre for External evaluation of Education of the Republic of Croatia, 2010-2011). In the period from 2014 to 2015, she was head of the expert working group for drafting the National Curriculum for early childhood education and care at the Ministry of Science, Education and Sports. The expert group has drafted the first National Curriculum for early childhood education and care of the Republic of Croatia (which entered into force in 2015). From 2013 to 2014, she was a member of two working groups for the elaboration of the Strategy for Education, Science and Technology. In 2016, she was a member of the Committee for the evaluation of the PhD program at the Faculty of Education at the University of Primorskem, Slovenia. She participated in the NETQ6 project, Comenius Network Europian Project (2014), and in the professional preschool network The Gathering Ireland, A Global Gathering for early Childhood, Today's children, Tomorrow's World (since 2013). She actively cooperates with a large number of European universities by promoting ideas of excellent practice of early childhood education and care in the Croatia, as well as results of high quality education of preschool teachers and pedagogues at the higher education level. She participated and presented at about one hundred domestic and international scientific conferences where she presented the results of her scientific research, including in Ankara (Turkey), Dublin (Ireland), St. Petersburg (Russia), Harvard (USA), Dubai (UAE), Ljubljana and Maribor (Slovenia), Porto (Portugal), Riga (Latvia), Sarajevo and Zenica (BiH) and elsewhere. She is the head of the Cathedra of preschool pedagogy at the Department of Pedagogy at the Faculty of of humanities and social sciences in Zagreb. She is also the head of the postgraduate doctoral (PhD) studies in pedagogy at the Department of Pedagogy of the Faculty of humanities and social sciences in Zagreb. From 2018 to 2020, she was the head of the Department of Pedagogy at the Faculty of humanities and social sciences in Zagreb. Her research interests are early childhood education curriculum, leadership, qualitative research and alternative pedagogical concepts. | |
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## Smontara, Petar

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| **Academic degree** | doctor of philosophy |
| **Title** |  |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Spajić-Vrkaš, Vedrana

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Stojanac, Mara

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Sučević, Mirela

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Širanović, Ana

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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## Vahtar, Dorijan

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| **Academic degree** |  |
| **Title** | assistant |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
| Dorijan Vahtar was born in 1986 in Trbovlje, Slovenia. In 2013 he graduated in Anthropology and Ethnology and Cultural Anthropology at the University of Zagreb, Faculty of Humanities and Social Sciences. Since 2017 he has been attending Postgraduate Doctoral Study of Ethnology and Cultural Anthropology at the same faculty. Since 2014, as external collaborator, he has been holding seminars within the course Anthropology of Education at the Department of Pedagogy. From 2014 to 2021 he worked at the Foundation Zajednički put as a research coordinator, where he participated in several quantitative and qualitative studies about human rights of the elderly, dignity in old age, as well as abuse and neglect in nursing homes. In May 2021 he was appointed teaching assistant at the Department of Pedagogy and will be holding seminars within the following courses: Anthropology of Education, Critical Theories of Education, and Education for Human Rights and Citizenship. So far, he has participated in several studies on citizenship education, health education, and education of Roma children in Međimurje County, as well as research about youth in Croatia, where he was in charge of collecting and analyzing qualitative data. He regularly presents papers at international and national conferences within the fields of social work, psychology, and pedagogy. His research interests include: school culture, qualitative research methods in education, and critical theory in education. | |
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## Vrcelj, Sofija

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| **Academic degree** |  |
| **Title** | full professor |
| **Organizational unit** | Department of Pedagogy |
| **CV** |  |
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