



UNIVERSITY OF RIJEKA
TEACHER EDUCATION COLLEGE RIJEKA
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ELEMENTARY SCHOOL CLASSROOM EDUCATION

Rijeka, 2005.

**STUDY PROGRAMME OF PROFESSIONAL EARLY PRIMARY EDUCATION
STUDY
(introductory and general provisions)**

1. PREFACE

a) Reasons for study

- According to the Constitution of the Republic of Croatia "*primary education is compulsory*", and according to the Law of Primary Education (The National Gazette, No.69/03) "*activity of primary education is of special social interest*". For children from 1. to 4. form teaching is organised as classroom teaching, and jobs of an early primary school teacher can be performed by a person who obtained a corresponding high university (Bachelor) qualification.

These constitutional and legal provisions determine the purpose of organisation and implementation of the early primary school teacher study, which is, firstly, to fulfil the public sector needs for teachers, with due reference to the same needs of all primary schools that are working within the territory of the Primorsko-goranska County.

- Early primary school teachers perform teaching and other forms of direct educational work with children such as jobs of a form teacher, and all the other jobs which arise from the nature and quantity of educational work with children.

In every aspect of living the need of **lifelong learning** represents a great responsibility for all teachers. Therefore, a request can be noticed for organising such a system which will be based on contemporary scientific cognitions dealing with the importance of primary education in human development, and on application of such cognitions into the context of demands for quality education of experts who realise it. In accordance to this, reforms of curriculums and modifications of teacher education systems are currently taking part in many European Union countries.

- The study programme can be compared with the programmes...

b) Former experiences in realisation of The programme

Early primary school teacher education in Rijeka started in 1960. From 1960 to 1978 all primary school teachers were trained at the Academy of Pedagogy in Rijeka. In the first period, from 1960 to 1965, teachers had two majors at the Primary School Teacher Department: the early primary school study and one of the offered studies (a teacher of: Croatian language and literature, Mathematics, Geography or History). The Academy of Pedagogy had a status of a college (post-secondary associate degree) at which study lasted two academic years. Graduates attained a two-year post-secondary qualification and a professional title: Early Primary Education teacher.

From 1978 to 1992 the study was held at the Faculty of Pedagogy in Rijeka. It was also a two-year study.

In 1992 the study was organised as a four-year university scientific study. At the end of study the graduates obtained a high, university (Bachelor) qualification and a professional title: Graduate teacher. University study was held at the Faculty of Pedagogy / Faculty of Philosophy up to 1998 when the Teacher Education College was established in Rijeka.

From the 1998/1999 academic year on the Early Primary School teacher study has been organised and implemented by the Teacher Education College Rijeka in the form of professional undergraduate study which lasts four years. At first, it was the Early Primary Education study with intensified subjects (Physical Education, Music and Art), and from the 2001/2002 academic year on as the, so-called, pure Early Primary Education study.

It can be seen from this short historical overview that the early primary school teacher education in Rijeka has been lasting for 45 years, and that during this period it went from a two-year to a four-year study, from a professional to a university study and then back to a professional study which is, at the same time, its current status.

c) -

d) Openness of the study to the student mobility

Teaching work in primary schools is performed by teachers who, besides meeting the general requirements and owing the corresponding professional qualification, are able to conduct the teaching in Croatian language. This is the main reason why we, in this initial period, anticipate the possibility of student inclusion (transfer) from the other teacher studies within the Republic of Croatia to this early primary teacher education programme. Students from other related studies, especially teacher studies within the Republic of Croatia, or possibly a foreign institution of higher education will be able to include in this programme on the basis of a prior agreement between this College and other institution of higher education.

The study is provided as professional, with still dominant compulsory subjects. As subject election and options are the base for student mobility, we do not expect larger student mobility until raising this study on a higher, university level.

2. GENERAL PART

2.1. The name of the study

Professional Early Primary Education study

2.2. Exponent and performer of the study

University of Rijeka, Teacher Education College Rijeka

2.3. Duration of the study

4 years (8 semesters)

2.4. Conditions for enrolling in the study

According to the decrees of the College Statute, rights to enrol in this professional study are given to applicants who have graduated from a relevant four-year secondary school programme. Until the programme type determination, all four-year secondary school programmes are adequate for enrolling. Classification and selection criteria for enrolling (successfully completed previous education, type of completed education, success on classification test, particular knowledge, skills or abilities) determines the College Board of Teachers.

2.5. Professional title obtained after graduation from the study

A professional title obtained after graduation from the study is: professional (baccalaureus/baccalaurea) **early primary school teacher**³, in accordance with the particular law.

³ In the current National classification of professions (The National Gazette, No. 111/98) under the code 3311.01.6 is quoted: **early primary school teacher**, as a profession in a group of complex professions, and until the particular law is passed, we recommend it as a designation of the profession. According to the current Law of professional titles and academic degrees (The National Gazette, No. 128/99.), a person who completes the four-year early primary education study attains a professional title: "graduate teacher".

ELEMENTARY SCHOOL CLASSROOM EDUCATION

red. broj	Šifra	Naslov predmeta	I. Sem.			II. Sem.			III. Sem.			IV. Sem.			V. Sem.			VI. Sem.			VII. Sem.			VIII. Sem.			ECTS		
			P	S	V	P	S	V	P	S	V	P	S	V	P	S	V	P	S	V	P	S	V	P	S	V	Tj. O.	Se. O.	
1	FO	Philosophy of Education*	2	1	0																						3	45	4
2	RAZ P	Development Psychology*	3	2	0																						5	75	6
3	PED	Pedagogy*	2	2	0																						4	60	5
4	GP	Music literacy*	1	0	1																						2	30	2
5	INF	Information Science*	2	0	2																						4	60	4
6	HJI	Croatian Language I ⊙	2	0	1																						3	45	5
7	EJ I	English Language I ⊙	1	0	1																						2	30	3
8	KK	<i>Kinesiologic Culture</i>	0	0	2																						2	30	1
		UKUPNO	1	3	5	7	II seme.															25	375	30					
9	SO	Sociology of Education*				2	1	0																			3	45	4
10	PED P	Educational Psychology*				3	1	1																			5	75	6
11	GK	Music Culture*				2	2	0																			4	60	5
12	HJ II	Croatian Language II*				2	0	2																			4	60	5
13	EJ II	English Language II*				1	0	1																			2	30	3
14	SIST K	Systematic Kinesiology*				2	2	0																			4	60	5
15	GP	Music Practicum I				0	0	1																			1	15	1
16	KK	<i>Kinesiologic Culture</i>				0	0	2																			2	30	1
		UKUPNO				1	2	6	7	III seme.															25	375	30		
17	DID	Didactics*							2	0	3																5	75	7
18	LK	Art Culture*							2	2	0																4	60	5
19	MAT	Mathematics*							2	0	3																5	75	7
20	DK	Children's Literature							2	1	0																3	45	4
21	ERN I	English Language in Elementary School Classroom Education I*							1	0	1																2	30	3
22	GP	Music Practicum II							0	0	1																1	15	1
23	ŠP	<i>School Practice</i>							0	0	2																2	30	2
24	KK	<i>Kinesiologic Culture</i>							0	0	2																2	30	1
		UKUPNO							9	3	2	IV seme.															24	360	30
25	POS PO	Education of Children with Special Needs*							3	1	1																5	75	7
26	AO	Anthropology of Education*							3	1	0																4	60	5
27	PEK	Educational Ecology*							2	1	0																3	45	4
28	PRR N	Use of Computers in Elementary School Classroom Education*							1	0	2																3	45	4
29	ERN II	English Language in Elementary School Classroom Education II							0	0	2																2	30	3
30	IPI	Optional course I*							2	1	0																3	45	3
31	GP	Music Practicum III							0	0	1																1	15	1
32	ŠP	<i>School Practice</i>							0	0	2																2	30	2
33	KK	<i>Kinesiologic Culture</i>							0	0	2																2	30	1
		UKUPNO							1	1	4	10	V seme.												25	375	30		
34	MIO	Methodology of Research in Education*													2	0	2										4	60	5
35	MHJ I	Methodics of Croatian Language I ⊙													2	1	0										3	45	4
36	MLK I	Methodics of Art Culture I ⊙													2	1	0										3	45	4
37	KM I	Methodics of Kinesiology I ⊙													2	1	0										3	45	4
38	MED	Media Culture*													2	1	0										3	45	3
39	PRI	Natural Sciences*													2	1	0										3	45	4

Course code	FO			
Course title	Philosophy of Education			
General data				
Study programme	Elementary school classroom education		Year	1st
Name of the course holder	Željko Boneta, M.Sc.			
Course status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		4		
Number of lecture hours in semester		2+1+0		
Course aims				
<p>The basic aim of the course is acquisition of philosophical terms and introduction to the main stages in philosophical thought development, especially within philosophy of education.</p>				
<p>Expected results</p> <ul style="list-style-type: none"> - to develop the skill of independent critical thinking - to practise the precise formulation of their own attitudes, argued debates and tolerance of different thinking 				
Programme correspondence and correlation				
<p><i>Sociology of Education</i> – possible implications of philosophical considerations of education, family and culture. <i>Anthropology of Education</i> – educational practices in non-western cultural traditions and their thoughtful reference points.</p>				
Course contents				
<ol style="list-style-type: none"> 1. Introduction to philosophy: definitions and sources of philosophy, philosophy of education, philosophical problems and philosophical disciplines 2. Thought of education in the ancient philosophy: Sophists – the first teachers, Socratic intellectualist ethics, education in Platonic ideal state, Aristotelian understanding of man and state. Christian understanding of man. 3. Modern-history understanding of man: theories of the natural law, Utopian ideas of community, Rousseau's philosophy of education, Kant's autonomous ethics, Hegel's domain of objective spirit. 4. Modern western philosophy: Nietzsche's passive and active nihilism, Kierkegaard's concept of individual religious existence, Marx's understanding of man as a being of practice, man's plunge in the world in philosophy of existence. 5. Contemporary philosophy: pragmatism of J. Dewey, critical theory of society, analytical philosophy. 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
Students' obligations				
<ul style="list-style-type: none"> - regular lecture attending and an active participation in all forms of the teaching - to write one seminar work and to expound it in seminar teaching - to write two essays 				

Monitoring and marking of the students (bolded)			
Lecture attending 0,30	Activity in teaching 0,40	Seminar work 0,60	Experimental work Ø
Written examination 0,90	Oral examination 0,90	Essay 0,50	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper 0,40	Practical work Ø
<p>Comment</p> <p>During the semester the students achieve required ECTS credits through the following activities: regular attending of the lectures and seminar teaching, an active participation in debates within the seminar teaching, writing and expounding of a seminar work, writing two essays and the written and oral knowledge testing.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Kalin, B. (2003) Povijest filozofije, Zagreb: Školska knjiga 2. Polić, M. (1993) K filozofiji odgoja, Zagreb: "Znamen" i Institut za pedagojska istraživanja 			
Optional literature			
<ol style="list-style-type: none"> 1. Windelband, W. & Heimsoeth, H. (1956) Povijest filozofije, Zagreb: Kultura / Naprijed 2. Pavlović, V.-P. (1996) Filozofija odgoja, Zagreb: Hrvatska sveučilišna naklada 			

Course code	RAZP			
Course title	Development Psychology			
General data				
Study programme	Elementary school classroom education		Year	1st
Name of the course holder				
Course status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		6		
Number of lecture hours in semester		75		
Course aims				
<p>The basic aim of the course is to familiarise the students with the basic cognitions of development which are essential for understanding the regularities of education, and to provide the understanding of applied educational methods and their convenience for development level of the child, on the basis of cognitions of psychological development in middle childhood.</p>				
Expected results				
It is expected that after completion of attending the course lectures the students will be able:				
<ol style="list-style-type: none"> 1. to understand the specific qualities of development in middle childhood 2. to recognise normative development, understand the specific qualities of individual development and to be sensitive about individual differences among children 3. to understand the role of the family and school in child's development (middle childhood) and the importance of their interaction 4. to develop evaluation skills and critical judgement skills of convenience of educational work with children of various age. 				
Programme correspondence and correlation				
<p>The programme corresponds with the course <i>Educational Psychology</i>. The programme correlates with the contents of the other courses in the teacher education.</p>				
Course contents				
<p>Introduction to development psychology and periodization of development; Development theories; Physical and motor development in middle childhood; Puberty and biological changes; Cognitive development; Intellectual abilities and achievements; Emotional development; Moral development; Self-image; Gender differences; Identity development; Growing up in a family: relationships with parents; Role of the school; Relationships with peers: peer groups; Violence in school; Role of the media in development; Stress in children; Abusing of children.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
Students' obligations				
<p>The students are expected to participate actively in the teaching, to write a seminar work and to create an independent project on a certain topic.</p>				

Monitoring and marking of the students (bolded)			
Lecture attending 1	Activity in teaching 1,40	Seminar work 0,70	Experimental work Ø
Written examination 0,90	Oral examination 1	Essay Ø	Research Ø
Project work 1	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
<p>Comment: The final mark is based on the written and oral examination, as well as on the student's activity during the teaching. The seminar and the independent project marks are also taken into account.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Vasta, R., Haith, M.M., Miller, S.A. (1998), Dječja psihologija. Jastrebarsko: Slap. 2. Lacković-Grgin, K. (2000), Stres u djece i adolescenata. Jastrebarsko: Slap. 			
Optional literature			
<ol style="list-style-type: none"> 1. Buljan-Flander, G., Kocijan-Hercigonja, D. (2003), Zlostavljanje i zanemarivanje djece. Zagreb: Marko.M. 2. Čudina-Obradović, M., Težak, D. (1995), Mirotvorni razred: Priručnik za učitelje o mirotvornom odgoju. Zagreb: Znamen. 3. Juul, J. (1995), Vaše kompetentno dijete. Zagreb: Educa. 4. Killen, K. (2001), Izdani- zlostavljana djeca su odgovornost svih nas. Zagreb: DPP. 5. Lacković-Grgin, K. (1993), Samopoimanje mladih. Jastrebarsko: Slap. 6. Liebeck, P. (1995), Kako djeca uče matematiku: metodički priručnik za učitelje razredne nastave, nastavnike i profesore. Zagreb: Educa. 7. Olweus (1998), Nasilje među djecom u školi. Zagreb: Školska knjiga. 8. Raboteg-Šarić, Z. (1995), Psihologija altruizma. Zagreb: Alinea. 9. Salovey, P. (1999), Emocionalni razvoj i emocionalna inteligencija. Zagreb: Educa. 10. Težak, D., Čudina-Obradović, M. (1994), Priče o dobru, priče o zlu. Školska knjiga: Zagreb. 11. Winkel (1996), Djeca koju je teško odgajati. Zagreb: Educa. 12. Wood, D. (1995), Kako djeca misle i uče. Zagreb: Educa. 			

Course code	PED		
Course title	Pedagogy		
General data			
Study programme	Elementary school classroom education	Year	1st
Name of the course holder	Vinka Uzelac, Ph.D., Full Professor		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits	5		
Number of lecture hours in semester	60		
Course aims			
Basic aims			
Course aims and tasks are in function of broadening the theoretical and practical base for working in preschool and elementary school institutions. Through this course the students will:			
(a) be introduced to foremost theories, conceptions and dimensions of education (taking into consideration historical views and perspectives of future development)			
(b) become conscious of the need for lifelong education.			
Expected results			
After completion of attending the course lectures the students will be able:			
(a) to define correctly the essential terms of pedagogy			
(b) to analyze and take a critical view of the relation among the theory of education, school and school system			
(c) to describe and analyze contemporary educational lines of thought			
(d) to deliberate and cooperate in performing simple research tasks which refer to formal and informal forms of education			
(e) to evaluate personal work and work of the other students			
(f) to follow and study permanently the educational literature			
Programme correspondence and correlation			
The course <i>Pedagogy</i> corresponds and correlates with almost all compulsory and optional courses, especially with the courses <i>Family Education</i> , <i>Education of Children with Special Needs</i> and <i>Didactics</i> .			
Course contents			
The course comprises the following teaching units:			
1. Anthropological, biological, philosophical, sociological, psychological and educational aspect of education			
2. Influences on educational theory and educational practice			
3. Heterogeneous and autonomous theories of education			
4. Theories and models of educational process			
5. Contemporary theoretical starting points of educational process and its structure			
6. Methodological approaches in setting educational goals and tasks in society, educational science and school			
7. Contents, forms, methods and principles of education			
8. Relations and dealings in educational process			
9. Educational disciplines and profession of preschool / early primary school teacher			
10. Educational system			
11. School between tradition and innovation			
12. Environment with primary, secondary, positive and negative influences			
13. Critical analysis of educational reality			
14. Future of school			
15. Lifelong education.			

Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The course <i>Pedagogy</i> lasts one semester with four hours of lectures a week. Realisation of the teaching varies between lectures, seminars / workshops, individual and group work, and consultations.</p>				
Students' obligations				
<p>Students' obligations are:</p> <ul style="list-style-type: none"> (a) to participate actively in lectures and seminars / workshops (b) to produce an autonomous task and a task in a smaller group (c) to pass the written and the oral part of the examination. 				
Monitoring and marking of the students (bolded)				
Lecture attending 0,5	Activity in lectures 1	Seminar work / workshops 1	Experimental work \emptyset	
Written examination 1,5	Oral examination 0,5	Essay \emptyset	Research \emptyset	
Project work \emptyset	Continual knowledge testing 0,5	Term paper \emptyset	Practical work \emptyset	
<p>Comment: The elements of monitoring and marking of the students are derived from the main components of the course programme (aims, contents and forms). Each student will, autonomously or in the group (larger or smaller), encounter theoretical and practical questions of educational process. Thematic workshops will also be organised. Contact with the lecturer is spreading through the all above marked categories. The course is concluded by successfully completed written and oral part of the examination.</p>				
Compulsory literature				
<ol style="list-style-type: none"> 1. Giesecke, H. (1993), Uvod u pedagogiju. Zagreb: Educa. 2. Gudjons, H. (1994), Pedagogija – temeljna znanja. Zagreb: Educa. 3. Henting, H. (1997), Humana škola – škola mišljenja na nov način. Zagreb: Educa. 4. Lenzen, D. (2002), Vodič za studij znanosti o odgoju. Zagreb: Educa. 5. xxx (1999), Osnove suvremene pedagogije. Zagreb: Hrvatski pedagoško – književni zbor. 				
Optional literature				
<ol style="list-style-type: none"> 1. Baratanić, M. (1996), Mikropedagogija. Zagreb: Školska knjiga. 2. Janković, J. (1996), Pristupanje obitelji. Zagreb: Educa. 3. Pivac, J. (1995), Škola u svijetu promjena. Zagreb: Institut za pedagojska istraživanja Filozofskog fakulteta u Zagrebu. 4. Ostalo: Časopis Napredak, Školske novine. 				

Course code	GP			
Course title	Music literacy			
General data				
Study programme	Elementary school classroom education		Year	1st
Name of the course holder	Renata Sam Palmić M.Sc.			
Course status	<input type="checkbox"/>	Compulsory	<input type="checkbox"/>	Optional
Credit value and teaching organisation				
	Autumn semester		Spring semester	
ECTS credits	2			
Number of lecture hours in semester	30			
Course aims				
<p>The basic aim of this course is that the musically literate student can independently and competently approach to a music work of art by his / her own choice, reproduction and creative music activities for mediation in music educational process and work.</p>				
<p>Expected results After completion of attending the course lectures the students will be qualified for:</p> <ol style="list-style-type: none"> 1. following and an active participation in the courses <i>Music culture</i> and <i>Methodics of Music Culture</i> 2. music self-education and lifelong learning 3. recognising, analysing and evaluating music contents and forms 				
Programme correspondence and correlation				
<p>The course <i>Music literacy</i> closely corresponds and correlates with the courses <i>Music Culture</i> and <i>Methodics of Music Culture</i>. The course encourages the students to be creative which is essential for his / her activity in developing of the same qualities in their future pupils. Music literate teacher through reproduction and a choice of music enriches and fulfills educational process in other teaching fields / subjects (choral singing, drama and scenic creativity, workshops, media culture, kinesiological culture, Croatian language, etc.).</p>				
Course contents				
<p>The students will be able to communicate on the basis of elementary knowledge and abilities of <i>Music literacy</i>. After the completed course, they will be able to <i>read and write music</i> independently, as well as to <i>reproduce</i> chosen music examples vocally and instrumentally. The students' acquisition of music literacy is planned in accordance with requests of music and methodical procedures in work with pupils, and is comprised of fundamental music elements: tone, tonal system, measure, rhythm, melody, harmony, tempo, dynamics, tempo change and form.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: According to the nature of the contents, the course is implemented through the lectures, exercises and realisation of independent tasks, and consultations.</p>				
Students' obligations				
<p>Obligations of the students are :</p> <ul style="list-style-type: none"> - to participate actively in the lectures - to problematise single elements of the contents in the exercises, which they will understand and realise in a practical approach 				

- to pass the written and the oral examination			
Monitoring and marking of the students (bolded)			
Lecture attending 0,50	Activity in teaching 0,50	Seminar work Ø	Experimental work Ø
Written examination 0,70	Oral examination 0,30	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
Comment:			
Compulsory literature			
<ol style="list-style-type: none"> 1. Sam, R. (1998), Glazbeni doživljaj u odgoju djeteta (1. dio). Rijeka: Glosa. 2. Završki, J. (1999), Teorija glazbe. Zagreb: Pedagoško-književni zbor. 			
Optional literature			
<ol style="list-style-type: none"> 1. Županović, L. (1995), Tvorba glazbenog djela. Zagreb: Školske novine. 			

Course code	INF		
Course title	Information Science		
General data			
Study programme	Elementary school classroom education	Year	1st
Name of the course holder	Marija Marinović, Ph.D.		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits	4		
Number of lecture hours in semester	60		
Course aims			
<p>The basic aim of this course is to familiarise the students with general computer knowledge that represents the basic educational values of a contemporary man.</p> <p>Expected results It is expected that after completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 1. to interpret correctly the importance and the role of information system technology and information science 2. to learn the principle and the way of work of the computer system 3. to use the computer independently in the realisation of different educational aims 4. to upgrade computer knowledge independently and be able to follow fast changes of information technology 			
Programme correspondence and correlation			
<p>The course <i>Information Science</i> is a general compulsory subject and corresponds with one part of the course Mathematics (mathematical basis of computer) and correlates with the course <i>Use of Computers in Elementary School Classroom Education</i>.</p>			
Course contents			
Lectures			
<p>FACTUAL DESCRIPTION OF OBJECTIVE REALITY: Concept of data, concept of information, ways of data writing, material holders of factual content, data structures, information system</p> <p>COMPUTER AS PART OF INFORMATION SYSTEM: Purpose and basic parts of school computer, numerical systems, basic logic elements, logic components, notion algebra, functional model of computer system.</p> <p>SYSTEMATICAL PROGRAMME SUPPORT AND PROGRAMMING: Elements of systemathical programme suport, concept of operative system, types and functions of the operative system, programme language generations, block diagrams and data flow charts, algorithms.</p> <p>MODERN INFORMATION TECHNOLOGIES IN LEARNING AND TEACHING: Learning about computer, learning from computer, learning with computer, teaching with computer (conceptual and terminological determination, definition and characteristics), computer application models in learning and teaching (Intranet and Internet).</p>			
Exercises			
<p>During the exercises the students have to master the basis of information literacy as a base for further study. The exercises will be carried out on IBM PC compatible computers with relevant programme support (WINDOWS, Microsoft Office tools and the use of basic CARNet and Internet services).</p>			
<p>1. Windows User Interface</p> <p>2. Internet: picture and text copying, search, creation of an own account, e-mail - message sending and reading</p> <p>3. Word: text writing, text formating, document shaping, graphics, text frames, tables, templates, commands Copy, Cut, Paste, column formating, writing in columns, footnotes</p>			

4. Excel: editing and data formatting, work with columns, use of functions, graphic displays, data sorting, creation of forms for data input

Teaching organisation and acquisition of knowledge (bolded)

Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching

Comment:

The anticipated form of the course implementation is oriented to the lectures and the exercises. Therefore the students are directed to a seminar work and an independent problem solving.

Students' Obligations

The students are obligated to participate in all forms of the teaching. During the exercises the students have to prepare a complete work in order to prove their capability to use the computer system independently, and they have to prepare a seminar work related to a specific problem from the subject's contents (of the lecturer's or student's own choice) on the basis of the acquired knowledge and relevant literature.

Preliminary exams related to the exercises content will enable the students to meet the conditions for taking the theoretical part examination.

Monitoring and marking of the students

Lecture attending 1	Activity in teaching 2	Seminar work 0,2	Experimental work Ø
Written examination 0,2	Oral examination 0,2	Essay Ø	Research Ø
Project work Ø	Continuous knowledge testing 0,2	Term paper Ø	Practical work 0,2

Comment:

Through the continual cooperation with the students and monitoring of their work enables the lecturer to follow their progress in mastering the necessary knowledge. The examination consists of the written (practical-on computer) form and the oral form.

Compulsory literature

1. Grundler, D. (1995), Osobna računala. Zagreb: INA-INFO.
2. Skupina autora, (1999), Poslovno računalstvo. Zagreb: Znak.
3. Šavle, S. (2003), Metodički priručnik za nastavu informatike u prvom razredu osnovne škole. Rijeka: Adamić.
4. Šavle, S. (2003), Windows, XP. Rijeka: Adamić.

Optional literature

1. Internet

Course code	HJ I		
Course title	Croatian Language I		
General data			
Study programme	Elementary school classroom education	Year	1st
Name of the course holder	Milan Nosić, Ph.D.		
Course status	<input type="checkbox"/>	Compulsory	<input type="checkbox"/> Optional
Credit value and teaching organisation			
		Autumn semester	Spring semester
ECTS credits		5	
Number of lecture hours in semester		45	
Course aims			
Basic aims			
<ol style="list-style-type: none"> 1. The purpose of the course <i>Croatian Language I</i> is to introduce the elementary school classroom education students to the phonological, morphological, syntactic, lexical, stylistic, orthographic and ortoepic norms of contemporary standard Croatian language, and to inform them about the language characteristics of Croatian dialectal systems and about the historical development of Croatian literary-linguistic systems. 2. The aim of the course <i>Croatian Language I</i> is to raise the level of the students' written and oral expression. The students are trained for the application of the spelling rules, an independent analysis of the texts written in standard Croatian language which is on the phonological, morphological and syntactic level and for participation in various communicative situations. 			
Expected results			
<ul style="list-style-type: none"> • to introduce the students to the norms of the standard Croatian language and normative reference books • to raise the level of the students' written and oral expression • to train the students for an independent analysis of the texts on phonological, morphological and syntactic level • to train the students for participation in various communicative situations • to develop, in the students, the ability of conscious use of the language • to develop, in the students, the ability of noticing the detachment from the standard-linguistic norms in the written and / or oral statement of the speaker • to introduce the students to the history of the standard Croatian language and to the main characteristics of Croatian dialects • after the completion of the course the students will be able to successfully follow the teaching of the language methodics 			
Programme correspondence and correlation			
The course is in a narrow link with a large number of the courses belonging to the study plan (<i>Children's Literature, Methodics of Croatian Language, etc.</i>).			
Course contents			
<p>Linguistic and nonlinguistic communication: participants of communication, code, message. Linguistic sign. Linguistic levels. Phonological structure of the standard Croatian language. Articulations and acoustic characteristics of the vowels and the consonants. Phonetics and phonological transcription. Graphical structure of the standard Croatian language. Distribution of the phonemes and the phonemic groups. Prosodic system. Spelling norm. Morphological structure of the standard Croatian language. Parts of speech. Morphological description, morphemic and morphological distribution. Phonologically determined articulations. Morphologically determined articulations. Changeable and unchangeable parts of speech. Grammatical categories of gender, number, cases and persons. Nouns. Types of inflection. Adjectives; comparison of adjectives. Pronouns. Numbers. Verbs; conjugation.</p>			

Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment: The anticipated implemental form of the course realisation is orientated on the lectures and seminars.				
Students' obligations				
<ul style="list-style-type: none"> - to attend regularly the lectures and the exercises - to pass the written and the oral part of the examination. 				
Monitoring and marking of the students (bolded)				
Lecture attending 1,60	Activity in lectures 1	Seminar work 1,20	Experimental work Ø	
Written examination 0,20	Oral examination 1	Essay Ø	Research Ø	
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø	
Comment: The final mark is a result of a year-round student's activity due to the realisation of his / her obligations.				
Compulsory literature				
<ol style="list-style-type: none"> 1. Babić, S. , Finka, B. , Moguš, M. (1996), Hrvatski pravopis. Zagreb: Školska knjiga. 2. Težak, S., Babić, S. (1992), Gramatika hrvatskoga jezika. Zagreb: Školska knjiga. 3. Udžbenici hrvatskoga jezika za osnovne i srednje škole (novija izdanja). 4. Ham, S. (2002), Školska gramatika hrvatskoga jezika Zagreb: Školska knjiga. 5. Raguž, D. (1997), Praktična hrvatska gramatika. Zagreb: Medicinska naklada. 				
Optional literature				
<ol style="list-style-type: none"> 1. Barić, E. i dr. (1995), Hrvatska gramatika. Zagreb: Školska knjiga. 2. Moguš, M. (1993), Povijest hrvatskoga književnoga jezika. Zagreb: Nakladni zavod Globus. 				

Course code	EJ I			
Course title	English Language I			
General data				
Study programme	Elementary school classroom education		Year	1st
Name of the course holder	Vesna Santek-Nikolic , B.A.			
Course status	<input type="checkbox"/>	Compulsory	<input type="checkbox"/>	Optional
Credit value and teaching organisation				
	Autumn semester		Spring semester	
ECTS credits	3			
Number of lecture hours in semester	30			
Course aims				
<p>The basic aim of this course is to expand vocabulary, especially that of the profession, to motivate the students for spoken and written communication and to train them to study technical literature written in English.</p>				
Expected results				
After completion of attending the course lectures the students will be able:				
<ol style="list-style-type: none"> 1. to understand and interpret correctly the texts written in English relating to their profession 2. to master grammatical knowledge needed for studying technical literature written in English 3. to communicate in English in speech and writing 				
Programme correspondence and correlation				
Concerning selection and structure of contents, the course <i>English Language I</i> corresponds with all the other courses of elementary school classroom education programme , i.e. with the aims of elementary school teacher's education.				
Course contents				
<ol style="list-style-type: none"> 1) Textual <ul style="list-style-type: none"> - texts used are chosen either from the professional field or from the field dealing with problems that are interesting and close to the profession and are analysing topics such as: education, positive and negative aspects of children's stories and tales, educational methods , educational problems (gifted children, handicapped children), addiction problems, homosexuality, society relation to this problems, etc. Smaller part of textual content refers to culture and history of United Kingdom. 2) Grammatical <ul style="list-style-type: none"> - grammatical part includes basis necessary for correct understanding of the language, i.e. forming of correct language constructions. The contents are related to specific qualities of the language, the language structure defining and analysis of such language constructions that do not correspond in the native language. 3) Constant monitoring of the students work. There is no examination at the end of the semester. 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The realisation of the teaching varies between the lectures and exercises. The field teaching will also be organised, if necessary.</p>				

Students' obligations			
Obligations of the students are : <ul style="list-style-type: none"> - to attend the lectures regularly - to participate in all aspects of the teaching work - to analyse discussed problems and to propose their solutions - to write homeworks, given assignments and reports on time 			
Monitoring and marking of the students (bolded)			
Lecture attending 1	Activity in teaching 0,5	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research 0,5
Project work Ø	Continual knowledge testing 0,5	Term paper 0,5	Practical work Ø
Comment: The required number of ECTS credits in the semester will be obtained through a regular attending of the lectures and an active participation in all forms of the teaching .			
Compulsory literature			
1. Morrison, G. S., Merrill, C. (1988), Early Childhood Education. Cambridge University Press. 2. Alujević, M. M. (2003), English For Educators. Split: Teachers College University. 3. Thomson, A. J., Martinet, A. V. (1986), A practical English Grammar . Oxford: Oxford University Press. 4. Filipović, R. (1998), An Outline of English Grammar. Zagreb: Školska knjiga.			
Optional literature			
Selection of texts from newspapers, publications, school books, etc.			

Course code	KK				
Course title	Kinesiologic Culture				
General Data					
Study Programme	Elementary school classroom education			Year	1st
Name of the course holder	Sanja Berlot, B.A.				
Course Status		Compulsory		Optional	
Credit value and teaching organisation					
		Autumn Semester	Spring Semester		
ECTS credits		1			
Number of lecture hours in semester		30			
Course aims					
<ul style="list-style-type: none"> - to maintain and superstructure qualitatively the health state through regular application of kinesiologic activities (to influence positively on the students' anthropological characteristics) - to perfect and increase programmatically the amount of motor information in order to preserve and improve health (motor and functional abilities) - to develop, in the students, permanent habits and the need of occupation with kinesiologic activities in everyday life and work, what would also have an impact on an easier mastering of the students' intellectual effort 					
Programme correspondence and correlation					
<p>The course <i>Kinesiologic Culture</i> directly corresponds with the living quality and study successfulness. Programmatically it is in a direct correlation with kinesiologic disciplines, natural sciences, ecology, nature and society. The course completes the professional students' integrality in a process of contemporary changes and needs within the programme of elementary school classroom education.</p>					
Course contents					
<p>General preparatory and specific exercises in various organisation forms of work (with / without tools, with / without music). Athletics contents: running (short distance running, long distance running), jumps (long jump, high jump, triple jump). Swimming contents: non-swimmers instruction, swimming techniques – breaststroke, crawl. Sports: volleyball and basketball (improving of techniques and game itself). Aerobics: aerobics, step aerobics. Hiking routes</p>					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Independent Study	Multimedia and the Internet	
Distance Learning	Consultation	Laboratory Work	Tutorials	Field Work	
Comments: The anticipated contents are realised through exercises, and progress and improvement through independent assignments and consultations with the lecturer.					
Students' obligations					
The students' obligations include a regular and active participation in chosen forms of the teaching, as well as a transitive assessment.					

Monitoring and marking of the students (bolded)			
Lecture Attendance 0,60	Lecture Participation 0,30	Assignments Ø	Experiments Ø
Written Examination Ø	Oral Examination Ø	Essay Ø	Research Work Ø
Project Work Ø	Continuous Assessment 0,10	Presentation Ø	Practical Work Ø
<p>Comments: Through keeping records of the lecture attending and continual activity, an impact is made on preserving and improving of the students' health state. Test results can be valued if so required by the students.</p>			
Compulsory literature			
There is no compulsory literature!			
Optional literature			
As agreed with the lecturer.			

Course code	SO			
Course title	Sociology of Education			
General data				
Study programme	Elementary school classroom education		Year	1st
Name of the course holder	Željko Boneta, M.Sc.			
Course status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits			4	
Number of lecture hours in semester			45	
Course aims				
<p>The basic aim of the course is acquisition of sociological terms and understanding of basic approaches in contemporary sociology, especially sociology of education.</p> <p>Expected results</p> <ul style="list-style-type: none"> - to master the skills of scientific research and independent critical thinking - to practise the precise formulation of their own attitudes, argued debates and tolerance of different thinking. 				
Programme correspondence and correlation				
<p><i>Philosophy of Education</i> – connection of philosophical considerations of education with sociological considerations of education, family and culture.</p> <p><i>Anthropology of Education</i> – comparison of educational practices in pre-modern societies and non-western cultural traditions.</p>				
Course contents				
<ol style="list-style-type: none"> 1. Introduction: specific qualities of sociological points of view, theoretical perspectives in contemporary sociology. 2. Culture and identity: culture characteristics, unity and multiplicity of culture, personal and group identities. 3. Socialization and deviancy: social roles and positions, social control and deviancy, social interaction. 4. Social groups: types of groups, group dynamics, formal organisations, collective behaviour. 5. Social stratification and social mobility: forms and consequences of stratification, professions and occupations. 6. Family: functions and structure of the family, marriage and crisis of contemporary family, modern and post-modern family. 7. Religion: types of religions and types of religious organisations, secularization and insecularization 8. Education: post-modern perspectives of education, different educational accomplishments. 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
Students' obligations				
<ul style="list-style-type: none"> - regular lecture attending and an active participation in all forms of the teaching - to write a seminar work and to expound it in seminar teaching - to write one essay - to participate in preparation and implementation of scientific research. 				

Monitoring and marking of the students (bolded)			
Lecture attending 0,20	Activity in teaching 0,30	Seminar work 0,50	Experimental work Ø
Written examination 0,70	Oral examination 0,70	Essay 0,50	Research 0,70
Project work Ø	Continual knowledge testing Ø	Term paper 0,40	Practical work Ø
<p>Comment:</p> <p>During the semester the students achieve required ECTS credits through the following activities: regular attending of the lectures and seminar teaching, an active participation in debates in the seminar teaching, creating and expounding of the own seminar work, creating the essay, participation in the implementation of scientific research and the written and oral knowledge testing.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Haralambos, M. (1989), Uvod u sociologiju. Zagreb: Globus. (Poglavlja: 1. Sociološko gledište; 2. Društvena stratifikacija; 9. Žene i društvo; 10. Devijantnost) 2. Haralambos, M. (2002), Sociologija, Teme i perspektive. Zagreb: Golden Marketing. (Poglavlja: 8. Obitelji i kućanstva, 11. Obrazovanje) 3. Fanuko, N. (2004), Sociologija. Zagreb: Profil. 			
Optional literature			
<ol style="list-style-type: none"> 1. Županov, J. (1995), Poslije potopa. Zagreb: Nakladni zavod Globus. 2. Šporer, Ž. (1990), Sociologija profesija. Zagreb: Sociološko društvo Hrvatske. 3. Perasović, B. (2001), Urbana plemena. Zagreb: Hrvatska sveučilišna naklada. 4. Ritzer, G. (1999), McDonaldizacija društva. Zagreb: Naklada Jesenski i Turk. 			

Course code	PEDP		
Course title	Educational Psychology		
General data			
Study programme	Elementary school classroom education	Year	1st
Name of the course holder			
Course status	Compulsory	Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits		6	
Number of lecture hours in semester		75	
Course aims			
Basic aims			
<ul style="list-style-type: none"> - to apply the cognitions of psychology of teaching in school teaching and in the pupils' progress evaluation - to understand information processing in complex cognitive skills of reading and basic skills of calculation; to understand the factors which have an impact on successful mastering of these skills - to introduce the students with pupils' characteristics and social climate in classroom, as factors of successful learning. 			
Expected results			
It is expected that after the completion of the course lecture attendance the students will be able:			
<ul style="list-style-type: none"> - to describe and understand different mechanisms of learning in school (classical and operative stipulation, modeling, information processing) and to apply basic principles of different mechanisms of classroom learning - to suggest the ways of teaching organisation which lessen the fear of testing - to describe and understand the information processing during the acquisition of basic reading and calculation skills - to apply some efficient learning strategies (mnemo-techniques, summarizing, asking questions) - to distinguish different components of critical thinking and to apply different approaches in problem solving - to determine the aims of teaching in the terms of behaviour - to describe and understand the application of behavioural and cognitive learning theories in teaching - to describe and understand the teaching within the aim of accomplishing different results of learning (intellectual skills, cognitive strategies, verbal information, motor skills, attitudes) - to form a range of objective type tasks - to distinguish between normative and criteria knowledge tests - to turn results of the range of objective type tasks into a mark - to compare intelligence theories, with reference to their application in teaching, and to create a plan of the lecturing according to these theories - to describe and understand the motivational effect of marks - to distinguish the aim orientations and to understand their effect on the choice of learning strategies - to distinguish the types of social status in classrooms and to plan the procedures of its improving - to understand the components of the teacher – pupil relation - to apply social skills in the establishment of positive social interaction and in changing the unacceptable pupils' behaviour - to understand different approaches in maintaining discipline and in solving discipline problems in schools. 			
Programme correspondence and correlation			
The contents of the course <i>Development Psychology</i> which the students attend in the autumn semester of the 1st year of the study form the base for understanding the acquisition of the basic reading, writing and calculation skills, adequate contents and teaching methods, with reference to specific qualities of children's development.			

Course contents				
<p>Classical stipulation in classrooms; Theory of operative stipulation; Social – cognitive theory of learning; Theory of information processing: reading and mathematical skills; Cognitive and meta-cognitive strategies, Critical thinking; Application of behaviourist learning theories in teaching: application of information processing theory in teaching; Different results of teaching and conditions for their accomplishment; Humanistic approach to teaching; Forms of knowledge testing; Evaluating; Readiness for learning; Intelligence and learning; Personality characteristics of pupils and learning; Motivation and learning; Interaction among pupils in the classroom; Interaction between a teacher and pupils; Different approaches to discipline maintaining and to discipline problem solving .</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
Students' obligations				
<p>The students are obligated to attend regularly the course lectures and to participate actively in the teaching realisation, to write the written reports on exercises and tasks, to pass the continual knowledge testings (5 testings) and to pass the oral examination.</p>				
Monitoring and marking of the students (bolded)				
Lecture attending 1,80	Activity in teaching 1	Seminar work Ø	Experimental work Ø	
Written examination Ø	Oral examination 1,10	Essay Ø	Research Ø	
Project work Ø	Continual knowledge testing 2,10	Term paper Ø	Practical work Ø	
<p>Comment: The students have to be present on at least 26 lessons of the lecturing and 24 lessons of the exercises. Activity in the teaching refers to the reports of completed tasks in the exercise teaching and at home, and all of them need to be positively marked. Continual knowledge testing comprises of 5 preliminary exams which also need to be positively marked.</p>				
Compulsory literature				
<ol style="list-style-type: none"> 1. Kolić-Vehovec, S. (1999), Edukacijska psihologija. Rijeka: Filozofski fakultet. 2. Vizek-Vidović, V., Vlahović-Štetić, V., Rijavec, M., Miljković, D. (2003), Psihologija obrazovanja. Zagreb: IEP. 				
Optional literature				
<ol style="list-style-type: none"> 1. Čudina-Obradović, M. (2000), Kad kraljevna piše kraljeviću: Psihološki temelji učenja čitanja i pisanja. Zagreb: Korak po korak. 2. Kroflin, L. i drugi (ur.), (1987), Dijete i kreativnost. Zagreb: Globus. 3. Faber, A., Mazlish, E. (2000), Kako razgovarati s djecom da bi bolje učila. Zagreb: Mozaik knjiga. 4. Liebeck, P. (1995), Kako djeca uče matematiku. Zagreb: Educa. 5. Neuman, S.B., Dickinson, D.K. (2002), Handbook of early literacy research. London: Guilford Press. 6. Vlahović-Štetić, V., Vizek Vidović, V. (1998), Kladim se da možeš... Psihološki aspekti početnog poučavanja matematike. Zagreb: Udruga roditelja "Korak po korak". 7. Winkel, R. (1996), Djeca koju je teško odgajati. Zagreb: Educa. 				

Course code	GK		
Course title	Music Culture		
General data			
Study programme	Elementary school classroom education	Year	1st
Name of the course holder	Marija Riman, Ph.D., Assistant Professor		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits		5	
Number of lecture hours in semester		60	
Course aims			
<p>Basic aims Through this course the students will:</p> <ul style="list-style-type: none"> - become aware of the value of the world and Croatian musical heritage - develop the culture of music listening - be encouraged for familiarisation with contemporary musical realisations. 			
<p>Expected results After completion of attending the course lectures the students will be able:</p> <ul style="list-style-type: none"> - to analyse musical works with determination of style period, musical form and musical type - to compare the characteristics of different musical works with reference to period of arising and performer - to apply required knowledge of the course <i>Methodics of Music Culture</i> in music listening domain - to transfer acquired music culture knowledge and enthusiasm on pupils in elementary school classroom education 			
Programme correspondence and correlation			
<p>The course <i>Music Culture</i> corresponds and correlates with the following courses: <i>Methodics of Art Culture</i>, <i>Methodics of Croatian Language</i>, <i>Methodics of Natural and Social Sciences</i> and <i>Methodics of Kinesiology</i>. At the same time the course corresponds with the following courses: <i>Education of Children with Special Needs</i>, where a unique contemporary approach to basic education is being created.</p>			
Course contents			
<p>The course <i>Music Culture</i> includes the following units:</p> <ol style="list-style-type: none"> 1. Music culture of the ancient Greece 2. Unison music of the Middle Ages 3. The Renaissance 4. The Baroque 5. Forms of the Preclassics and the Viennese classics 6. The representatives of the Viennese classics 7. Croatian music in 18th century 8. The Romanticism 9. The representatives of the Romanticism 10. Slavonic music in the second part of 19th century 11. Croatian music in 19th century 12. "The Russian five". P.I. Tchaikovsky 13. Opera in 19th century 14. Styles of late 19th century: the Realism, the Verism, the Impressionism, the Modernism 15. Styles of 20th century. 			

Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The course consists of the lectures and seminars. Occasionally, the students will be referred to consultations and the use of the Internet.</p>				
Students' obligations				
<p>The students' obligations in this course are:</p> <ul style="list-style-type: none"> - regular participation on the lectures - successfully realised seminars - passing the oral examination, with previously fulfilled seminar programme obligations. 				
Monitoring and marking of the students (bolded)				
Lecture attending 2,10	Activity in teaching Ø	Seminar work 1,10	Experimental work Ø	
Written examination Ø	Oral examination 1,80	Essay Ø	Research Ø	
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø	
<p>Comment: Monitoring and marking of the students will be implemented in all anticipated forms of teaching. The final mark is based on fulfillment of the teaching obligations, evaluation of the seminar works and the knowledge presented on the oral examination.</p>				
Compulsory literature				
<ol style="list-style-type: none"> 1. Andreis, J. (1968), Vječni Orfej. Zagreb: Školska knjiga. 2. Andreis, J. (1975), Povijest glazbe, knjiga I. – III. Zagreb: Liber – Mladost. 3. Andreis, J. (1974), Povijest hrvatske glazbe, knjiga IV. Zagreb: Liber – Mladost. 4. Majer-Bobetko, S. (1991), Osnove glazbene kulture. Zagreb: Školska knjiga. 5. Majer-Bobetko, S. (1979), Estetika glazbe u Hrvatskoj u 19. stoljeću. Zagreb: Jugoslovenska akademija znanosti i umjetnosti. 				
Optional literature				
<ol style="list-style-type: none"> 1. Reich, T. (1968), Muzička čitanka. Zagreb: Školska knjiga. 2. Riman, M., Kinderić, A. P. (1996), Hrvatski skladatelj o. Fortunat Pintarić. Rijeka: Tiskara Rijeka d.d. 3. Stipčević, E. (1997), Hrvatska glazba. Zagreb: Školska knjiga. 4. Stipčević, E. (1997), Glazba iz arhiva. Zagreb: Matica hrvatska. 5. Županović, L. (1995), Tvorba glazbenog djela. Zagreb: Školske novine. 				

Course code	HJ II		
Course title	Croatian Language II		
General data			
Study programme	Elementary school classroom education	Year	1st
Name of the course holder	Milan Nosić, Ph.D.		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits		5	
Number of lecture hours in semester		60	
Course aims			
Basic aims			
<p>3. The purpose of the course <i>Croatian Language</i> is to introduce the elementary school classroom education students to the phonological, morphological, syntactic, lexical, stylistic, orthographic and ortoepic norms of contemporary standard Croatian language, and to inform them about language characteristics of Croatian dialectal systems and about the historical development of Croatian literary-linguistic systems.</p> <p>4. The aim of the course <i>Croatian Language</i> is to raise the level of the students' written and oral expression. The students are trained for the application of the spelling rules, an independent analysis of the texts written in standard Croatian language which is on the phonological, morphological and syntactic level and for participation in various communicative situations.</p>			
Expected results			
<ul style="list-style-type: none"> • to introduce the students to the norms of the standard Croatian language and normative reference books • to raise the level of the students' written and oral expression • to train the students for an independent analysis of the texts on the phonological, morphological and syntactic level • to train the students for participation in various communicative situations • to develop, in the students, the ability of conscious use of the language • to develop, in the students, the ability of noticing the detachment from the standard-linguistic norms in the written and / or oral statement of the speaker • to introduce the students to the history of the standard Croatian language and to the main characteristics of the Croatian dialects. 			
Programme correspondence and correlation			
The course is in a narrow link with a large number of the courses belonging to the study plan (<i>Children's Literature, Methodics of Croatian Language, etc.</i>).			
Course contents			
<p>Syntactic structure of the standard Croatian language. Nature of syntactic relations. Basic syntactic structure of the sentence. Complex syntactic structure of the sentence. Transformations of the grammatical structure of the sentence. Independently compound sentences. Dependently compound sentences. Word order. Lexical structure of the standard Croatian language. Croatian dialects. The relation of Croatian dialects and the standard Croatian language. The main characteristics of chakavian, kajkavian and štokavian dialect. The history of the standard Croatian language. Periodization of the history of the standard Croatian language. Beginnings of the Croatian literacy. The chakavian literary-linguistic type; kajkavian literary-linguistic type; štokavian literary-linguistic type. Older Croatian linguistics. Philological schools of 19th century; 20th century. Linguistic culture. Factors of linguistic culture; linguistic activity; types of linguistic activity; the functional styles of the standard Croatian language. Listening and reading; interpretative reading. Bases of rhetoric; retelling. Written essay – theme, composition.</p> <p>The exercises comprise of: Mastering the orthographic rules, accentual exercises and spoken exercises, analysis of phonologically and morphologically determined alternations, morphological analysis of the text, syntactic analysis of the text. Analysis of the texts of various functional styles of the standard language.</p>			

Lexical norm exercises, interpretative text reading exercises, exercises of correcting students' essays (orthographic, phonological, morphological and syntactic norm). Exercises on the texts of dialectal literature (interpretative reading, analysis of the text on all linguistic levels). Reading and understanding of the texts written with historical literary-artistic Croatian types.

Teaching organisation and acquisition of knowledge (bolded)

Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching

Comment:

The anticipated implemental form of the course realisation is orientated on the lectures and seminars.

Students' obligations

- to attend regularly the lectures and the exercises
- to pass the written and the oral part of the examination.

Monitoring and marking of the students (bolded)

Lecture attending 1,60	Activity in lectures 1	Seminar work 1,20	Experimental work Ø
Written examination 0,20	Oral examination 1	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø

Comment:

The final mark is a result of a year-round student's activity due to the realisation of his / her obligations.

Compulsory literature

1. Babić, S., Finka, B., Moguš, M. (1996), Hrvatski pravopis. Zagreb: Školska knjiga.
2. Težak, S., Babić, S. (1992), Gramatika hrvatskoga jezika. Zagreb: Školska knjiga.
3. Udžbenici hrvatskoga jezika za osnovne i srednje škole (novija izdanja)
4. Ham, S. (2002), Školska gramatika hrvatskoga jezika. Zagreb: Školska knjiga.
5. Raguž, D. (1997), Praktična hrvatska gramatika. Zagreb: Medicinska naklada.

Optional literature

1. Barić, E. i dr. (1995), Hrvatska gramatika. Zagreb: Školska knjiga.
2. Moguš, M. (1993), Povijest hrvatskoga književnoga jezika. Zagreb: Nakladni zavod Globus.

Course code	EJ II			
Course title	English Language II			
General data				
Study programme	Elementary school classroom education		Year	1st
Name of the course holder	Vesna Santek-Nikolic , B.A.			
Course status	Compulsory		Optional	
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits			3	
Number of lecture hours per semester			30	
Course aims				
<p>The basic aim of this course is to expand vocabulary, especially that of the profession, to motivate the students for spoken and written communication and to train them to study technical literature written in English.</p>				
<p>Expected results After completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 4. to use foreign literature written in English 5. to analyse and study technical literature in English which relates to their profession, and to apply new cognitions in practice 6. to communicate in English in speech and writing 				
Programme correspondence and correlation				
Concerning selection and structure of contents, the course <i>English Language II</i> corresponds with all the other courses of elementary school classroom education programme , i.e. with the aims of elementary school teacher's education.				
Course contents				
<ol style="list-style-type: none"> 4) Textual - texts used are chosen either from the professional field or from the field dealing with problems that are interesting and close to the profession and are analysing topics such as: education, positive and negative aspects of children's stories and tales, educational methods , educational problems (gifted children, handicapped children), addiction problems, homosexuality, society relation to this problems, etc. Smaller part of textual content refers to culture and history of United Kingdom. 5) Grammatical - grammatical part includes more complex grammatical concepts and language constructions. 3) The examination comprises of the written and the oral part. 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment: Realisation of the teaching varies among the lectures, exercises, self-study assignments and individual and group work. The field teaching will also be organised, if necessary.				

Students' obligations			
Obligations of the students are : <ul style="list-style-type: none"> - to attend the lectures regularly - to participate in all aspects of the teaching work - to analyse discussed problems and to propose their solutions - to write homeworks, given assignments and reports on time - to pass the oral and the written examination 			
Monitoring and marking of the students (bolded)			
Lecture attending 0,5	Activity in teaching 0,5	Seminar work Ø	Experimental work Ø
Written examination 1	Oral examination 0,5	Essay Ø	Research 0,5
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
Comment: The required number of ECTS credits in the semester will be obtained through a regular attending of the lectures and an active participation in all forms of the teaching .			
Compulsory literature			
1. Morrison, G. S., Merril, C. (1988), Early Childhood Education. Cambridge University Press. 2. Alujević, M. M. (2003), English For Educators. Split: Teachers College University. 3. Thomson, A. J., Martinet, A. V. (1986), A practical English Grammar . Oxford: Oxford University Press. 4. Filipović, R. (1998), An Outline of English Grammar. Zagreb: Školska knjiga.			
Optional literature			
1. Vitezić, M. (1978), Engleski jezik II (skripta). Rijeka: Pedagoški fakultet u Rijeci. 2. Selection of texts from newspapers, publications, school books, etc.			

Course code	SISTK		
Course title	Systematic Kinesiology		
General data			
Study programme	Elementary school classroom education	Year	1st
Name of the course holder	Aleksandra Pejčić, Ph.D., Associate Professor		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits		5	
Number of lecture hours in semester		60	
Course aims			
Basic aims			
<ol style="list-style-type: none"> to make the students aware of the importance of accepting daily exercising for the purpose of development of anthropological characteristics and for the purpose of knowledge acquisition and increasing the motor knowledge fund which is directed toward health to train the students for transferring the knowledge of daily motor activities value and significance on children. 			
Expected results			
<ol style="list-style-type: none"> to interpret and analyse the cognitions of general regularity of human movement and general regularity of exercise process managing, as well as of the effects of direct and indirect influences of this processes on the human organism to describe and analyse the basic results of a research implemented in the domain of applied kinesiology, especially for the early school age, and to be able to apply the results adequately and successfully in the teaching theory and practice to implement and interpret simple research tasks from the domain of kinesiological education for the purpose of possible improvement of direct teaching theory and practice (procedures of planning and programming). 			
Programme correspondence and correlation			
This course is in a narrow link with a large number of the courses belonging to the study plan (<i>Methodology of Research in Education, Methodics of Kinesiology, Didactics</i> , optional courses).			
Course contents			
<ol style="list-style-type: none"> The concept, definitions and development of kinesiology Kinesiological effects and regularities The structure of kinesiological science Independence of kinesiology and relations with other sciences Subject and methods of research in kinesiology Measuring instruments and measuring in the domain of applied kinesiology (education) for the early school age The concept and the elements of the subject state, types of subject states Managing the kinesiological transformational processes, the parameters of the managed exercise process Defining of the exercise process aims Direct and indirect aims of the exercise process Internal and external factors of limitation as factors of the managed exercise process Curve regularities of the development of abilities and characteristics The principle of choice and distribution of work contents and volume of encumbrance, and the choice of work modalities Control system of the acquisition of motor knowledge , characteristics, abilities and health The influence of the managed exercise process on human organism Movement as a factor of philogenetic and onthogenetic development, and as a factor of the culture of living. 			

Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The anticipated implemental form of the course realisation is orientated on the lectures, seminars and workshops, and on the students' self-study assignments (research tasks). Therefore, the students are directed to the consultative work with the lecturer which can, as necessary, grow into the form of tutorial work. The assumption of the qualitative realisation of the course aims and contents is carried out through the use of multimedia and Internet.</p>				
Students' obligations				
<p>The students' obligations are determined on several levels. The initial level supposes the students' active participation in all forms of the teaching implementation and knowledge acquisition - attendance on the lectures, seminars and workshops. The second level refers to the students' engagement in the domain of obligation fulfilling which belongs to the opus of their self-study assignments – seminar work completion, expounding of a prepared seminar work. The third level refers to the encouragement and building of research competence – research task completion. All the levels of students' obligations also refer to the compulsory technical literature following and reading.</p>				
Monitoring and marking of the students (bolded)				
Lecture attending 1,30	Activity in teaching 0,60	Seminar work 0,90	Experimental work \emptyset	
Written examination \emptyset	Oral examination 1,30	Essay \emptyset	Research 0,50	
Project work \emptyset	Continual knowledge testing \emptyset	Term paper \emptyset	Practical work 0,40	
<p>Comment The final mark is a result of the total students' efficiency and engagement concerning the realisation of their obligations.</p>				
Compulsory literature				
<ol style="list-style-type: none"> Mraković, M. (1997), Uvod u sistematsku kineziologiju. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. Charles, J. (1994), Contemporary kinesiology. Morton Publishing Company, Englewood, Co. Findak, V., Metikoš, D., Mraković, M., Neljak, B., Prot, F. (2000), Motorička znanja. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996), Primijenjena kineziologija u školstvu – NORME. Zagreb: Hrvatski pedagoško-književni zbor, Fakultet za fizičku kulturu Sveučilišta u Zagrebu. Milanović, M. i suradnici (1993), Priručnik za sportske trenere. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. Malacko, J., Popović, D. (2000), Metodologija kineziološko antropoloških istraživanja. Priština: Fakultet za fizičku kulturu Univerziteta u Prištini. Pejčić, A. (2001), Zdrav duh u zdravu tijelu. Rijeka: Visoka učiteljska škola Sveučilišta u Rijeci. Pejčić, A. (2005), Kineziološke aktivnosti za djecu predškolske i rane školske dobi. Rijeka: Visoka učiteljska škola u Rijeci, Sveučilište u Rijeci, Rijeka. 				
Optional literature				
<ul style="list-style-type: none"> - zbornici radova Ljetnih škola kineziologa Hrvatske - Kineziologija Slovenica. Fakulteta za šport Univerze u Ljubljani. Ljubljana. 				

- Kineziologija. Kineziološki fakultet Sveučilišta u Zagrebu. Zagreb.

Course code	GPI			
Course title	Music Practicum I			
General data				
Study programme	Elementary school classroom education		Year	1st
Name of the course holder	Marija Riman, Ph.D., Assistant Professor			
Course status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits			1	
Number of lecture hours in semester			15	
Course aims				
Basic aims				
Through this course the students will:				
<ul style="list-style-type: none"> - familiarise with the characteristics of musical instruments (the piano) - conceive the importance of musical instruments use in the development of pupils' musical abilities. 				
Expected results				
After completion of attending the course lectures the students will be able:				
<ul style="list-style-type: none"> - to master the technique of a musical instrument playing with their left and right hand - to apply the skill of musical notation reading in the interpretation of simple piano compositions with their left and right hand - to harmonise the assigned melody 				
Programme correspondence and correlation				
The course <i>Music Practicum I</i> corresponds and correlates with the courses <i>Methodics of Music Culture</i> and <i>Methodics of Kinesiology</i> .				
Course contents				
The course <i>Music Practicum I</i> includes the following units:				
<ol style="list-style-type: none"> 1. Familiarisation with musical instruments 2. Practising the manual technique of tone production on a musical instrument 3. Playing the melody with the right hand 4. Mastering the chord production with the left hand 5. Practising the dur scales upward and downward, separately with the left and the right hand 6. Practising the chord playing in a separated form. 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
The course consists of the exercises. The students are obligated to practise the assigned musical examples on the musical instruments regularly, out-of-teaching. Occasionally, the students will be referred to consultations.				
Students' obligations				
The students' obligations in this course are:				
<ul style="list-style-type: none"> - regular participation on the exercise teaching 				

- successfully realised exercises			
Monitoring and marking of the students (bolded)			
Lecture attending 0,50	Activity in teaching Ø	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work 0,50
Comment: The students are expected to attend the exercise teaching regularly and to realise the exercises successfully.			
Compulsory literature			
1. Matz, R, Šaban, L. (1976), Osnovna škola za klavir. Zagreb: Muzička naklada. 2. Riman, M. (2001), Zvončići. Rijeka: Izdavački centar Rijeka.			
Optional literature			
1. Goran, Lj., Marić, LJ. (1991), Spavaj, spavaj zlato moje. Zagreb: Školska knjiga.			

Course code	KK				
Course title	Kinesiologic Culture				
General Data					
Study Programme	Elementary school classroom education			Year	1st
Name of the course holder	Sanja Berlot, B.A.				
Course Status		Compulsory		Optional	
Credit value and teaching organisation					
		Autumn Semester		Spring Semester	
ECTS credits				1	
Number of lecture hours in semester				30	
Course aims					
<ul style="list-style-type: none"> - to maintain and superstructure qualitatively the health state through regular application of kinesiologic activities (to influence positively on the students' anthropological characteristics) - to perfect and increase programmatically the amount of motor information in order to preserve and improve health (motor and functional abilities) - to develop, in the students, permanent habits and the need of occupation with kinesiologic activities in everyday life and work, what would also have an impact on an easier mastering of the students' intellectual effort 					
Programme correspondence and correlation					
<p>The course <i>Kinesiologic Culture</i> directly corresponds with the living quality and study successfulness. Programmatically it is in a direct correlation with kinesiologic disciplines, natural sciences, ecology, nature and society. The course completes the professional students' integrality in a process of contemporary changes and needs within the programme of elementary school classroom education.</p>					
Course contents					
<p>General preparatory and specific exercises in various organisation forms of work (with / without tools, with / without music). Athletics contents: running (short distance running, long distance running), jumps (long jump, high jump, triple jump). Swimming contents: non-swimmers instruction, swimming techniques – breaststroke, crawl. Sports: volleyball and basketball (improving of techniques and game itself). Aerobics: aerobics, step aerobics. Hiking routes</p>					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Independent Study	Multimedia and the Internet	
Distance Learning	Consultation	Laboratory Work	Tutorials	Field Work	
Comments: The anticipated contents are realised through exercises, and progress and improvement through independent assignments and consultations with the lecturer.					
Students' obligations					
The students' obligations include a regular and active participation in chosen forms of the teaching, as well as a transitive assessment.					

Monitoring and marking of the students (bolded)			
<i>Lecture Attendance</i> 0,60	Lecture Participation 0,30	Assignments Ø	Experiments Ø
Written Examination Ø	Oral Examination Ø	Essay Ø	Research Work Ø
Project Work Ø	Continuous Assessment 0,10	Presentation Ø	Practical Work Ø
<p>Comments: Through keeping records of the lecture attending and continual activity, an impact is made on preserving and improving of the students' health state. Test results can be valued if so required by the students.</p>			
Compulsory literature			
There is no compulsory literature!			
Optional literature			
As agreed with the lecturer.			

Course code	DID			
Course title	Didactics			
General data				
Study programme	Elementary school classroom education		Year	2nd
Name of the course holder	Anita Klapan, Ph.D.			
Course status		Compulsory	Optional	
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		7		
Number of lecture hours in semester		75		
Course aims				
<p>The basic aim of this course is to familiarise the students with such systems of education and teaching which foster critical and creative relation towards didactic theory and practice.</p>				
Expected results				
It is expected that after completion of attending the course lectures the students will be:				
<ol style="list-style-type: none"> 1. trained for theoretical-methodological establishment of educational practice and for concrete creative solutions in practice, as well as for practice improvement 2. trained for transfer and interference of didactic cognitions in different teaching situations and educational processes 3. motivated for research work in the didactics field and for a profession of an educational worker. 				
Programme correspondence and correlation				
The course is related and corresponds with relevant corpus of cognitions of philosophy, psychology (<i>Development Psychology</i>), sociology, pedagogy and of some methodics.				
Course contents				
Subject and methodological-epistemological establishment of didactics. Terminology and didactic system. Education and teaching (aims, tasks and contents; laws and regularities, legal tendencies; principles, factors, means and social forms). Educational and teaching situations. Didactic cycle and its stages (preparation, realisation and evaluation of teaching and education). Planning and programming – curriculum structuring. Theories of choice and structuring the contents of teaching. Technology of education and teaching. Macro and micro organisation of education and teaching. Didactic dokimology. Educational ecology.				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment:</p> <p>Concerning the exercise teaching, the students (independently and / or with the lecturer's help) analyse a chosen didactic problem through the use of literature, direct observation or research of some practical problems, and expound it to the rest of the students. They also create a series (set) of exercises suitable for direct teaching practice (e.g. implemental teaching programme, written teaching preparation or some other form of educational activity: programmed article, protocol of teaching observation, objective type tasks, test of knowledge or some other evaluation instrument like sociometric test, etc.).</p> <p>The exercise teaching is implemented through an individual work, group and team work, workshops and discussions, cooperative learning and learning by discovering.</p>				

Students' obligations			
<ul style="list-style-type: none"> - to attend regularly and participate actively in all forms of the teaching - to create a series (set) of exercises - to pass the written and the oral part of the examination 			
Monitoring and marking of the students (bolded)			
Lecture attending 1	Activity in teaching 0,5	Seminar work Ø	Experimental work Ø
Written examination 2	Oral examination 0,5	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
Exercises 3			
<p>Comment: During the semester the students achieve required ECTS credits through regular attending of the lectures, an active participation in all forms of the teaching, a creation of a series (set) of exercises and by passing the written and the oral examination.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Bognar, L., Matijević, M. (2002), Didaktika. Zagreb: Školska knjiga. 2. Grgin, T. (2001), Školsko ocjenjivanje znanja. Jastrebarsko: Slap. 3. Jensen, E. (2003), Super-nastava. Zagreb: Educa. 4. Lavrnja, I. (1998), Poglavlja iz didaktike. Rijeka: Pedagoški fakultet. 5. Matijević, M. (2004), Ocjenjivanje u osnovnoj školi. Zagreb: Tipex. 			
Optional literature			
<ol style="list-style-type: none"> 1. Bezić, K., Strugar, V. (1998), Učitelj za treće tisućljeće. Zagreb: HPKZ. 2. Jensen, E. (2003), Super-nastava. Zagreb: Educa. 3. Matijević, M. (2000), Učiti po dogovoru. Zagreb: Birotehnika. 4. Terhart, E. (2001), Metode poučavanja i učenja. Zagreb: Educa. 			

Course code	LK			
Course title	Art Culture			
General data				
Study programme	Elementary school classroom education		Year	2nd
Name of the course holder	Laura Herceg, B.A.			
Course status	Compulsory		Optional	
Credit value and teaching organisation				
	Autumn semester		Spring semester	
ECTS credits	5			
Number of lecture hours in semester	60			
Course aims				
<p>The basic aim of this course is the development of the students' creative and critical personal opinion and attitudes (analyses, descriptions, definitions, creation of art works, comparisons) while observing contemporary trends in theory and practice according to the basics of the visual arts, art language and artistic expression. This includes the comprehension of the basics of the visual arts and art culture with the purpose of improvement of the students' personal culture and establishment of grounds for successful application of acquired knowledge in elementary school classroom education.</p>				
Expected results				
After the completion of attending the course lectures the students are expected to be able:				
<ol style="list-style-type: none"> 1. to use art language independently in artistic expression in various art domains, to interpret correctly specific qualities of art techniques, requisites and materials. 2. to analyse the works of art, to consider personal and non-personal art expression creatively and critically 3. to take account of artistic events in home country and abroad and to orientate themselves towards future professional improvement (lifelong education) 				
Programme correspondence and correlation				
<p>The programme is correspondent with the course <i>Methodics of Art Culture</i>. The contents of the programme are in correlation with the contents of the courses <i>Music Culture, Media Culture, Croatian Language, Mathematics, Natural Sciences</i> and <i>Kinesiologic Culture</i>.</p>				
Course contents				
<p>Introduction into the visual arts. The historical overview of the visual arts. Recognition of distinct styles and lines of thought. Art culture. Approach to a work of art (art language, art elements and composition principles, art domains, art techniques, requisites and materials, art motives, the analysis of the works of art). The basic knowledge of drawing, painting, spatial-plastic shaping, graphics and scripts, computer graphics, visual communications and design, art-scenic expression. Aesthetics – kitsch. Visits to the institutions of art culture in Rijeka and beyond. Art culture contents and their relation to the contents of other arts, psychology, sociology and pedagogy (interdisciplinary character).</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The lectures are to tackle the art language contents, art techniques and art history. In the seminar teaching and workshops the students independently, in writing and orally, elaborate on chosen themes of art culture. The students build up portfolios of art events in home country and abroad.</p>				

During the individual and group exercises undertaken in specialised classrooms (art practicums), the students apply the theoretic concepts of the lectures, and also apply the stated contents (exercises for direct elementary school classroom practice). A number of exercises is undertaken in field teaching which affects the quality of the students' knowledge of art culture. The visits to significant exhibitions in home country and abroad are also scheduled (the encounter with the original works of art) .

The students are free to choose the course contents (between the offered ones and those suggested if they are in accordance with the course), themes and various contributions for building up of the portfolio of art culture events, as well as art issues solved in exercises.

Students' obligations

- the students should participate actively in all the forms of teaching, they should regularly attend lectures, seminars and exercises.
- the students should take written examination (writing a succesful analysis of a given art of work)
- the students should write and present a seminar work successfully, consisiting of the portfolio of art culture events and the given theme
- the students should fulfil the assignments given in the exercises, i.e. they should be marked in 10 exercises
- the students should supplement the list of study sources (books, magazine articles, scientific papers, films, the Internet sites, educative programme support...)

Monitoring and marking of the students (bolded)

Lecture attending Ø	Activity in teaching 0,25	Seminar work 1,60	Experimental work Ø
Written examination 1	Oral examination 0	Essay Ø	Research Ø
Project work 0,50	Continual knowledge testing 0,25	Term paper Ø	Practical work 1,40

Comment:

During the semestar the students obtain the required ECTS credits by an active participation in all the stated forms of teaching (writing and presenting seminar paper, completing the minimum of ten exercises in different art domains, presenting, in writing the portfolio of art culture events in home country and abroad and written analysis of a work of art)

Compulsory literature

1. Jakubin, M. (1999), Osnove likovnog jezika i likovne tehnike. Zagreb: Educa.
2. Ivančević, R. (1997), Likovni govor. Zagreb: Profil.
3. Ivančević, R. (1993), Umjetničko blago Hrvatske. Zagreb: ITP Motovun.
4. Peić, M. (1986), Pristup likovnom djelu. Zagreb: Školska knjiga.

Optional literature

1. Bačić, M. , Mirenić-Bačić , J. (1994), Uvod u likovno mišljenje. Zagreb: Školska knjiga.
2. Pichel, G. (1977), Opća povijest umjetnosti 1,2,3. Zagreb: Mladost.
3. Inglis, F. (1997), Teorija medija. Zagreb: Barbat AGAM.
4. Huzjak, M. (2002), Učimo gledati 1,2,3,4, priručnik za učitelje i nastavnike. Zagreb: Školska knjiga.

Course code	MAT			
Course title	Mathematics			
General data				
Study programme	Elementary school classroom education		Year	2nd
Name of the course holder	Miljenko Stanić, B.A.			
Course status	Compulsory		Optional	
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		7		
Number of lecture hours in semester		75		
Course aims				
<p>The main aim is to promote contemporary, scientific points of view in explaining everyday life and understanding natural-scientific contents brought by various media.</p>				
Expected results				
After completion of attending the course lectures the students will be able:				
<ol style="list-style-type: none"> 1. to explain correctly the concept of numbers and to analyse the pyramid of numbers from its base (sets) up to the most complex type of numbers (complex numbers), according to the set approach 2. to compare the structure of the theory of numbers, expounded at the course, with the number concept acquired during previous schooling 3. to solve, before the examination, about 100 different mathematical problems related to the course 				
Programme correspondence and correlation				
<p>The programme corresponds with the courses <i>Methodics of Mathematics I</i>, <i>Methodics of Mathematics II</i> and <i>Methodics of Mathematics III</i>.</p> <p>This course corresponds and correlates with all the other courses whose main concern is cognitive development of the child in lower forms of elementary school.</p>				
Course contents				
<p>Sets, functions and relations: Sets, operations with sets. Cartesian product of sets. Most important binary relations. Functions. Compositions of functions. Inverse functions. Equivalent sets.</p> <p>Numbers: natural numbers and their entries, Pean's axioms, method of mathematical induction. Definitions and basic characteristics of addition and multiplication of natural numbers. Division, algorithm of division. Simple and complex numbers. Euclid's algorithm.</p> <p>Whole numbers. Definitions and basic characteristics of addition and multiplication of whole numbers. Division of whole numbers. The concept of ring.</p> <p>Rational numbers. Definitions and basic characteristics of mathematical operations in the set of rational numbers. Field of rational numbers. Density of rational numbers.</p> <p>Real numbers. Commensurable and non-commensurable values. Irrational numbers. Computations in the set of real numbers. Ordered field of real numbers. Number line.</p> <p>Enumeration of sets N, Z and Q and non-enumeration of set R. Ordinal and cardinal numbers. Elements of transfinite arithmetic.</p> <p>Complex numbers. Basic operations in the set of complex numbers. Field of complex numbers.</p>				
Teaching organization and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations e-mail	Laboratory	Tutorial work	Field teaching
<p>Comment:</p> <p>The anticipated teaching realisation is concentrated on the lectures and exercises. The students are sent written</p>				

lectures by e-mail and they are encouraged to participate orally during the teaching.
The students can test their knowledge by two preliminary exams and so fulfill the written exam requirements.

Students' obligations

Regular lecture attendance.
Preparations for the teaching.
Passing the written examination.
Passing the oral examination.
Continual knowledge testing: solving problems.

Monitoring and marking of the students (bolded)

Lecture attending 2	Activity in teaching 1,1	Seminar work	Exercises
Written examination 1,1	Oral examination 0,9	Essay	Practical work
Project work Ø	Continuous knowledge testing 1,3	Seminar work	

Comment:

Since this is a fundamental course that serves as basis to any other, primarily to a scientific course at the college, and to subjects which children will acquire throughout their future schooling, we need to give enough space and attention to mathematics in order that the students acquire it in all its extent.

We have to encourage dialogue teaching in which the students will be able to find a cooperative lecturer, willing to be "on hand" and explain any possible problem or doubt that may arise from such a complex subject.

During lecturing it is important to keep in mind the application of the number theory in elementary school classroom education. Attention must be paid to facts simple to explain but that represent a great comprehensive profit which little children have to be acquainted with.

Compulsory literature

1. Pavković, V. (1994), Elementarna matematika 1. Zagreb: Školska knjiga.
2. Radić, M. (1989), Algebra 1. Zagreb: Školska knjiga.
3. Odboreni udžbenici iz matematike za osnovne i srednje škole Republike Hrvatske.

Optional literature

1. Kurepa, S. (1994), Uvod u matematiku. Zagreb: Školska knjiga.
2. Kurepa, S. (1985), Uvod u linearnu algebru. Zagreb: Školska knjiga.
3. xxx (1985), Brojevi Moderna matematika, Zagreb: Školska knjiga.

Course code	DJK			
Course title	Children's Literature			
General data				
Study programme	Elementary school classroom education		Year	2nd
Name of the course holder	Branko Kukurin, M.sc.			
Course status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		4		
Number of lecture hours in semester		45		
Course aims				
<p>The basic aim of this course is to familiarise the students with representative realisations of children's literature, in diachronous and synchronous succession, and contemporary cognitions of the literary theory and criticism domain, and to train the students for application of the same contents in their work with pupils from 1st to 4th form of elementary school (elementary school classroom education).</p>				
<p>Expected results</p> <p>It is expected that after completion of attending the course lectures the students will be able:</p> <ul style="list-style-type: none"> - to interpret and analyse correctly the basic terms of children's literature - to analyse technical literature and apply adequately the acquired cognitions in their work with pupils from 1st to 4th form of elementary school (elementary school classroom education) - to interpret independently the realisations of Croatian and world children's literature in their work with pupils from 1st to 4th form of elementary school (elementary school classroom education). 				
Programme correspondence and correlation				
The course correlates with the courses of linguistic – artistic orientation.				
Course contents				
Children's literature: introduction to children's literature, types of children's literature – picture book, children's poetry, children's tale, children's novel (novel of childhood), animal novel, adventurous novel, science-fiction novel, historical novel, fable, other types of children's literature – representative authors and works of Croatian and world children's literature.				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment:</p> <p>The lectures are related to theoretical contents, writers and literary works of the children's literature domain, in synchronous and diachronous succession.</p> <p>Concerning the seminar teaching, the students (independently and / or with the lecturer's help) prepare a seminar work of the children's literature domain on a proposed topic or an independently chosen one. The purpose of the seminar work is to introduce the students to an independent research work, through the analysis of relevant technical literature.</p> <p>The field teaching is related to following the events which are in a thematical correlation with children's literature (new editions of books, press, theatrical performances, film projections, etc.).</p> <p>The use of multimedia and Internet will contribute to acquisition of new cognitions of the course field.</p> <p>The tutorial work is anticipated for the students who choose their diploma work on a topic relating to the course <i>Children's literature</i>.</p>				

Students' obligations			
<ul style="list-style-type: none"> - regular attending and an active participation in all forms of the teaching - writing and expounding a seminar work belonging to the children's literature domain - passing the oral examination. 			
Monitoring and marking of the students (bolded)			
Lecture attending 0,75	Activity in teaching 0,25	Seminar work 2	Experimental work Ø
Written examination Ø	Oral examination 1	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
<p>Comment: During the semester the students achieve required ECTS credits through a regular attending of the lectures, an active participation in all forms of the teaching, the completion and expounding of a seminar work and by passing the oral examination.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Crnković, M., Težak, D. (2002), Povijest hrvatske dječje književnosti od početaka do 1955. Zagreb: Znanje. 2. Crnković, M. (1990), Dječja književnost. Zagreb: Školska knjiga. 3. Crnković, M. (1987), Sto lica priče, antologija dječje priče s interpretacijama. Zagreb: Školska knjiga. 4. Težak, D., Težak, S. (1997), Interpretacija bajke, Zagreb: DiVič. 			
Optional literature			
<ol style="list-style-type: none"> 1. Zalar, I. (1983), Dječji roman u hrvatskoj književnosti. Zagreb: Školska knjiga. 2. Zalar, I. (1979), Suvremena hrvatska dječja poezija. Zagreb: Školska knjiga. 3. Crnković, M. (1974), Hrvatska dječja književnost do kraja XIX. stoljeća. Zagreb: Školska knjiga. 			

Course code	ERN I			
Course title	English Language in Elementary School Classroom Education I			
General data				
Study programme	Elementary school classroom education		Year	2nd
Name of the course holder	Vesna Santek-Nikolic , B.A.			
Course status	<input type="checkbox"/>	Compulsory	<input type="checkbox"/>	Optional
Credit value and teaching organisation				
	Autumn semester		Spring semester	
ECTS credits	3			
Number of lecture hours in semester	30			
Course aims				
<p>The basic aim of the course <i>English Language in Elementary School Classroom Education I</i> is to define and familiarise with the methods which are applicable in an early stage of foreign language learning.</p> <p>Expected results It is expected that after completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 7. to follow and analyse literature written in English, adequate for language learning in 1st and 2nd form of elementary school 8. to develop the skills necessary for transfer of contents in English: text and verses accompanied by gestures and movements, games , pictures, etc., and to apply them adequately in their work with children in 1st and 2nd form of elementary school 				
Programme correspondence and correlation				
Concerning selection and structure of contents, the course <i>English Language in Elementary School Classroom Education I</i> corresponds with all the other courses of elementary school classroom education programme , i.e. with the aims of elementary school teacher's education.				
Course contents				
1) Textual 2) Grammatical - texts are chosen in a way to be appropriate for the elementary school children (1st and 2nd form): picture books, plays, songs, etc. The texts are studied in various ways, and approaches to them are compared and analysed - grammatical part should enable the students to amuse their pupils through the use of English language, without bigger problems and language mistakes				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment: The realisation of the teaching varies between the lectures and exercises. The field teaching and tutorial work will also be organised, if necessary.				
Students' obligations				
Obligations of the students are : - to attend lectures regularly - to participate in all aspects of the teaching work				

- to analyse discussed problems and to propose their solutions
- to write homeworks, given assignments and reports on time

Monitoring and marking of the students (bolded)

Lecture attending 1	Activity in teaching 0,5	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research 1
Project work Ø	Continual knowledge testing 0,5	Term paper Ø	Practical work Ø

Comment:

The required number of ECTS credits in the semester will be obtained through a regular attending of the lectures and an active participation in all forms of the teaching .

Compulsory literature

1. Čajo, K., Domjan, D., Knezović, A., Singer, D. (2003), Building Blocks – vježbenica iz engleskog jezika za 1-4 razred . Zagreb: Profil.
2. Đeba, B., Mardešić, M. (2003), Deep In 1 & 2. Zagreb: Školska knjiga.
3. Thomson, A. J., .Martinet, A. V. (1986), A practical English Grammar Exercises 1 & 2.

Optional literature

1. Picture books, cassettes...

Course code	GP II			
Course title	Music Practicum II			
General data				
Study programme	Elementary school classroom education		Year	2nd
Name of the course holder	Marija Riman, Ph.D., Assistant Professor			
Course status		Compulsory	Optional	
Credit value and teaching organisation				
	Autumn semester		Spring semester	
ECTS credits	1			
Number of lecture hours in semester	15			
Course aims				
Basic aims				
Through this course the students will:				
<ul style="list-style-type: none"> - conceive the importance of musical instruments use in the development of pupils' musical abilities - conceive the importance of playing the accompaniment to the short songs. 				
Expected results				
After completion of the lecture attendance the students will be able:				
<ul style="list-style-type: none"> - to master the technique of a musical instrument playing with both hands - to apply the skill of musical notation reading in the interpretation of simple piano compositions - to harmonise the assigned melody 				
Programme correspondence and correlation				
The course <i>Music Practicum II</i> corresponds and correlates with the courses <i>Methodics of Music Culture</i> and <i>Methodics of Kinesiology</i> .				
Course contents				
The course <i>Music Practicum II</i> includes the following units:				
<ol style="list-style-type: none"> 1. Practising the manual technique of melody and chord production on a musical instrument 2. Synchronous melody playing with the right and the left hand 3. Practising the mol scales upward and downward, separately with the left and the right hand 4. Practising the chord playing in a separated form. 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
The course consists of the exercises. The students are obligated to practise the assigned musical examples on the musical instruments regularly, out-of-teaching. Occasionally, the students will be referred to consultations.				
Students' obligations				
The students' obligations in this course are:				
<ul style="list-style-type: none"> - regular participation on the exercise teaching - successfully realised exercises. 				

Monitoring and marking of the students (bolded)			
Lecture attending 0,50	Activity in teaching Ø	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work 0,50
<p>Comment: The students are expected to attend the exercise teaching regularly and to realise the exercises successfully.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Matz, R., Šaban, L. (1976), Osnovna škola za klavir. Zagreb: Muzička naklada. 2. Riman, M. (2001), Zvončići. Rijeka: Izdavački centar Rijeka. 			
Optional literature			
<ol style="list-style-type: none"> 1. Goran, Lj., Marić, LJ. (1991), Spavaj, spavaj zlato moje. Zagreb: Školska knjiga. 			

Course code	ŠP		
Course title	School Practice		
General data			
Study programme	Elementary school classroom education		Year 2nd
Name of the course holder	Nadim Salloum, M.Sc.		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits	2		
Number of lecture hours in semester	30		
Course aims			
<p>Basic aims In this course the students will concretise theoretical cognitions which they got familiarised with through the individual courses, and they will comprehend the specific qualities of work organisation and school life organisation.</p> <p>Expected results During school practice the students will get the complete idea of the following theoretical cognitions dealing with:</p> <ul style="list-style-type: none"> - general school organisation - cultural and public school activity - school management system, the operation of professional school bodies, working obligations of teachers - relevant and compulsory school documentation and its correct and regular record keeping - the laws, rule books and regulations which regulate the activity of elementary school - regular teaching work; additional, remedial and optional classes; non teaching and out-of-school activities - other activities which are realised during school practice by professional teams and teachers. 			
Programme correspondence and correlation			
The course closely corresponds and correlates with professional courses of methodics which form the programme unity of the study.			
Course contents			
<p>The students will get familiarised with:</p> <ol style="list-style-type: none"> 1. General organisation of school/laboratory school 2. Cultural and public activity of school/laboratory school 3. School management system; the operation of professional school bodies; working obligations of teachers 4. Relevant and compulsory school documentation and its correct and regular record keeping 5. The laws, rule books and regulations which regulate the activity of elementary school (The Law on Elementary Education, rule books, work calendar for the ongoing school year, etc.) 6. Attendance at regular teaching work, additional, remedial and optional classes and non teaching and out-of-school activities 7. Attendance at other activities which are realised during school practice by professional teams and teachers. 			

Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The students get the necessary instructions from the lecturer and they realise the school practice in elementary schools / laboratory schools under the guidance of the teacher – mentor.</p>				
Students' obligations				
<ul style="list-style-type: none"> - regular attending of the school practice - an active participation in various forms of educational work in schools - keeping a diary of the school practice which is, after completed school practice, verified by the teacher-mentor, and submitting the teacher-mentor's professional opinion of the student's activity during the school practice to the course holder - submitting the confirmation about successfully completed school practice verified by the school headmaster - writing the final report based on observations, conversations and personal experience gained during the school practice, which is presented to the rest of the students. 				
Monitoring and marking of the students (bolded)				
Lecture attending Ø	Activity in teaching Ø	Seminar work Ø	Experimental work Ø	
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø	
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø	
School practice attending 1	School practice diary 0,50	Final report 0,50		
<p>Comment: The bolded categories indicate monitoring of the students.</p>				
Compulsory literature				
<ol style="list-style-type: none"> 1. Nastavni plan i program od I. – IV. razreda osnovne škole. 2. xxx (2002), Konceptija promjena odgojno-obrazovnog sustava u Republici Hrvatskoj. Zagreb: Ministarstvo prosvjete i školstva. 3. Praćenje potrebite stručne literature koja se dogovora s voditeljem kolegija i učiteljem-mentorom. 				
Optional literature				

Course code	KK				
Course title	Kinesiologic Culture				
General data					
Study Programme	Elementary school classroom education			Year	2nd
Name of the course holder	Sanja Berlot, B.A.				
Course Status		Compulsory		Optional	
Credit value and teaching organisation					
			Autumn Semester	Spring Semester	
ECTS credits	1				
Number of lecture hours in semester	30				
Course aims					
<ul style="list-style-type: none"> - to maintain and superstructure qualitatively the health state through regular application of kinesiologic activities (to influence positively on the students' anthropological characteristics) - to perfect and increase programmatically the amount of motor information in order to preserve and improve health (motor and functional abilities) - to develop, in the students, permanent habits and the need of occupation with kinesiologic activities in everyday life and work, what would also have an impact on an easier mastering of the students' intellectual effort 					
Programme correspondence and correlation					
<p>The course <i>Kinesiologic Culture</i> directly corresponds with the living quality and study successfulness. Programmatically it is in a direct correlation with kinesiologic disciplines, natural sciences, ecology, nature and society. The course completes the professional students' integrality in a process of contemporary changes and needs within the programme of elementary school classroom education.</p>					
Course contents					
<p>General preparatory and specific exercises in various organisation forms of work (with / without tools, with / without music). Athletics contents: running (short distance running, long distance running), jumps (long jump, high jump, triple jump). Swimming contents: non-swimmers instruction, swimming techniques – breaststroke, crawl. Sports: volleyball and basketball (improving of techniques and game itself). Aerobics: aerobics, step aerobics. Hiking routes</p>					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance Education	Consultations	Laboratory	Tutorial work	Field teaching	
Comments: The anticipated contents are realised through exercises, and progress and improvement through independent assignments and consultations with the lecturer.					
Student' obligations					
The students' obligations include a regular and active participation in chosen forms of the teaching, as well as a transitive assessment.					

Monitoring and marking of the students (bolded)			
Lecture attending 0,60	Activity in teaching 0,30	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing 0,10	Term paper Ø	Practical work Ø
<p>Comment: Through keeping records of the lecture attending and continual activity, an impact is made on preserving and improving of the students' health state. Test results can be valued if so required by the students.</p>			
Compulsory literature			
There is no compulsory literature!			
Optional literature			
As agreed with the lecturer.			

Course code	POSPO		
Course title	Education of Children with Special Needs		
General data			
Study programme	Elementary school classroom education	Year	2nd
Name of the course holder	Zorina Pinoza – Kukurin, Ph.D.		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits		7	
Number of lecture hours in semester		75	
Course aims			
<p>Basic aims Through studying the contents of the course the students are introduced to the problems of education of children with special needs.</p> <p>Expected results After completion of the lecture attendance the students will be able:</p> <ol style="list-style-type: none"> 1. to observe development specific qualities of these pupils within the structure of individual differences among pupils of that age 2. to analyse and describe the outstanding characteristics in these pupils' behaviour and to become aware of their development potentials 3. to understand specific qualities of these pupils' development (early primary school age) and to apply the acquired cognitions in their work with such children in primary school classroom education 			
Programme correspondence and correlation			
The course <i>Education of Children with Special Needs</i> is linked with the course <i>Pedagogy</i> and concerning its contents, it relies on the courses <i>Development Psychology</i> and <i>Educational Psychology</i> .			
Course contents			
<ol style="list-style-type: none"> 1. Basic determinations (definitions valid in the Republic of Croatia) of the status of children with specific qualities in development; comparisons of specific qualities determinations in school age children development in European countries. 2. Incidence and structure of school age children with special needs population; statistical and other indicators of school age children with special needs status. 3. Contemporary technology in educational practice; analysis of technical terms meaning; interdisciplinary character of technical terminology. 4. Etiology of school age children with special needs specific qualities; relations of biological and economic-social factors; analysis of etiology related to individual children with special needs (the study of cases). 5. General characteristics of school age children with special needs; special characteristics of individual groups of pupils with special needs; analysis of individual cases of pupils with special qualities in development. 6. Basic precepts of differential diagnostics in the domain of education of children with special needs; overview and analysis of diagnostic instruments needed in education of children with special needs. 7. Principles and methods of work with the early school age pupils with special needs; adapted programmes; teaching technology for pupils with special needs. 8. Professional organisations and humanitarian associations relevant for education of pupils with special needs. 			

Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment:</p> <p>Through the lectures the students get an overview of different aspects of contemporary education of the early school age children with special needs. In the seminar teaching the students expound a seminar work prepared through an independent research into literature and other sources of information, with the mentor help of the lecturer. A seminar expounding is the base for the students' debate on certain problems of education of children with special needs. The exercises refer to the students' familiarisation with practical solutions of education of children with special needs implemented in the primary schools of the local area.</p>				
Students' obligations				
<ul style="list-style-type: none"> - to attend the lectures regularly and to participate actively in all anticipated forms of teaching - to prepare and expound a seminar work independently - to observe one of the pupils with special needs within the regular class and to write the report of personal experience 				
Monitoring and marking of the students (bolded)				
Lecture attending 1	Activity in teaching 0,5	Seminar work 2	Experimental work \emptyset	
Written examination \emptyset	Oral examination 3	Essay \emptyset	Research \emptyset	
Project work \emptyset	Continual knowledge testing \emptyset	Term paper \emptyset	Practical work 0,5	
<p>Comment:</p> <p>The students achieve required ECTS credits through the regular attending of the lectures and an active participation in the seminar teaching, preparing according to the materials and suggestions given by the lecturer. Each student prepares and expounds a seminar work.</p> <p>Each student observes a pupil with special needs independently and writes a report based on his / her personal observations.</p> <p>The examination comprises of the oral part.</p>				
Compulsory literature				
<ol style="list-style-type: none"> 1. Čudina-Obradović, M. (1990), Nadarenost. Zagreb: Školska knjiga. 2. Mustać V., Vicić, M. (1996), Rad s učenicima s teškoćama u razvoju u osnovnoj školi. Zagreb: Školska knjiga. 3. Ribić, K. (1991), Psihofizičke razvojne teškoće. Zadar: Forum. 4. Zovko, G. (1996), Odgoj izuzetne djece. Zagreb: Hrvatska akademija odgojnih znanosti. 				
Optional literature				
<ol style="list-style-type: none"> 1. Dulčić, A., Kondić, Lj. (2002), Djeca oštećena sluha. Zagreb: Alinea. 2. Winkler, R. (1996), Djeca koju je teško odgajati. Zagreb: Educa. 3. Patton J.R., Payne J.S. and others (1987), Exceptional children in focus. Columbus: Merrill Publishing Company 4. Periodicals: Napredak, Hrvatska revija za rehabilitacijska istraživanja (Defektologija), Educa, Školske novine, Zrno. 				

Course code	AO				
Course title	Anthropology of Education				
General data					
Study programme	Elementary school classroom education			Year	2nd
Name of the course holder	Elvis Pirsl, Ph.D.				
Course status	<input type="checkbox"/>	Compulsory	<input type="checkbox"/>	Optional	
Credit value and teaching organization					
			Autumn semester	Spring semester	
ECTS credits				5	
Number of lecture hours in semester				60	
Course aims					
<p>The basic aim of this course is to present the anthropological approach of culture transmission and study in formal and informal education.</p> <p>Expected results After completion of attending the course lectures the students will be qualified for:</p> <ol style="list-style-type: none"> 1. correct defining of basic terms and theoretical orientations of anthropology of education 2. recognition and critical analysis of qualitative, particularly symbolical and interactional as well as cultural and ecological approach to education research 3. development of recognition, analysing and interpreting the skills related to cultural dimensions of educational problems 					
Programme correspondence and correlation					
The programme of <i>Anthropology of Education</i> corresponds and correlates with the courses <i>Sociology of Education</i> , <i>Philosophy of Education</i> , <i>Development Psychology</i> and <i>Educational Psychology</i> .					
Course contents					
The course comprises of the following contents: <ol style="list-style-type: none"> 1. <i>Occurrence of Anthropology of Education</i>: European and American tradition; differences and similarities; occurrence of anthropology in Croatia 2. <i>Beginnings of education study within culture</i>; differences and similarities between anthropology, sociology, psychology and pedagogy with reference to education 3. <i>Application of anthropological theories to education</i>; structural-functionalism, symbolical interaction, cultural ecology 4. <i>Anthropological approach to school</i> 5. <i>The idea of multiculturalism and education: from assimilation to cultural pluralism</i> 6. <i>Cultural discontinuity, education and reproduction of social inequalities</i>: stereotypes, prejudices, ethnocentricity and ideology; hidden curriculum; status, roles and rituals; self-fulfilling prophecy and opposing identities 7. <i>Global problem, human rights and school</i>: the role of international governmental and non-governmental organizations in changing goals, contents and methods of education 8. <i>Development of (inter) cultural perspective in education</i> – teachers' preparation 					
Teaching organization and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations	Laboratory	Tutorial work	Field study	

Comment:

Students' Obligations

The students' obligation is to qualitatively research a problem which has been chosen in agreement with the lecturer. The chosen problem is considered from the theoretical and the empirical aspect, i.e. includes a smaller investigation.

The chosen problem can be solved either independently or through group work.

Monitoring and marking of the students (bolded)

Lecture attending 0,5	Activity in teaching 0,5	Seminar work 1	Experimental work \emptyset
Written examination 1	Oral examination 1	Essay \emptyset	Research 1
Project work \emptyset	Continual knowledge testing \emptyset	Term paper \emptyset	Practical work \emptyset

Comment:

Compulsory literature

1. Haralambos, M. (1989), Uvod u sociologiju. Zagreb: Globus (poglavljja: «Obrazovanje» 172-223 str.; «Žene i društvo» 259-363; 383-388 str., «Sociološka teorija» 495-531 str.).
2. Kuvačić, I. (ur.) (1990), Suvremene sociološke teorije. Zagreb: Sociološko društvo Hrvatske (poglavljja: «Simbolički interakcionizam» 125-136 str.; «Etnometodologija» 153-162 str.).
3. Ogbu, J.U. (1989), Pedagoška antropologija. Zagreb: Školske novine.
4. Spajić-Vrkaš, V. (1992), Kulturna antropologija, antropologija obrazovanja i dileme etnografske metode. Istraživanja odgoja i obrazovanja, (9), 5 -18.

Optional literature

1. Čačić-Kumpes, J. (1999), Kultura, Etničnost, Identitet. Zagreb: Institut za migracije i narodnosti. Naklada Jesenski i Turk. Hrvatsko sociološko društvo. (poglavljja: «Etničnost i kultura» 41-51 str.; «Multikulturalizam interkulturalizam, transkulturalizam, plurikulturalizam: suprotavljeni ili nadopunjujući koncepti» 77-93 str.; «Kultura, etničnost i obrazovanje: naznake o interakciji i perspektivi» 139-153 str.; «Udžbenici povijesti i nacionalni identite mladih» 153-173 str.).
2. Moore, J. D. (2002), Uvod u antropologiju. Teorije i teoretičari kulture. Zagreb: Naklada Jesenski i Turk (poglavljja: «Razvoj kulture» 21-37 str.; «Kultura u kontekstu» 55-69 str.; «Obrasci kulture» 105-117 str.; «Pojedinaac i kultura» 133-151 str.; «Funkcija kulture» 169-185 str.; «Strukturalizam» 285-303 str.).

Course code	PEK		
Course title	Educational Ecology		
General data			
Study programme	Elementary school classroom education	Year	2nd
Name of the course holder	Vinka Uzelac, Ph.D., Full Professor		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits		4	
Number of lecture hours in semester		45	
Course aims			
Basic aims			
Through this course the students will:			
(a) become cognisant of the importance of knowledge about environment and its sustainable development within an interdisciplinary framework			
(b) be trained for application of knowledge about environment in education			
(c) become conscious of the need for lifelong learning about environment / sustainable development			
(d) be encouraged for a responsible ecological behaviour.			
Expected results			
After completion of attending the course lectures the students will be able:			
(a) <i>to define</i> educational questions of environment and its sustainable development			
(b) <i>to describe and analyse</i> the world, national and regional programmes of human ecology as an interdisciplinary science for environment / sustainable development			
(c) <i>to compare and distinguish</i> some conceptions of education for environment and sustainable development			
(d) <i>to argue</i> examples of pedagogically and innovatively established learning for sustainable development within formal and informal fields			
(e) <i>to carry out and interpret</i> smaller research tasks of educational ecology field and <i>to direct</i> to the possibility of improving ecological - educational practice.			
Programme correspondence and correlation			
The course <i>Educational Ecology</i> is correspondent and correlative with contemporary tendencies in students' education (future preschool and primary school classroom education teachers), in almost all compulsory and optional courses. This particularly refers to the following courses: <i>Pedagogy</i> , <i>Methodics of Natural and Social Sciences</i> and <i>Methodics of Kinesiology</i> .			
Course contents			
The course <i>Educational Ecology</i> comprises the following teaching units:			
1. Nature / environment and humans			
2. Local and global questions and problems of sustainable development			
3. Main approaches to environment and its sustainable development (biological, philosophical, theological, sociological, psychological, economic, ethical, aesthetic, health, political, educational, etc.)			
4. Global educational orientation in education for environment			
5. Education for environment among knowledge, skills, habits, attitudes and behaviour			
6. Values in education for environment			
7. Education for environment in schools as an answer to a challenge of the ecological and human sustainable world			
8. Reforms of educational movements and models of promoting education for sustainable development and pluralism of interests			
9. Condition and problems of education for environment / sustainable development in practice of Croatian schools			
10. Potentials and capacities of gaining experience and learning about environment within the local area			
11. Determination of single reference points for observation and monitoring differences in environment			
12. Recognising and defining negative and positive events in natural and built environment			
13. Activities of various links and relations with educational institutions, social and economic work			
14. Quality and success of the process of education for sustainable development as a result of interactive activity			
15. Analysis of personal activity, developing critical and analytical competence which is in relation with			

work in preschool and school institutions.				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment:</p> <p>The course <i>Educational Ecology</i> lasts one semester with three hours of lectures a week. The nature of the course demands an optimal involvement of each student. Therefore, various types of theoretical learning and practical work will be offered. This refers to the lectures and interdisciplinary thematic workshops / seminars. Excursions and field-research work are also important parts of the course realisation where the students will carry out independent and shared tasks. Consultations are accompanying part to every above highlighted form of the teaching organisation.</p>				
Students' obligations				
<p>Students' obligations are:</p> <p>(d) to participate actively in lectures and thematic workshops</p> <p>(e) to complete a practical – research work on the ground, independently and within the smaller group</p> <p>(f) to pass the oral part of the examination.</p>				
Monitoring and marking of the students (bolded)				
Lecture attending 0,5	Activity in lectures 0,5	Seminar work 0,5	Experimental work \emptyset	
Written examination \emptyset	Oral examination 1	Essay \emptyset	Research 1	
Project work \emptyset	Continual knowledge testing 0,5	Term paper \emptyset	Practical work \emptyset	
<p>Comment:</p> <p>Monitoring and marking of the students will be pursued through the all anticipated forms of teaching (from the beginning to the end of the course). The students are expected to complete a seminar work, to participate actively in the workshops which are based on a personal theoretical and practical observation and to complete an independent or group research task. The students will be regularly monitored and his / her work / activities will be stored in a file. The final mark will be based on successfully completed obligations in teaching, evaluation of seminar / workshop, research tasks on the ground and knowledge presented in the oral examination.</p>				
Compulsory literature				
<ol style="list-style-type: none"> 1. Cifrić, I. (2003), <i>Okoliš i održivi razvoj – ugroženost okoliša i estetika krajolika</i>. Zagreb: Hrvatsko sociološko društvo i Zavod za socijologiju Filozofskog fakulteta u Zagrebu. 2. Devernay, B. i sur. (2001), <i>Obrazovanje za okoliš i održivi razvoj</i>. Zagreb: Centar za građanski odgoj i demokraciju. 3. Uzelac, V. (1990), <i>Osnove ekološkog odgoja</i>. Zagreb: Školske novine. 4. Uzelac, V. i Starčević, I. (1999), <i>Djeca i okoliš</i>. Rijeka: Adamić. 5. Uzelac, V. (2002), <i>Stanje i vizija obrazovanja studenata učiteljskih škola/nastavnčkih fakulteta za okoliš</i>. Zagreb: Hrvatski pedagoško – književni zbor. 6. xxx: (2004), <i>Ekologija u odgoju i obrazovanju</i>. Gospić: Visoka učiteljska škola. 				
Optional literature				
<ol style="list-style-type: none"> 1. Cifrić, I. (1996), <i>Ekološka pismenost između kulturne tradicije i ekološke svakodnevice</i>. <i>Socjalna ekologija</i>, 5 (3), 403-421. 2. Spajić – Vrkaš, V., Hudek, J. (1995), <i>Svijet u opasnosti: popularna ekološka početnica za učenike osnovne škole</i>. Zagreb: kult film. 3. Vrcan, A. (2001), <i>UNESCO-ov projekt – Mladi u promicanju i očuvanju svijetske baštine</i>. U: <i>vizualna kultura i likovno obrazovanje</i>. Zagreb: Hrvatsko vijeće međunarodnog društva za obrazovanje putem umjetnosti, str. 419-423. 				

Course code	PRRN			
Course title	Use of Computer in Elementary School Classroom Education			
General data				
Study programme	Elementary school classroom education		Year	2nd
Name of the course holder	Marija Marinović, Ph.D.			
Course status	<input type="checkbox"/>	Compulsory	<input type="checkbox"/>	Optional
Credit value and teaching organisation				
	Autumn semester		Spring semester	
ECTS credits			4	
Number of lecture hours in semester			45	
Course aims				
<p>The main aim is to enable the students of elementary school classroom education to use information technology in education, especially in the teaching process of elementary school classroom education through organised ways, approaches, methods and work programmes.</p> <p>Expected results It is expected that after completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 1. appropriately to use the computer appropriately in the realisation of different educational objectives in elementary school 2. to follow contemporary information science achievements and to apply them in their work with pupils from 1st to 4th form of elementary school. 				
Programme correspondence and correlation				
<p>The course <i>Use of Computer in Elementary School Classroom Education</i> is a general compulsory subject and correlates with the programme <i>Information Science</i>.</p>				
Course contents				
Lectures				
<p>Historical overview of the use of computer in education. Child and computer. Computer skills. Computer programmes. Information Science in the first four forms of elementary school. Specific qualities of Information Science teaching in the first four forms of elementary school. Correlation of Information Science with other teaching subjects. Teaching methods and forms of work in an early stage of Information Science learning. Multimedia in education. Internet in elementary school classroom education.</p>				
Exercises				
<p>The exercises are be carried out on IBM PC compatible computers with relevant programme support (WINDOWS, Microsoft Office tools and the use of basic CARNet, Internet Service, Educational programmes).</p> <p>1. Power Point: Introduction, creating and connecting pictures, creating links, work with objects, copying and duplicating, copying objects, change of effects in the pictures, inserting pictures from the Internet, creating an animated presentation.</p> <p>2. Corel Draw: dimensioning, rotations, radial symetry, envelopes, contour lines, 3D effects, style, colours and line ends, fills, layers.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching

Comment:

Students' obligations

The students are obligated to participate in all forms of the teaching. During the exercises the students have to prepare a complete work in order to prove their capability to use the computer system independently, and they have to prepare a seminar work related to a specific problem from the subject's contents (of the lecturer's or student's own choice) on the basis of the acquired knowledge and relevant literature.

Preliminary exams related to the exercises content will enable the students to meet the conditions for taking the theoretical part examination.

Monitoring and marking of the students (bolded)

Lecture attending 1	Activity in teaching 2	Seminar work 0,2	Experimental work Ø
Written examination 0,2	Oral examination 0,2	Essay Ø	Research Ø
Project work Ø	Continuous knowledge testing 0,2	Term paper Ø	Practical work 0,2

Comment:

Compulsory literature

1. Šavle, S. (2003), Metodički priručnik za nastavu informatike u prvom razredu osnovne škole. Rijeka: Adamić.

Optional literature

1. Maravić, J. (2003), UNESCOV dokument o informacijskoj tehnologiji u obrazovanju, Edupoint-časopis o primjeni informacijskih tehnologija u obrazovanju.

Internet

<http://edupoint.carnet.hr/caspois/aktualni/teme.html>

<http://members.ozemail.com.au/~caveman/Creative/Children/index.html>

<http://www.wiu.edu/users/mimacp/win/articles/engag.html>

<http://terc.edu/investigations/relevant/html/EffectiveUse.html>

Course code	ERN II			
Course title	English Language in Elementary School Classroom Education II			
General data				
Study programme	Elementary school classroom education		Year	2nd
Name of the course holder	Vesna Santek-Nikolic , B.A.			
Course status	Compulsory		Optional	
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits			3	
Number of lecture hours in semester			30	
Course aims				
<p>The basic aim of the course <i>English Language in Elementary School Classroom Education II</i> is to define and familiarise with the methods which are applicable in an early stage of foreign language learning.</p>				
<p>Expected results It is expected that after completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 1. to follow and analyse literature written in English, adequate for language learning in 3rd and 4th form of elementary school 2. to develop the skills necessary for transfer of contents in English: text and verses accompanied by gestures and movements, games , pictures, etc., and to apply them adequately in their work with children in 3rd and 4th form of elementary school 3. successfully to link successfully visual aspect and chosen text / material 				
Programme correspondence and correlation				
Concerning selection and structure of contents, the course <i>English Language in Elementary School Classroom Education II</i> corresponds with all the other courses of elementary school classroom education programme , i.e. with the aims of elementary school teacher's education.				
Course contents				
<p>1) Textual</p> <p>2) Grammatical</p> <ul style="list-style-type: none"> - texts are chosen in a way to be appropriate for the elementary school children (3rd and 4th form): picture books, plays, songs, etc. The texts are studied in various ways, and approaches to them are compared and analysed - grammatical part should enable the students to amuse their pupils through the use of English language, without bigger problems and language mistakes, and to help the pupils to acquire simple language constructions 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The realisation of the teaching varies between the lectures and exercises. The field teaching and tutorial work will also be organised, if necessary.</p>				

Students' obligations			
Obligations of the students are : <ul style="list-style-type: none"> - to attend lectures regularly - to participate in all aspects of the teaching work - to analyse discussed problems and to propose their solutions - to write homeworks, given assignments and reports on time - to pass the oral and the written part of the examination 			
Monitoring and marking of the students (bolded)			
Lecture attending 0,5	Activity in teaching 0,5	Seminar work Ø	Experimental work Ø
Written examination 0,5	Oral examination 0,5	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing 0,5	Term paper Ø	Practical work 0,5
Comment: The required number of ECTS credits in the semester will be obtained through a regular attending of the lectures and an active participation in all forms of the teaching .			
Compulsory literature			
<ol style="list-style-type: none"> 1. Čajo, K., Domjan, D, Knezović, D. (2003), Building Blocks – vježbenica iz engleskog jezika za 1-4 razred . Zagreb: Profil. 2. Đeba, B., Mardešić, M. (2003), Deep In 3& 4. Zagreb: Školska knjiga. 3. Thomson, A. J.,Martinet, A. V. (1986), A practical English Grammar Exercises 1 & 2 			
Optional literature			
AESOP'S, Express Publishing 2002 Picture books and tales accompanied with cassettes			

Course code	GP III			
Course title	Music Practicum III			
General data				
Study programme	Elementary school classroom education		Year	2nd
Name of the course holder	Marija Riman, Ph.D., Assistant Professor			
Course status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits			1	
Number of lecture hours in semester			15	
Course aims				
Basic aims				
Through this course the students will:				
<ul style="list-style-type: none"> - conceive the importance of musical instruments use in the development of pupils' musical abilities - conceive the importance of playing the accompaniment to the short songs. 				
Expected results				
After completion of the lecture attendance the students will be able:				
<ul style="list-style-type: none"> - to master the technique of a musical instrument playing with both hands - to apply the skill of musical notation reading in the interpretation of the piano compositions, in various tonalities - to harmonise the assigned melody 				
Programme correspondence and correlation				
The course <i>Music Practicum III</i> corresponds and correlates with the courses <i>Methodics of Music Culture</i> and <i>Methodics of Kinesiology</i> .				
Course contents				
The course <i>Music Practicum III</i> includes the following units:				
<ol style="list-style-type: none"> 5. Practising the manual technique of melody production with the right hand and of chord production with the left hand, on a musical instrument 6. Synchronous melody playing with the right and the left hand 7. Practising the scales upward and downward, synchronously with both hands 8. Practising the chord playing in a separated form 9. Playing and singing the short songs of the 1st form of elementary school. 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
The course consists of exercises. The students are obligated to practise the assigned musical examples on the musical instruments regularly, out-of-teaching. Occasionally, the students will be referred to consultations.				
Students' obligations				
The students' obligations in this course are:				
<ul style="list-style-type: none"> - regular participation on the exercise teaching - successfully realised exercises. 				

Monitoring and marking of the students (bolded)			
Lecture attending 0,50	Activity in teaching Ø	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work 0,50
<p>Comment: The students are expected to attend the exercise teaching regularly and to realise the exercises successfully.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Matz, R., Šaban, L. (1976), Osnovna škola za klavir. Zagreb: Muzička naklada. 2. Riman, M. (2001), Zvončići. Rijeka: Izdavački centar Rijeka. 			
Optional literature			
<ol style="list-style-type: none"> 1. Goran, Lj., Marić, LJ. (1991), Spavaj, spavaj zlato moje. Zagreb: Školska knjiga. 2. Završki, J. (1992), Tratinčice. Zagreb: Školska knjiga. 			

Course code	ŠP			
Course title	School Practice			
General data				
Study programme	Elementary school classroom education		Year	2nd
Name of the course holder	Nadim Salloum, M.Sc.			
Course status		Compulsory	Optional	
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits			2	
Number of lecture hours in semester			30	
Course aims				
Basic aims				
In this course the students will broaden the cognitions of interior school work organisation and gain direct experience of connection of theoretical and practical level of knowledge within various domains.				
Expected results				
During the school practice the students will gain more experience in:				
<ul style="list-style-type: none"> - considering the interior specific qualities of school work organisation - planning, programming and preparing the educational work in teaching - keeping records of educational documentation - implementing the health, welfare and ecological care of pupils - school cooperation with relevant subjects and institutions - integration of theory and practice. 				
Programme correspondence and correlation				
The course closely corresponds and correlates with professional courses of methodics which form the programme unity of the study.				
Course contents				
The course includes the following contents:				
<ol style="list-style-type: none"> 1. Interior specific qualities of school work organisation 2. Planning, programming and preparing the educational work in teaching (annual, monthly, weekly and daily plans and programmes) 3. Keeping records of educational documentation (pupils' register book, form book, report book, implemental syllabus, extracurricular activities documentation, non-teaching activities documentation, additional and remedial classes documentation, annual school syllabus, adapted pupils' programmes, school memorial book, various reports of school work, etc.) 4. Health, welfare and ecological care of pupils (cooperation with welfare and education center, pupils' nourishment in school, cooperation with the school doctor, organisation of pupils' medical examination, lecture and video-projection holdings, organisation of school space arranging, etc.) 5. School cooperation with the relevant subjects and educational work institutions 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment: The students get the necessary instructions from the lecturer and they realise the school practice in elementary schools / laboratory schools under the guidance of the teacher – mentor.				

Students' obligations			
<ul style="list-style-type: none"> - regular attending of the school practice - an active participation in various forms of educational work in schools - keeping a diary of the school practice which is, after completed school practice, verified by the teacher-mentor, and submitting the teacher-mentor's professional opinion of the student's activity during the school practice to the course holder - submitting the confirmation about successfully completed school practice verified by the school headmaster - writing the final report based on observations, conversations and personal experience gained during the school practice, which is presented to the rest of the students. 			
Monitoring and marking of the students (bolded)			
Lecture attending Ø	Activity in teaching Ø	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
School practice attending 1	School practice diary 0,50	Final report 0,50	
<p>Comment: The bolded categories indicate monitoring of the students.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Nastavni plan i program od I. – IV. razreda osnovne škole. 2. xxx (2002), Konceptija promjena odgojno-obrazovnog sustava u Republici Hrvatskoj. Zagreb: Ministarstvo prosvjete i školstva. 3. Praćenje potrebite stručne literature koja se dogovora s voditeljem kolegija i učiteljem-mentorom. 			
Optional literature			

Course code	KK				
Course title	Kinesiologic Culture				
General data					
Study Programme	Elementary school classroom education			Year	2nd
Name of the course holder	Sanja Berlot, B.A.				
Course Status		Compulsory		Optional	
Credit value and teaching organisation					
		Autumn Semester		Spring Semester	
ECTS credits				1	
Number of lecture hours in semester				30	
Course aims					
<ul style="list-style-type: none"> - to maintain and superstructure qualitatively the health state through regular application of kinesiologic activities (to influence positively on the students' anthropological characteristics) - to perfect and increase programmatically the amount of motor information in order to preserve and improve health (motor and functional abilities) - to develop, in the students, permanent habits and the need of occupation with kinesiologic activities in everyday life and work, what would also have an impact on an easier mastering of the students' intellectual effort 					
Programme correspondence and correlation					
<p>The course <i>Kinesiologic Culture</i> directly corresponds with the living quality and study successfulness. Programmatically it is in a direct correlation with kinesiologic disciplines, natural sciences, ecology, nature and society. The course completes the professional students' integrality in a process of contemporary changes and needs within the programme of elementary school classroom education.</p>					
Course contents					
<p>General preparatory and specific exercises in various organisation forms of work (with / without tools, with / without music). Athletics contents: running (short distance running, long distance running), jumps (long jump, high jump, triple jump). Swimming contents: non-swimmers instruction, swimming techniques – breaststroke, crawl. Sports: volleyball and basketball (improving of techniques and game itself). Aerobics: aerobics, step aerobics. Hiking routes</p>					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Independent Study	Multimedia and the Internet	
Distance Learning	Consultation	Laboratory Work	Tutorials	Field Work	
Comments: The anticipated contents are realised through exercises, and progress and improvement through independent assignments and consultations with the lecturer.					
Students' obligations					
The students' obligations include a regular and active participation in chosen forms of the teaching, as well as a transitive assessment.					

Monitoring and marking of the students (bolded)			
Lecture Attendance 0,60	Lecture Participation 0,30	Assignments Ø	Experiments Ø
Written Examination Ø	Oral Examination Ø	Essay Ø	Research Work Ø
Project Work Ø	Continuous Assessment 0,10	Presentation Ø	Practical Work Ø
<p>Comments: Through keeping records of the lecture attending and continual activity, an impact is made on preserving and improving of the students' health state. Test results can be valued if so required by the students.</p>			
Compulsory literature			
There is no compulsory literature!			
Optional literature			
As agreed with the lecturer.			

Course code	MIO			
Course title	Methodology of Research in Education			
General data				
Study programme	Elementary school classroom education		Year	3rd
Name of the course holder	Branko Rafajac, Ph.D.			
Course status		Compulsory	Optional	
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		5		
Number of lecture hours in semester		60		
Course aims				
<p>Acquisition of knowledge and attitudes of the need of application the scientific approach elements in work process. Acquisition of basic knowledge of the process, methods and procedures which are applied in research of education.</p> <p>Training for following and transferring the modern scientific achievements of educational sciences.</p> <p>Training for individual or group implementation of simpler scientific projects.</p>				
Programme correspondence and correlation				
<p>The course <i>Methodology of Research in Education</i> is connected with all the related courses from which it derives examples of research problems operationalisation, as well as with the courses <i>Philosophy of Education</i> and <i>Anthropology of Education</i>, lying upon their epistemological ideas.</p>				
Course contents				
<p>Introduction to the methodology of scientific work. Scientific-research paradigms in research of educational phenomenon. Classification of research according to approach, method and the aim of the result. Choice and defining of research problems. Creation and evaluation of research plan.</p> <p>Choice of data collecting methods, i.e. measuring instruments. Analysis and interpretation of data and research results: Descriptive statistics. graphic presentation of data, measures of central tendency and variability, optimal division, meaning and principle of correlation.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
Students' Obligations				
Monitoring and marking of the students (bolded)				
Lecture attending 1,00	Activity in teaching 1,00	Seminar work 1,00	Experimental work Ø	
Written examination 2,00	Oral examination Ø	Essay Ø	Research Ø	
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø	
Comment:				

Compulsory literature

1. Mužić, V. (1999), Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa.
2. Mejovšek, M. (2003), Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Zagreb: Školska knjiga.
3. Petz, B. (1997), Osnove statističke metode za nematematičare. Zagreb: Naklada Slap.

Optional literature

1. Halmi, A. (1996), Kvalitativna metodologija u društvenim znanostima. Zagreb: Alinea.
2. Matijević, M., Mužić, V., Jokić, M. (2003), Istraživati i objavljivati: elementi metodološke pismenosti u pedagogiji. Zagreb: Hrvatsko-pedagoško književni zbor.
3. Gay, L. R. (1992), Educational research. New York: Maxwell Macmillan Internacional.

Course code	MHJ I			
Course title	Methodics of Croatian Language I			
General data				
Study programme	Elementary school classroom education		Year	3rd
Name of the course holder	Maja Verdonik, M.sc.			
Course status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		4		
Number of lecture hours in semester		45		
Course aims				
<p>The basic aim of this course is to introduce the students to the achievements of the contemporary Methodics of Croatian language, especially to its subdisciplines, with reference to language and initial reading and writing, and to train the students for application of such achievements in their work with children from 1st to 4th form of elementary school (elementary school classroom education).</p>				
Expected results				
It is expected that after completion of attending the course lectures the students will be able:				
<ol style="list-style-type: none"> 1. to interpret correctly and analyse the basic terms of Methodics of Croatian language, especially of its subdisciplines, with reference to language and initial reading and writing 2. to analyse methodics literature and apply adequately the acquired cognitions in their teaching practice 3. to perform the teaching of Croatian language from 1st to 4th form of elementary school (elementary school classroom education) independently, especially the teaching domains of language and initial reading and writing. 				
Programme correspondence and correlation				
<p>The programme corresponds with the courses <i>Methodics of Croatian Language II</i> and <i>Methodics of Croatian Language III</i>.</p> <p>The programme correlates with the other courses of methodics in the semester and in the study, and with the courses of linguistic – artistic orientation.</p>				
Course contents				
<p>Introductory notes: subdisciplines of Methodics of Croatian language – Methodics of initial reading and writing, Methodics of language, Methodics of literature, Methodics of media culture, Methodics of linguistic expression, non-teaching activities of linguistic – artistic orientation</p> <p>Teaching programmes, reading-books, textbooks, workbooks and teacher's books in elementary school classroom education. Teacher's immediate preparation for a teaching lesson</p> <p>Methodics of initial reading and writing, Methodics of Croatian language – the overview of methodics literature and content representation in teaching programmes, primers, textbooks, workbooks and teacher's books for elementary school classroom education. The examples of the teaching units (different approaches); possibilities of interdomain and intersubject correlation.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment:</p> <p>The lectures will deal with the contents of some subdisciplines of Methodics of Croatian language, especially with Methodics of initial reading and writing and Methodics of language.</p>				

During the seminar teaching the students will, independently or / and with the teacher's help, discuss about actual topics from the domain of Methodics of Croatian language, with the aim of encouraging a research and creative approach to initial reading and writing teaching, and language teaching from 1st to 4th form of primary school. Likewise, the students are directed to the use of contemporary literature in printed and electronic form. Theatrical performances, film projections, exhibitions, literary encounters, professional lectures and other manifestations whose content is associated with the contents of Methodics of Croatian language, are also anticipated.

Students' obligations

- to attend regularly and participate actively in all forms of the teaching
- to create and expound the seminar work
- to carry out a research on Croatian language primers, textbooks and workbooks, and accompanying teacher's books

Monitoring and marking of the students (bolded)

Lecture attending 0,75	Activity in teaching 0,25	Seminar work 2	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research 1
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø

Comment:

During the semester the students achieve required ECTS credits through a regular attending of the lectures, an active participation in all forms of the teaching, a creation and expounding of a seminar work, a research of the textbooks and teacher's books of the domain of Methodics of initial reading and writing and Methodics of language and through presenting the research results in written / oral form.

Compulsory literature

1. Težak, S. (1996, 1998), Teorija i praksa nastave hrvatskog jezika 1.–2. Zagreb: Školska knjiga.
2. Zrno (2000), Tematski broj Hrvatski jezik u odgoju i nastavi (39-40). Zagreb: Zrno print.
3. Šabić, A. G, Baričević, J, Vitez I. (1995), Priručnik uz Hrvatsku početnicu: prinosi metodici početnog čitanja i pisanja. Zagreb: Školska knjiga.
4. Hrvatski u školi (1995), Tematski broj (3-4). Zagreb: Školska knjiga, Hrvatsko filološko društvo.
5. Početnice, udžbenici za jezik i vježbenice, priručnici za učitelje raznih autora za razrednu nastavu.

Optional literature

1. Težak, S. (1984), Gramatika u osnovnoj školi. Zagreb: Školska knjiga.
2. Stručna metodička literatura iz područja metodike početnog čitanja i pisanja i metodike jezika domaćih i stranih autora (do 5 naslova po izboru studenta).

Course code	MLK I			
Course title	Methodics of Art Culture I			
General data				
Study Programme	Elementary school classroom education		Year	3rd
Name of the course holder	Anita Cindrić, M.Sc.			
Course Status	<input type="checkbox"/>	Compulsory	<input type="checkbox"/>	Optional
Credit value and teaching organisation				
	Autumn Semester		Spring Semester	
ECTS credits	4			
Number of lecture hours in semester	45			
Course aims				
<p>The basic aim of the course is to develop students' creative and critical awareness in relation to basics of the Methodics of Art Culture in the area of familiarity with children's art development as well as in gaining methodical skills of the transactional approach towards pupils in the interpretation of art culture.</p>				
Expected results				
<p>It is expected that after completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 1. to interpret and analyse correctly the basic concepts in the Methodics of Art Culture 2. to use the language of visual arts in art expression through various art areas 3. to approach creatively and critically to a personal and somebody else's art expression 4. to analyse works of art independently 5. to stay current with various events related to visual arts and methodics in Croatia and abroad 6. to identify and interpret methodically correctly the stages of children's visual art development 7. to analyse and value independently children's art works 8. to analyse the specific qualities of various visual art techniques, requisites and materials, as well as to choose them in teaching according to the children's development stage 				
Programme correspondence and correlation				
<p>The programme corresponds to the courses <i>Methodics of Art Culture II</i> and <i>Methodics of Art Culture III</i>. The programme correlates with other methodics courses in the semester or in the study as well as with the courses of lingual-artistic orientation.</p>				
Course contents				
<p>Introduction to Methodics of Art Culture. Methodics of Art Culture in the system of educational scientific disciplines. Aesthetically-artistic, educational, sociological and psychological basics of the Methodics of Art Culture. History of visual art education. Analysis of works of art. Development stages of children's visual art expression. Analysis of children's visual art works.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: During the seminar teaching, the students interpret independently, in writing and orally, the chosen topics from methodics of visual arts, with the aim of encouraging the explorative and creative approach. Students make portfolios of methodical events in Croatia and/or abroad. The students are offered the possibility of consultation in hours anticipated for consultations, according to their personal needs. The field teaching refers to rounds in Croatia and abroad, visits to museums, galleries and similar institutions displaying original artistic reality.</p>				

Students' obligations			
<p>The students have to:</p> <ul style="list-style-type: none"> - participate actively in all forms of the teaching, attend the lectures and seminar teaching regularly - undertake the written examinations - write and expound a seminar work successfully - write one successful analysis of children's art work 			
Monitoring and marking of the students (bolded)			
Lecture attending 0,40	Activity in teaching 0,40	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work 1,10	Continual knowledge testing Ø	Term paper Ø	Practical work 1,00
Analysis of children's work 1,10			
<p>Comment: The students' work is permanently evaluated and/or assessed according to the following categories: lecture attendance, participation in teaching, practical work (a portfolio of methodical events), seminar work (written and oral presentation), one analysis of children's art work and the oral examination.</p>			
Compulsory literature			
<p>1. Grgurić, N., Jakubin, M. (1996), Vizualno-likovni odgoj i obrazovanje. Zagreb: Educa.</p>			
Optional literature			
<p>1. Babić, A. (1980), Promatranje umjetničkih djela u osnovnoj školi. Zagreb: Školska knjiga. 2. König, E., Zedler, P. (2001), Teorije znanosti o odgoju. Zagreb: Educa 47. 3. Meyer, H. (2002), Didaktika razredne kvake. Zagreb: Educa 57. 4. Kyriacou, C. (2001), Temeljna nastavna umijeća. Zagreb: Educa 52. 5. Jensen, E. (2003), Super-nastava. Zagreb: Educa 60.</p>			

Course code	KM I			
Course title	Methodics of Kinesiology I			
General data				
Study Programme	Elementary school classroom education		Year	3rd
Name of course holder	Aleksandra Pejčić, Ph.D., Associate Professor			
Course Status		Compulsory	Optional	
Credit value and teaching organisation				
		Autumn Semester	Spring Semester	
ECTS credits		4		
Number of lecture hours in semester		45		
Course aims				
<p>The basic aim of the course is:</p> <ul style="list-style-type: none"> - to, as much as possible, bring closer to the students the abilities of an independent and responsible performance of all organisational forms of work in physical and health educational field in lower forms of elementary school. - to develop, in the students, the interests and feelings for engaged and creative implementation of physical and health culture teaching, extracurricular, out-of-school and other forms of educational work with children of early school age. - to acquire skills and guidelines that are defined according to pupils' age and sex, school's material conditions and children's interests. 				
Programme correspondence and correlation				
<p>The course <i>Methodics of Kinesiology</i> corresponds programmatically with natural as with social disciplines, especially with the courses of other methodics and courses of similar kind that form the unity of the programme study.</p>				
Course contents				
<p>Introduction to Methodics of Kinesiology. Basic terms, definitions and structure of Methodics of Kinesiology. Relations with other sciences. Methodology basis of research in Methodics of Kinesiology. Role, objective and tasks of physical and health culture and link with other subjects and educational fields. Basic characteristics of physical and health culture plan and programme in the first four forms of elementary school. Interpretation of basic terms (anthropological status, motor abilities, morphological characteristics, functional abilities, cognitive abilities, attempt characteristics). Relations among anthropological characteristics. Biological, psychological and social characteristics of female and male pupils of early school age. Motor knowledge. Possibility of exercise process influence on anthropological characteristics. Physical and health culture plan and programme for pupils from 1st to 4th form of elementary school (objectives and tasks, plan and programme characteristics). Organisational forms of work in lower forms of elementary school.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The anticipated contents are realised through lectures, seminars and workshops, self-study assignments, the use of multimedia and the Internet, consultation with the lecturer and tutorial work.</p>				

Students' obligations			
The students' obligations include regular and active participation in the anticipated forms of teaching implementation, and writing and expounding a seminar work and self-study assignments. There is a possibility of a consultative cooperation based on carrying out the students' obligations.			
Monitoring and marking of the students (bolded)			
Lecture attending 0,75	Activity in teaching 0,5	Seminar work 1,75	Experimental work Ø
Written examination Ø	Oral Examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing 1	Term Paper Ø	Practical work Ø
<p>Comment:</p> <p>The structure, volume and nature of students' obligations defining enables the realisation of requests through a regular attendance and an active participation in all forms of the teaching, writing and expounding a seminar work, continual monitoring of the students in all aspects of their progress in context of the course.</p>			
Compulsory literature			
<ol style="list-style-type: none"> Findak, V. (1992), Metodički organizacijski oblici rada u edukaciji, sportu i sportskoj rekreaciji, Hrvatski savez za sportsku rekreaciju. Zagreb: Montorex. Findak, V. (1997), Programiranje u tjelesnoj i zdravstvenoj kulturi. Zagreb: Školske novine. Findak, V. (2001), Metodika tjelesne i zdravstvene kulture (2. izdanje), Zagreb: Školska knjiga. Mraković, M. (1992), Uvod u sistematsku kineziologiju, Zagreb: Fakultet za fizičku kulturu. Pejčić, A. (1990), Općepripremne vježbe za najmlađe. Rijeka: Pedagoški fakultete u Rijeci. Pejčić, A., Berlot, S. (1996), Sadržaji tjelesne i zdravstvene kulture za prva črtiri razreda osnovne škole. Rijeka: Sveučilište u Rijeci. Pejčić, A. (2001), Zdrav duh u zdravu tijelu. Rijeka: Sveučilište u Rijeci. Pejčić, A. (2002), Igre za male i velike. Rijeka: Sveučilišna knjižnica Rijeka. Pejčić, A. (2005), Kineziološke aktivnosti za djecu predškolske i rane školske dobi. Rijeka: Visoka učiteljska škola u Rijeci, Sveučilište u Rijeci, Rijeka. 			
Optional literature			
<ol style="list-style-type: none"> Findak, V. (1994), Tjelesna i zdravstvena kultura u osnovnoj školi – Priručnik za nastavnike razredne nastave, Zagreb: Školska knjiga. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996), Primjenjena kineziologija u školstvu – NORME, Zagreb: Hrvatski pedagoško-književni zbor. Zbornik radova (2002), Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije, Rovinj: 11. Ljetna škola kineziologa RH. Zbornik radova (2003), Metode rada u području edukacije, sporta i sportske rekreacije. Rovinj: 12. Ljetna škola kineziologa RH. Zbornik radova (2004), Vrednovanje u području edukacije, sporta i sportske rekreacije. Rovinj: 13. Ljetna škola kineziologa RH. 			

Course code	MK			
Course title	Media Culture			
General data				
Study programme	Elementary school classroom education		Year	3rd
Name of the course holder	Branko Kukurin, M.Sc.			
Course status		Compulsory	Optional	
Credit value and teaching organisation				
	Autumn semester		Spring semester	
ECTS credits	3			
Number of lecture hours in semester	45			
Course aims				
<p>The basic aim of this course is to develop students' criticality in use of the media in everyday life, with reference to work with children from 1st to 4th form of elementary school (elementary school classroom education).</p> <p>Expected results It is expected that after completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 4. to interpret correctly and analyse the basic media terms and media accomplishments 5. to analyse technical literature and apply acquired cognitions adequately in their work 6. to use various media and media accomplishments independently in work with children from 1st to 4th form of elementary school (elementary school classroom education). 				
Programme correspondence and correlation				
<p>The programme corresponds with the course <i>Children's Literature</i>. The programme correlates with the courses of linguistic – artistic orientation.</p>				
Course contents				
<p>Introduction: life with media. Basic film terms: definition of film, film expressive means, film branches and types, history of film, film and the other arts, children's understanding of film, etc. Press, radio, television with video player and computer – mass media in everyday life. Puppet theatre. Picture book and children's press. Media and art. The role of mass media in promotion of culture of living.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The lectures are dedicated to the media and its application in work with children from 1st to 4th form of elementary school (elementary school classroom education), with due reference to film media. Concerning the seminar teaching, the students, independently or / and with the lecturer's help, prepare a seminar work of the media culture field; the topic is suggested by the lecturer or is the student's own choice. The aim of a seminar work is to , through the studying of corresponding literature, introduce the students to an independent research work. Likewise, the students are directed to the use of contemporary literature in printed and electronic form. The field teaching is referred to following the events of media culture field (new editions of books and the press, theatrical performances, film projections, etc.). The use of the multimedia and the Internet will contribute to the acquisition of the latest cognitions of the course contents field. The tutorial work is anticipated for the students who choose a diploma work belonging to the <i>Media culture</i> course field.</p>				

Students' obligations			
<ul style="list-style-type: none"> - to attend regularly and participate actively in all forms of the teaching - to complete and expound the seminar work belonging to the media culture field - to pass the oral examination. 			
Monitoring and marking of the students (bolded)			
Lecture attending 0,75	Activity in lectures 0,25	Seminar work 1	Experimental work Ø
Written examination Ø	Oral examination 1	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
<p>Comment: During the semester the students achieve required ECTS credits through a regular attending of the lectures, an active participation in all forms of the teaching, completion and expounding of the seminar work and by passing the oral examination.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Košir, M., Zgrabljic, N., Ranfl, R. (1999), Život s medijima. Zagreb: Doron. 2. Mikić, K. (2001), Film u nastavi medijske kulture. Zagreb: Educa. 3. Zapis. Zagreb: Hrvatski filmski savez. 4. Zbornik radova (2000), Kakva je knjiga slikovnica, Javor, R. (ur.), Zagreb: Knjižnice grada Zagreba. 5. Pokrivka, V. (1991), Dijete i scenska lutka: priručnik za odgajatelje u dječjim vrtićima. Zagreb: Školska knjiga. 			
Optional literature			
<ol style="list-style-type: none"> 1. Filmska enciklopedija I–II., (1986–1990), Zagreb: Leksikografski zavod “Miroslav Krleža”. 2. Peterlić, A. (2000), Osnove teorije filma. Zagreb: Hrvatska sveučilišna naklada. 3. Težak, S. (1990), Metodika nastave filma na općeobrazovnoj razini. Zagreb: Školska knjiga. 4. Hrvatski filmski ljetopis, Zagreb: Hrvatsko društvo filmskih kritičara, Hrvatski državni arhiv – Hrvatska kinoteka, Hrvatski filmski savez. 5. Internetske stranice o filmu i drugim medijima 6. Tekstovi o sadržajima iz ovog programa u periodici (Medijska istraživanja, Vijenac, Školske novine itd.). 7. Ladika, Z. (1970), Dijete i scenska umjetnost: priručnik za dramski odgoj djece i omladine. Zagreb: Školska knjiga. 8. Mrkšić, B. (1975), Drveni osmijesi, Eseji iz povijesti i teorije lutkarstva. Zagreb: Centar za vanškolski odgoj Saveza društava Naša djeca. 			

Course code	PRI			
Course title	Natural Sciences			
General data				
Study programme	Elementary school classroom education		Year	3rd
Name of the course holder	Miljenko Kapović, Ph.D.			
Course status		Compulsory	Optional	
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		4		
Number of lecture hours in semester		45		
Course aims				
Basic aims				
Through this course the students will become aware of the basic characteristics and specific qualities of a living nature, cell structure, basic life regularities and ecological principles, with due reference to man and protection of its health.				
Expected results				
After completion of the lecture attendance the students will be able to:				
<ul style="list-style-type: none"> - interpret correctly general characteristics and specific qualities of a living nature - analyse and interpret basic life regularities - expand independently knowledge of natural sciences. 				
Programme correspondence and correlation				
The course <i>Natural Sciences</i> particularly corresponds and correlates with the course <i>Methodics of Natural and Social Sciences</i> and partly with the course <i>Educational Ecology</i> .				
Course contents				
<ol style="list-style-type: none"> 1. Evolution – living and not living nature 2. Biogenetic elements 3. Build of living creatures 4. Cell (procariot and eucariot): structure and function 5. Tissues and organs; organic systems and organisms 6. Physiology of plants 7. Mechanisms of organism protection 8. Mitosis 9. Meiosis and gamethogenesis 10. Human chromosomes 11. Basis of genetics and hereditary diseases 12. Man and its health: children's diseases 13. Energy – forms and use of everyday life 14. Basis of ecology and human influence on environment; nature protection in the Republic of Croatia 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				

Students' obligations			
<ul style="list-style-type: none"> - an active participation in the teaching process - participation in the practical part of the teaching implementation - participation in a seminar work creation - passing the oral part of the final examination. 			
Monitoring and marking of the students (bolded)			
Lecture attending 1	Activity in teaching 1	Seminar work 1	Experimental work Ø
Written examination Ø	Oral examination 1	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
Comment:			
Compulsory literature			
<ol style="list-style-type: none"> 1. Cooper, G. M., Hausman, R. E. (2004), Stanica: molekularni pristup. Zagreb. 2. Matas, M., Simončić, V., Šobot, S. (1992), Zaštita okoliša danas za sutra. Zagreb. 3. De Zan, I. (1989), Zbirka pribora za praktične radove i demonstracijske pokuse u nastavi prirode i društva za 3. i 4. razred. Zagreb. 			
Optional literature			
<ol style="list-style-type: none"> 1. De Zan, I. (1989), Zbirka pribora za praktične radove i demonstracijske pokuse u nastavi prirode i društva za 3. i 4. razred. Zagreb. 			

Course code	GP IV			
Course title	Music Practicum IV			
General data				
Study programme	Elementary school classroom education		Year	3rd
Name of the course holder	Marija Riman, Ph.D., Assistant Professor			
Course status	<input type="checkbox"/>	Compulsory	<input type="checkbox"/>	Optional
Credit value and teaching organisation				
	Autumn semester		Spring semester	
ECTS credits	1			
Number of lecture hours in semester	15			
Course aims				
Basic aims				
Through this course the students will:				
<ul style="list-style-type: none"> - conceive the importance of musical instruments use in the development of pupils' musical abilities - conceive the importance of playing the accompaniment to the short songs. 				
Expected results				
After completion of the lecture attendance the students will be able:				
<ul style="list-style-type: none"> - to master the technique of a musical instrument playing with both hands - to apply the skill of musical notation reading in the interpretation of the piano compositions, in various tonalities - to harmonise the assigned melody - to play and sing determined short songs of the 2nd form of elementary school programme 				
Programme correspondence and correlation				
The course <i>Music Practicum IV</i> corresponds and correlates with the courses <i>Methodics of Music Culture</i> and <i>Methodics of Kinesiology</i> .				
Course contents				
The course <i>Music Practicum IV</i> includes the following units:				
10. Practising the manual technique of melody production with the right hand and of chord production with the left hand, on a musical instrument				
11. Synchronous melody playing with the right hand and accompaniment playing with the left hand				
12. Practising the chord playing in a separated form				
13. Playing and singing the short songs of the 2nd form of elementary school.				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
The course consists of the exercises. The students are obligated to practise the assigned musical examples on the musical instruments regularly, out-of-teaching. Occasionally, the students will be referred to consultations.				
Students' obligations				
The students' obligations in this course are:				
<ul style="list-style-type: none"> - regular participation on the exercise teaching - successfully realised exercises. 				

Monitoring and marking of the students (bolded)			
Lecture attending 0,50	Activity in teaching Ø	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work 0,50
<p>Comment: The students are expected to attend the exercise teaching regularly and to realise the exercises successfully.</p>			
Compulsory literature			
<p>1. Riman, M. (2001), Zvončići. Rijeka: Izdavački centar Rijeka.</p>			
Optional literature			
<p>1. Goran, Lj., Marić, LJ. (1991), Spavaj, spavaj zlato moje. Zagreb: Školska knjiga. 2. Završki, J. (1992), Tratinčice. Zagreb: Školska knjiga.</p>			

Course code	SP			
Course title	School Practice			
General data				
Study programme	Elementary school classroom education		Year	3rd
Name of the course holder	Nadim Salloum, M.Sc.			
Course status		Compulsory	Optional	
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		2		
Number of lecture hours in semester		30		
Course aims				
Basic aims				
In this course the students will:				
<ul style="list-style-type: none"> - form their attitudes of openness towards the new in the problem solving process - acquire the knowledge needed for creation of special work programmes. 				
Expected results				
During the school practice the students will:				
<ul style="list-style-type: none"> - become aware of complexity of the school guidance and management, and of the importance of permanent teacher's training - familiarise with creating of special programmes (adapted programmes for pupils with difficulties in learning, speech problems, etc., adapted programmes for gifted and creative pupils, etc.) - master the practical knowledge needed for working with pupils with special needs - get to know the work of pupils' groups and clubs, and other activities referring to the direct work with pupils, teachers and parents. 				
Programme correspondence and correlation				
The course closely corresponds and correlates with professional courses of methodics which form the programme unity of the study.				
Course contents				
The course includes the following contents:				
<ol style="list-style-type: none"> 1. School management 2. Innovations and research projects which are realised in schools 3. Professional teacher training (holding of professional lectures for teachers, work plan of professional personnel, following the professional meetings, advisory – instructive help in professional teacher training) 4. Work with gifted and creative pupils 5. Work with pupils with difficulties in development, health and other problems 6. Work of pupils' groups and clubs, and other activities referring to the direct work with pupils, teachers and parents 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
The students get the necessary instructions from the lecturer and they realise the school practice in elementary schools / laboratory schools under the guidance of the teacher – mentor.				

Students' obligations			
<ul style="list-style-type: none"> - regular attending of the school practice - an active participation in various forms of educational work in schools - keeping a diary of the school practice which is, after completed school practice, verified by the teacher-mentor, and submitting the teacher-mentor's professional opinion of the student's activity during the school practice to the course holder - submitting the confirmation about successfully completed school practice verified by the school headmaster - writing the final report based on observations, conversations and personal experience gained during the school practice, which is presented to the rest of the students. 			
Monitoring and marking of the students (bolded)			
Lecture attending Ø	Activity in teaching Ø	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
School practice attending 1	School practice diary 0,50	Final report 0,50	
<p>Comment: The bolded categories indicate monitoring of the students.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Nastavni plan i program od I. – IV. razreda osnovne škole 2. XXX (2002), Konceptija promjena odgojno-obrazovnog sustava u Republici Hrvatskoj. Zagreb: Ministarstvo prosvjete i školstva. 3. Praćenje potrebite stručne literature koja se dogovora s voditeljem kolegija i učiteljem-mentorom. 			
Optional literature			

Course code	MGK I		
Course title	Methodics of Music Culture I		
General data			
Study programme	Elementary school classroom education	Year	3rd
Name of the course holder	Marija Riman, Ph.D., Assistant Professor		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits		4	
Number of lecture hours in semester		45	
Course aims			
Basic aims			
Through this course the students will:			
<ul style="list-style-type: none"> - develop a creative and critical relation to the problem area of musical education of the children in lower forms of elementary school - acquire basic knowledge of musical – methodics theory and practice - be able to perform independently all organisational forms of work in the domain of singing and musical instruments playing 			
Expected results			
After completion of attending the course lectures the students will be able:			
<ul style="list-style-type: none"> - to define all basic determinations of Methodics of Music Culture - to argument the need for musical culture development in lower forms of elementary school - to outline the advantages and faults of different teaching forms and methods in music culture - to recognise musical abilities of pupils - to develop, in pupils, musical ear, rhythm and musical memory concerning singing - to develop, in pupils, motor abilities concerning playing musical instruments playing - to apply Orff 's set of instruments in musical education of pupils. 			
Programme correspondence and correlation			
The course <i>Methodics of Music Culture</i> (singing) corresponds and correlates with the following courses: <i>Methodics of Art Culture, Methodics of Croatian Language, Methodics of Natural and Social Sciences</i> and <i>Methodics of Kinesiology</i> . At the same time the course corresponds with the course <i>Education of Children with Special Needs</i> where a unique contemporary approach to basic education is being created.			
Course contents			
The course <i>Methodics of Music Culture</i> includes the following units:			
<ol style="list-style-type: none"> 1. The term and the definition of Methodics of Music Culture 2. The meaning of music culture in early school years 3. Teaching forms and methods of work 4. Musical abilities 5. Significance and development of musical ear 6. Importance of musical memory development 7. Expression 8. Singing as a domain of music culture 9. The process of song learning by ear 10. Musical instruments 11. Orff 's set of instruments 12. Musical instruments playing as a domain of music culture 13. Singing and musical instruments playing 14. Rhythm 15. Chants 			

Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The course consists of the lectures, seminars and self-study assignments. Occasionally, the students will be referred to consultations and the use of the Internet.</p>				
Students' obligations				
<p>The students' obligations in this course are:</p> <ul style="list-style-type: none"> - regular participation on the lectures - successfully realised seminar work - attending to demonstration lessons and comment writing - successfully performed experimental lesson in an elementary school, with a written preparation - attending the seven days long school practice. 				
Monitoring and marking of the students (bolded)				
Lecture attending 1,60	Activity in teaching Ø	Seminar work 0,60	Experimental work Ø	
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø	
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work 1,80	
<p>Comment: Monitoring and marking of the students will be implemented in all anticipated forms of the teaching. Special attention will be dedicated to seminar work and practical work. Efficiency of the obligation fulfillment will be taken into account in determination of the final mark.</p>				
Compulsory literature				
<ol style="list-style-type: none"> 1. Makjanić, V., Završki, J. (1974), Glazbeni odgoj. Zagreb: Školska knjiga. 2. Njirić, N. (1994), Pjevanka. Zagreb: Školska knjiga. 3. Požgaj, J. (1988), Metodika nastave glazbene kulture u osnovnoj školi. Zagreb: Školska knjiga. 4. Tomerlin, V. (1965), Muzičke igre. Zagreb: Školska knjiga. 5. Riman, M. (2001), Zvončići. Rijeka: Izdavački centar Rijeka. 				
Optional literature				
<ol style="list-style-type: none"> 1. Brdarić, R. (1986), Pripremanje nastavnika za nastavu glazbene kulture. Zagreb: Školska knjiga. 2. Duran, M. (1995), Dijete i igra. Jastrebarsko: Naklada Slap. 3. Lebič, L., Loparnik, B. (1992), Osnove glasbene umetnosti. Ljubljana: Mladinska knjiga. 4. Njirić, N. (1985), U susret glazbi. Zagreb: Školska knjiga. 5. Pesek, A. (1997) Otroci v svetu glasbe. Ljubljana: Mladinska knjiga. 				

Course code	MPD I				
Course title	Methodics of Natural and Social Sciences I				
General data					
Study programme	Elementary school classroom education			Year	3rd
Name of the course holder	Elvis Piršl, Ph.D.				
Course status		Compulsory		Optional	
Credit value and teaching organization					
		Autumn semester		Spring semester	
ECTS credits				4	
Number of lecture hours in semester				45	
Course aims					
<p>The basic aim of this course is <i>to familiarise</i> the elementary school classroom education students with the teaching contents that are being presented in lower forms of elementary school classroom education, <i>to acquire</i> relevant methodical knowledge and <i>to train</i> them for practical implementation of this teaching subject in school.</p>					
Expected results					
After completion of attending the course lectures the students will be trained for:					
<ol style="list-style-type: none"> 1. correct defining of important characteristics of the teaching subject <i>Natural and Social Sciences</i> 2. analysing and critical consideration of the <i>Natural and Social Sciences</i> programme contents, from 1st to 4th form of elementary school 3. analysing and practical application of the basic psychological-educational-didactical processes of comprehending in <i>Natural and Social Sciences</i> teaching from 1st to 4th form of elementary school 					
Programme correspondence and correlation					
<p>The programme of <i>Methodics of Natural and Social Sciences I</i> corresponds and correlates with the courses <i>Natural Sciences</i> and <i>Mathematics</i>. Additionally, it corresponds and correlates with the courses <i>Sociology of Education</i>, <i>Anthropology of Education</i>, <i>Croatian Language</i>, <i>Didactics</i>, <i>Development Psychology</i>, <i>Educational Psychology</i>, <i>Art Culture</i> and <i>Music Culture</i>.</p>					
Course contents					
<p>The course comprises of the following contents:</p> <ol style="list-style-type: none"> 1. <i>Introduction to Methodics of Natural and Social Sciences</i>: subject and tasks of Methodics of Natural and Social Sciences; interdisciplinary character of Methodics of Natural and Social Sciences 2. <i>Main characteristics of the teaching subject Natural and Social Sciences</i>; the principle of home-land or living surroundings; the principle of completeness of <i>Natural and Social Sciences</i> teaching; ecological principle; human rights principle; volume and depth of <i>Natural and Social Sciences</i> teaching subject; the model of concentric circles; the spiral-linear model of teaching contents distribution; changeability of contents of <i>Natural and Social Sciences</i> teaching 3. <i>Programme basis of Natural and Social Sciences teaching in lower forms of elementary school</i>: natural science contents, geographical contents, historical contents, economic contents, culture contents, human rights contents. promotion of humanistic values; ecological education contents: the importance of ecological consciousness; traffic education contents. Connection of contents of <i>Natural and Social Sciences</i> teaching with contents of other teaching subjects. 4. <i>Psychological- educational- didactical basis of Natural and Social Sciences teaching</i>: the process of comprehending, students' practical work in <i>Natural and Social Sciences teaching</i>, formation and acquisition of concepts in <i>Natural and Social Sciences</i> teaching; students' experience; observation in teaching; the importance of speech in learning; twelve fundamental constructive theories of efficient <i>Natural and Social Sciences</i> teaching 					
Teaching organization and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations	Laboratory	Tutorial work	Field teaching	

Comment:

Students' Obligations

- an active participation in the lectures and seminar teaching
- preparation of a seminar work or preparation of one workshop

Monitoring and marking of the students (bolded)

Lecture attending 0,5	Activity in teaching 1	Seminar work//Workshop 1	Experimental work Ø
Written examination 1	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing 0,5	Term paper Ø	Practical work Ø

Comment:

Continual knowledge testing relates to passing the written part of the examination, i.e. preliminary exams at the end of each semester, which enables the students to master the subject more efficiently and facilitate their exam obligations at the end of the fourth year.

Compulsory literature

1. Udžbenici prirode i društva od I. do IV. razreda osnovne škole.
2. De Zan, I. (1999), Metodika prirode i društva. Zagreb: Školska knjiga.
3. Bezić, K. (1998), Metodika prirode i društva (knjiga treća). Zagreb: HPKZ.
4. Bezić, K. (1997), Metodika prirode i društva (knjiga druga). Zagreb: HPKZ.
5. Bezić, K. (1996), Metodika prirode i društva (knjiga prva). Zagreb: HPKZ.

Optional literature

1. Goettlicher, D. (ur.) (1999), Nacionalni program odgoja i obrazovanja za ljudska prava. Zagreb: Vlada Republike Hrvatske.
2. Miljević, R. R. (1999), Odgoj za razvoj. Jastrebarsko: Naklada Slap.
3. Zarevski, P. (ur.) (2000), Učitelji za učitelje. Zagreb: IEP.

Course code	MMI			
Course title	Methodics of Mathematics I			
General data				
Study programme	Elementary school classroom education		Year	3rd
Name of the course holder	Miljenko Stanić, B.A.			
Course status		Compulsory	Optional	
Credit value and teaching organization				
		Autumn semester	Spring semester	
ECTS credits			4	
Number of lecture hours in semester			45	
Course aims				
<p>The basic aim is to enable the students to interpret correctly scientific facts in order to transfer them to pupils in elementary school classroom education.</p> <p>Expected results After completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 1. to explain correctly the concept of space, according to the axiomatic outline 2. to analyse the key geometric concepts that are presented in lower forms of elementary school 3. to compare the structure of the Euclid's geometry (axiomatic approach) with basic concepts of geometry and space that are learned in elementary school 4. to solve, before the examination, about 100 different mathematical problems related to the course 5. to describe, in the oral examination, how to present some of mathematical topics in the classroom which were lectured in the course teaching 				
Programmed correspondence and correlation				
The programme corresponds with the courses <i>Mathematics</i> , <i>Methodics of Mathematics II</i> and <i>Methodics of Mathematics III</i> .				
Course contents				
Methodical topics. Arithmetic, Cuisenair's rods. Geometry. Definition of basic concepts like point, line and length. Geometrical motions and congruence. Measuring the length, area and volume. Measurements in geometry. Definitions of circle. Geometrical bodies. Angular and circular bodies. Angle. Right angle. Measuring the angle.				
Teaching organization and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations e-mail	Laboratory	Tutorial work	Field teaching
Comment: The anticipated teaching realisation is concentrated on the lectures and exercises. The students are sent written lectures by e-mail and they are encouraged to participate orally during the teaching. The students can test their knowledge by two preliminary exams and so fulfill the written exam requirements. The seminars groups should not be larger than 15 students.				

Students' obligations			
<p>Regular lecture attendance. Students' preparations done before commencement of the lectures. Each student has to prepare two class presentations dealing with problems solving for extra mathematic classes. For each such presentation the student will spend approximately 20 hours.</p>			
Monitoring and marking of the students (bolded)			
Lecture attending 1,6	Activity in teaching 0,9	Seminar work \emptyset	Experimental work 1,5
Written examination \emptyset	Oral examination \emptyset	Essay \emptyset	Research \emptyset
Project work \emptyset	Continuous knowledge testing \emptyset	Term paper \emptyset	Practical work \emptyset
<p>Comment: Since this is a fundamental course that serves as basis to any other, primarily to a scientific course at the college, and to subjects which children will acquire throughout their future schooling, we need to give enough space and attention to mathematics in order that the students acquire it in all its extent. We have to encourage dialogue teaching in which the students will be able to find a cooperative lecturer, willing to be "on hand" and explain any possible problem or doubt that may arise from such a complex subject. During lecturing it is important to keep in mind the application of the number theory in elementary school classroom education. Attention must be paid to facts simple to explain but that represent a great comprehensive profit which little children have to be acquainted with.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Pavković, V. (1994), Elementarna matematika 2. Zagreb: Školska knjiga. 2. Benčić, M. (1989), Elementarna geometrija 1. Zagreb: Školska knjiga. 3. Odobreni udžbenici iz matematike za osnovne i srednje škole Republike Hrvatske. 			
Optional literature			
<ol style="list-style-type: none"> 1. Choquet G.(1974), Nastava geometrije. Zagreb: Školska knjiga. 2. Meschkwski H. (1978), Temelji euklidske geometrije, Zagreb: Školska knjiga. 3. Kučinić, Z. i dr.(1975), Iz matematičkog mozaika. Zagreb: Školska knjiga. 			

Course code	MHJ II			
Course title	Methodics of Croatian Language II			
General data				
Study programme	Elementary school classroom education		Year	3rd
Name of the course holder	Maja Verdonik, M.sc.			
Course status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits			5	
Number of lecture hours in semester			60	
Course aims				
<p>The basic aim of this course is to introduce the students to the achievements of the contemporary Methodics of Croatian language, especially to its subdisciplines, with reference to literature and media culture, and to train the students for application of such achievements in their work with children from 1st to 4th form of elementary school (elementary school classroom education).</p>				
<p>Expected results</p> <p>It is expected that after completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 7. to interpret correctly and analyse the basic terms of Methodics of Croatian language, especially of its subdisciplines, with reference to literature and media culture 8. to analyse methodics literature and apply adequately the acquired cognitions in their teaching practice 9. to perform the teaching of Croatian language from 1st to 4th form of elementary school (elementary school classroom education) independently, especially the teaching domains of literature and media culture. 				
Programme correspondence and correlation				
<p>The programme corresponds with the courses <i>Methodics of Croatian Language I</i> and <i>Methodics of Croatian Language III</i>.</p> <p>The programme correlates with the other courses of methodics in the semester and in the study, and with the courses of linguistic – artistic orientation.</p>				
Course contents				
<p>Methodics of literature: the overview of methodics literature and literature content representation in teaching programmes, textbooks, workbooks and teacher's books for elementary school classroom education. The lists of student's required reading for elementary school classroom education. The examples of the teaching units (different approaches); possibilities of interdomain and intersubject correlation.</p> <p>Methodics of media culture (radio, television, film, newspapers, periodicals): the overview of methodics literature and literature content representation in teaching programmes, textbooks, workbooks and teacher's books for elementary school classroom education. The examples of the teaching units (different approaches); possibilities of interdomain and intersubject correlation.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment:</p> <p>During the teaching the students will, independently or / and with the teacher's help, discuss about actual topics from the domain of Methodics of Croatian language, with the aim of encouraging a research and creative approach, especially in the literature and media culture teaching from 1st to 4th form of elementary school.</p>				

Likewise, the students are directed to the use of contemporary literature in printed and electronic form. Theatrical performances, film projections, exhibitions, literary encounters, professional lectures and other manifestations whose content is associated with the contents of Methodics of Croatian language, are also anticipated.

Concerning the exercises, the students will, independently or / and with the teacher's help, deal with the application of the various methodics approaches into the Croatian language teaching, especially in literature and media culture.

Analysis of the written preparations of the students.

Observation and analysis of the Croatian language teaching in elementary school classroom education – demonstration lessons.

Students' obligations

- to attend regularly and participate actively in all forms of the teaching
- to attend demonstration lessons of the teachers in primary / laboratory school
- to carry out a research on Croatian literature and media culture reading-books and workbooks, and accompanying teacher's books
- to write an essay about the chosen problem area from the domain of Methodics of Croatian language
- to write an immediate teaching preparation.

Monitoring and marking of the students (bolded)

Lecture attending 0,75	Activity in teaching 0,25	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay 1	Research 1
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work (writing an immediate teaching preparation) 1

Comment:

During the semester the students achieve required ECTS credits through a regular attending of the lectures, an active participation in all forms of the teaching, attending demonstration lessons in primary / laboratory school, a research of Croatian literature and media culture reading-books and workbooks and accompanying teacher's books, presenting the research results in written / oral form, writing an essay about the chosen problem area from the domain of Methodics of Croatian language and through an independent preparation for a Croatian language teaching lesson in elementary school.

Compulsory literature

1. Rosandić, D. (1986), Metodika književnog odgoja i obrazovanja. Zagreb: Školska knjiga.
2. Visinko, K. (1999), Interes za dječju priču. U: Javor, R. (ur.), Kako razvijati kulturu čitanja. Zagreb: Knjižnice Grada Zagreba, Hrvatski centar za dječju knjigu, Hrvatska sekcija IBBY.
3. Težak, S. (2002), Metodika nastave filma na općeobrazovnoj razini. Zagreb: Školska knjiga.
4. Javor, R. (ur.) (2000), Kakva je knjiga slikovnica. Zagreb: Knjižnice grada Zagreba.
5. Čitanke, udžbenici, vježbenice i priručnici za učitelje raznih autora za razrednu nastavu.

Optional literature

1. Šabić, G. (1983), Lirska poezija u razrednoj nastavi. Zagreb: Školska knjiga.
2. Stručna metodička literatura iz područja metodike književnosti i metodike medijske kulture domaćih i stranih autora (do 5 naslova po izboru studenta)

Course code	MLK II			
Course title	Methodics of Art Culture II			
General data				
Study Programme	Elementary school classroom education		Year	3rd
Name of the course holder	Anita Cindrić, M.Sc.			
Course Status	<input type="checkbox"/>	Compulsory	<input type="checkbox"/>	Optional
Credit value and teaching organisation				
	Autumn Semester		Spring Semester	
ECTS credits			5	
Number of lecture hours in semester			60	
Course aims				
<p>The basic aim of the course is to develop students' creative and critical awareness in relation to all elements of multimedia teaching strategies of art culture.</p>				
Expected results				
<p>It is expected that after completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 1. to interpret and analyse correctly the basic concepts of the Methodics of Art Culture 2. to create independently various multimedia teaching strategies of art culture 3. to plan, organise work with children, programme teaching contents of art culture independently and to evaluate personal work and work produced by the pupils 				
Programme correspondence and correlation				
<p>The programme corresponds to the courses <i>Methodics of Art Culture I</i> and <i>Methodics of Art Culture II</i>. The programme correlates with other methodics courses in the semester or in the study as well as with the courses of lingual-artistic orientation.</p>				
Course contents				
<p>Multimedia teaching strategies of art culture. Objective and tasks, methods, teaching techniques, class inventory, forms of work... Visual art techniques, requisites and materials. Teaching plan and programme. Macro and micro programming. Teacher. Preparation of the teacher. School documentation. Evaluation of work in art culture teaching. Assesment in art culture teaching. Correlation of art culture contents with the contents of other teaching subjects. School decoration. Extracurricular and out-of-school activity. Presentation of school art work. Demonstration classes of art culture for students implemented in elementary schools.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: During the individual exercises, the students prepare for independent implementation of art culture teaching, leaning on the acquired theoretical knowledge, with the aim of encouraging the explorative and creative approach. The students are offered the possibility of consultation in hours anticipated for consultations, according to their personal needs. The field teaching refers to rounds in Croatia and abroad, visits to museums, galleries and similar institutions displaying original artistic reality.</p>				

Students' obligations			
The students have to: <ul style="list-style-type: none"> - participate actively in all forms of the teaching, attend the lectures and exercises regularly - write and present successfully a portfolio of methodical events - programme the teaching contents of art culture for any form covering one semester of the school year 			
Monitoring and marking of the students (bolded)			
Lecture attending 0,60	Activity in teaching 0,40	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical Work 1,10
Portfolio of methodical events 1,10	Programming teaching contents 1,80		
Comment: The students' work is permanently evaluated and/or assessed according to the following categories: lecture attendance, participation in teaching, practical work (a portfolio of methodical events), seminar work (written and oral presentation), one analysis of children's art work and the oral examination.			
Compulsory literature			
<ol style="list-style-type: none"> 1. Karlavaris, B. (1991), Metodika likovnog odgoja 1. Rijeka: Hofbauer. 2. Tanay, E. R.(1988), Likovna kultura u nižim razredima osnovne škole. Zagreb: Školska knjiga. 			
Optional literature			
<ol style="list-style-type: none"> 1. Belamarić, D. (1987), Dijete i oblik. Zagreb: Školska knjiga. 2. Blažič, M. (1998), Uvod v didaktiko medijev. Novo mesto: Pedagoška obzorja. 3. Allue, J. M.(2001), Velika knjiga igara. Zagreb: Profil. 4. Britton, L. (2000), Montessori – učenje kroz igru. Zagreb: Hena com. 5. Čandrić, J. (1991), Kreativni učenici i nastavni proces. Rijeka: Izdavački centar Rijeka. 6. Čudina-Obradović, M. (1991), Nadarenost - razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga. 			

Course code	KM II			
Course title	Methodics of Kinesiology II			
General data				
Study Programme	Elementary school classroom education		Year	3rd
Name of course holder	Aleksandra Pejčić, Ph.D., Associate Professor			
Course Status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn Semester	Spring Semester	
ECTS credits		5		
Number of lecture hours in semester		60		
Course aims				
<p>The basic aim of the course is:</p> <ul style="list-style-type: none"> - to, as much as possible, bring closer to the students the abilities of an independent and responsible performance of all organisational forms of work in physical and health educational field in lower forms of elementary school. - to develop, in the students, the interests and feelings for engaged and creative implementation of physical and health culture teaching, extracurricular, out-of-school and other forms of educational work with children of early school age. - to acquire skills and guidelines that are defined according to pupils' age and sex, school's material conditions and children's interests. 				
Programme correspondence and correlation				
<p>The course <i>Methodics of Kinesiology</i> corresponds programmatically with natural as with social disciplines, especially with the courses of other methodics and courses of similar kind that form the unity of the programme study.</p>				
Course contents				
<p>Organisational forms of work. Physical and health culture teaching lesson (lesson structure: introduction, preparation, main and closing part). Tasks (anthropological, educational). Work forms and contents in different parts of lesson. Encumbrance in physical and health culture teaching lesson. Competitions, events, trips, winter excursions, summer excursions. Methodical principles. Methodical organisational forms of work. Work methods and methodical procedures in physical and health culture field. Motor knowledge (mastering space, obstacles, resistance, manipulating objects and tools) and their implementation in different modalities. Teacher's preparation (theoretical, motor and organisational). General preparation exercises. Games with and without tools. Performing different organisational work forms in physical and health culture field. Acquiring of motor knowledge that is a part of work programme for pupils from 1st to 4th form of elementary school, and their application in different parts of a teaching lesson.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The anticipated contents are realised through lectures, seminars and workshops, self-study assignments, the use of multimedia and the Internet, consultation with the lecturer and tutorial work.</p>				
Students' obligations				
The students' obligations include regular and active participation in the anticipated forms of teaching				

implementation, writing self-study assignments and their self-evaluation, keeping records of practical part of the lectures. There is a possibility of a consultative cooperation based on carrying out the self-study assignments.

Monitoring and marking of the students (bolded)

Lecture attending 0,75	Activity in teaching 0,5	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continuous knowledge testing 1,25	Term Paper 0,5	Practical work 2

Comment:

The structure, volume and nature of students' obligations defining enables the realisation of requests through a regular attendance and an active participation in all forms of the teaching, writing and expounding a seminar work, continual monitoring of the students in all aspects of their progress in context of the course.

Compulsory literature

1. Findak, V. (1992), Metodički organizacijski oblici rada u edukaciji, sportu i sportskoj rekreaciji. Zagreb: Hrvatski savez za sportsku rekreaciju, Montorex.
2. Findak, V. (1997), Programiranje u tjelesnoj i zdravstvenoj kulturi. Zagreb: Školske novine.
3. Findak, V. (2001), Metodika tjelesne i zdravstvene kulture (2. izdanje). Zagreb: Školska knjiga.
4. Mraković, M. (1992), Uvod u sistematsku kineziologiju. Zagreb: Fakultet za fizičku kulturu.
5. Pejčić, A. (1990), Općepripreme vježbe za najmlađe. Rijeka: Pedagoški fakultet u Rijeci.
6. Pejčić, A., Berlot, S. (1996), Sadržaji tjelesne i zdravstvene kulture za prva četiri razreda osnovne škole. Rijeka: Sveučilište u Rijeci.
7. Pejčić, A. (2001), Zdrav duh u zdravu tijelu. Rijeka: Sveučilište u Rijeci.
8. Pejčić, A. (2002), Igre za male i velike. Rijeka: Sveučilišna knjižnica Rijeka.
9. Pejčić, A. (2005), Kineziološke aktivnosti za djecu predškolske i rane školske dobi. Rijeka: Visoka učiteljska škola u Rijeci, Sveučilište u Rijeci, Rijeka.

Optional literature

1. Findak, V. (1994), Tjelesna i zdravstvena kultura u osnovnoj školi – Priručnik za nastavnike razredne nastave. Zagreb: Školska knjiga.
2. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996), Primjenjena kineziologija u školstvu – NORME. Zagreb: Hrvatski pedagoško-književni zbor.
3. Zbornik radova, (2002), Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije. 11. Ljetna škola kineziologa RH, Rovinj.
4. Zbornik radova, (2003), Metode rada u području edukacije, sporta i sportske rekreacije. 12. Ljetna škola kineziologa RH, Rovinj.
5. Zbornik radova, (2004), Vrednovanje u području edukacije, sporta i sportske rekreacije. 13. Ljetna škola kineziologa RH, Rovinj.

Course code	GP V			
Course title	Music Practicum V			
General data				
Study programme	Elementary school classroom education		Year	3rd
Name of the course holder	Marija Riman, Ph.D., Assistant Professor			
Course status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits			1	
Number of lecture hours in semester			15	
Course aims				
Basic aims				
Through this course the students will:				
<ul style="list-style-type: none"> - conceive the importance of musical instruments use in the development of pupils' musical abilities - conceive the importance of playing the accompaniment to the short songs. 				
Expected results				
After completion of the lecture attendance the students will be able:				
<ul style="list-style-type: none"> - to master the technique of a musical instrument playing with both hands - to apply the skill of musical notation reading in the interpretation of the piano compositions, in various tonalities - to harmonise the assigned melody - to play and sing determined short songs of the 3rd form of elementary school programme. 				
Programme correspondence and correlation				
The course <i>Music Practicum V</i> corresponds and correlates with the courses <i>Methodics of Music Culture</i> and <i>Methodics of Kinesiology</i> .				
Course contents				
The course <i>Music Practicum V</i> includes the following units:				
14. Practising the manual technique of melody production with the right hand and of chord production with the left hand, on a musical instrument				
15. Synchronous melody playing with the right hand and accompaniment playing with the left hand				
16. Practising the chord playing in a separated form				
17. Playing and singing the short songs of the 3rd form of elementary school				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
The course consists of the exercises. The students are obliged to practise the assigned musical examples on the musical instruments regularly, out-of-teaching. Occasionally, the students will be referred to consultations.				
Students' obligations				
The students' obligations in this course are:				
<ul style="list-style-type: none"> - regular participation on the exercise teaching - successfully realised exercises 				

Monitoring and marking of the students (bolded)			
Lecture attending 0,50	Activity in teaching Ø	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work 0,50
<p>Comment: The students are expected to attend the exercise teaching regularly and to realise the exercises successfully.</p>			
Compulsory literature			
<p>1. Riman, M. (2001), Zvončići. Rijeka: Izdavački centar Rijeka.</p>			
Optional literature			
<p>1. Goran, Lj., Marić, LJ. (1991), Spavaj, spavaj zlato moje. Zagreb: Školska knjiga. 2. Završki, J. (1992), Tratinčice. Zagreb: Školska knjiga.</p>			

Course code	ŠP			
Course title	School Practice			
General data				
Study programme	Elementary school classroom education		Year	3rd
Name of the course holder	Nadim Salloum, M.Sc.			
Course status		Compulsory	Optional	
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits			2	
Number of lecture hours in semester			30	
Course aims				
Basic aims				
In this course the students will:				
<ul style="list-style-type: none"> - acquire the basic knowledge needed for pupils' success analysis and direct educational process analysis - become aware of the need of continual monitoring, studying, explaining and improving of educational process. 				
Expected results				
After completion of attending the course lectures the students will be able:				
<ul style="list-style-type: none"> - to analyse the pupils' progress and problems as an important part of educational process - to interpret organisational components of teaching, interactive relations of teachers and pupils, and the range of all the other components important for qualitative and adequate educational work - to choose adequate strategies which will direct them in the problem solving process - to synthesise and interpret critically the information gathered during the teaching lesson. 				
Programme correspondence and correlation				
The course closely corresponds and correlates with professional courses of methodics which form the programme unity of the study.				
Course contents				
The course includes the following contents:				
<ol style="list-style-type: none"> 1. Observing and analysis of pupils' progress and problems as an important part of educational process (number of pupils and classes, gifted pupils, pupils who learn according to the adapted programme, pupils' inclusion in non-teaching and out-of-school activities, organisation of additional and remedial classes, pupils' reviews and competitions, prizes, commendations and punishments, positively and negatively marked pupils, realisation of cooperation with parents, etc.) 2. Observing and analysis of organisational components of teaching, interactive relations of teachers and pupils, and the range of all the other components important for qualitative and adequate educational work (lesson articulation, applied teaching methods, means and tools, the quality of teacher – pupil and pupil – teacher interaction, group class dynamic, encumbrance of pupils, pupils' activity during the class, pupils' attention and interest, work discipline, classroom arrangement, evaluation of pupils' knowledge and work, and other observations during the teaching lesson, etc.) 3. Synthesising and critical interpretation of the information gathered during the teaching lesson 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
The students get the necessary instructions from the lecturer and they realise the school practice in elementary schools / laboratory schools under the guidance of the teacher – mentor.				

Students' obligations			
<ul style="list-style-type: none"> - regular attending of the school practice - an active participation in various forms of educational work in schools - keeping a diary of the school practice which is, after completed school practice, verified by the teacher-mentor, and submitting the teacher-mentor's professional opinion of the student's activity during the school practice to the course holder - submitting the confirmation about successfully completed school practice verified by the school headmaster - writing the final report based on observations, conversations and personal experience gained during the school practice, which is presented to the rest of the students. 			
Monitoring and marking of the students (bolded)			
Lecture attending Ø	Activity in teaching Ø	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
School practice attending 1	School practice diary 0,50	Final report 0,50	
Comment: The bolded categories indicate monitoring of the students.			
Compulsory literature			
<ol style="list-style-type: none"> 1. Nastavni plan i program od I. – IV. razreda osnovne škole. 2. XXX (2002), Konceptija promjena odgojno-obrazovnog sustava u Republici Hrvatskoj. Zagreb: Ministarstvo prosvjete i školstva. 3. Praćenje potrebite stručne literature koja se dogovora s voditeljem kolegija i učiteljem-mentorom. 			
Optional literature			

Course code	MGK II		
Course title	Methodics of Music Culture II		
General data			
Study programme	Elementary school classroom education	Year	4th
Name of the course holder	Marija Riman, Ph.D., Assistant Professor		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits	4		
Number of lecture hours in semester	45		
Course aims			
Basic aims			
Through this course the students will:			
<ul style="list-style-type: none"> - develop musical abilities of listening to music and musical taste as basic competences which will provide them the encouragement of pupils' musical creativity - be familiarised with the literature and the repertory of listening to music in lower forms of elementary school - develop the responsibility to their own permanent improvement in a domain of listening to music. 			
Expected results			
After completion of attending the course lectures the students will be able:			
<ul style="list-style-type: none"> - to compare and distinguish musical works according to their value - to analyse a musical work which is intended for pupils in lower forms of elementary school - to choose musical works for the demonstration of individual types of music - to choose a musical work which is suitable according to the pupils' age - to encourage pupils for inner experience expression, in artistic and literacy form, after hearing out a musical work. 			
Programme correspondence and correlation			
The course <i>Methodics of Music Culture</i> (listening to music) corresponds and correlates with the following courses: <i>Methodics of Art Culture</i> , <i>Methodics of Croatian Language</i> , <i>Methodics of Natural and Social Sciences</i> and <i>Methodics of Kinesiology</i> . At the same time the course corresponds with the following courses: <i>Education of Children with Special Needs</i> , where a unique contemporary approach to basic education is being created.			
Course contents			
<ol style="list-style-type: none"> 1. General methodics annotations for listening to music 2. Listening to vocal compositions 3. Listening to vocal-instrumental compositions 4. Listening to instrumental compositions 5. Listening to musical stories 6. Meeting the musical forms 7. Listening to music as a domain of music culture 8. Preparation for listening to music 9. Experience of a musical work 10. Analyse of a musical work 11. Noting the expressive elements 12. Impression expressing and experience evaluating 13. Determination of tasks in listening to music 14. Experience and realisation of metre and rhythm 15. Artistic and literary experience of a musical work 			

Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The course consists of the lectures, workshops, exercises and self-study assignments. Occasionally, the students will be referred to consultations and the use of the Internet.</p>				
Students' obligations				
<p>The students' obligations in this course are:</p> <ul style="list-style-type: none"> - regular participation on the lectures - successfully realised exercises - attending to demonstration lessons and comment writing - successfully performed experimental lesson in an elementary school, with a written preparation - attending the seven days long school practice. 				
Monitoring and marking of the students (bolded)				
Lecture attending 1,60	Activity in teaching Ø	Seminar work Ø	Experimental work Ø	
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø	
Project work Ø	Continual knowledge testing Ø	Term paper 0,40	Practical work 2	
<p>Comment: Monitoring and marking of the students will be implemented in all anticipated forms of the teaching. Special attention will be dedicated to practical work. Efficiency of the obligation fulfillment will be taken into account in determination of the final mark.</p>				
Compulsory literature				
<ol style="list-style-type: none"> 1. Njirić, N. (2001), Put do glazbe. Zagreb: Školska knjiga. 2. Požgaj, J. (1988), Metodika nastave glazbene kulture u osnovnoj školi. Zagreb: Školska knjiga. 3. Sam, R. (1998), Glazbeni doživljaj u odgoju djeteta. Rijeka: Glosa, d.o.o. 4. Završki, J. (1995), Teorija glazbe. Zagreb: Pedagoško-književni zbor. 5. Županović, L. (1995), Tvorba glazbenog djela. Zagreb: Školska novine. 				
Optional literature				
<ol style="list-style-type: none"> 1. Manasteriotti, V. (1973), Prvi susreti djeteta s glazbom. Zagreb: Školska knjiga. 2. Pahlen, K. (1979), Poslušam in razumem glasbo. Ljubljana: Univerzum. 3. Njirić, N. (1985), U susret glazbi. Zagreb: Školska knjiga. 4. Pesek, A. (1997), Otroci v svetu glasbe. Izabrana poglavlja iz glazbene psihologije in pedagogike. Ljubljana: Mladinska knjiga. 5. Rakijaš, B. (1961), Muzički odgoj djeteta. Zagreb: Školska knjiga. 				

Course code	MMII			
Course title	Methodics of Mathematics II			
General data				
Study programme	Elementary school classroom education		Year	4th
Name of the course holder	Miljenko Stanić, B.A.			
Course status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		4		
Number of lecture hours in semester		45		
Course aims				
<p>The basic aim is to enable the students to interpret correctly scientific facts in order to transfer them to pupils in elementary school classroom education.</p> <p>Expected results After completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 1. to solve a set of problems for extra mathematic classes 2. to correctly recognise and apply correctly the principles and methods of mathematics teaching 3. to analyse and present arguments for the same methods on a written problem, and to state clearly why they prefer one method instead of another 				
Programme correspondence and correlation				
<p>The programme corresponds with the courses <i>Mathematics</i>, <i>Methodics of Mathematics I</i> and <i>Methodics of Mathematics III</i>. The course corresponds and correlates with all other courses whose main concern is cognitive development of a child in lower forms of elementary school.</p>				
Course contents				
<p>Introduction to the course. Nature of mathematics. Principle of science. Principle of gradual connection, formation of mathematical concepts. Historicism. Mathematical competence and other sciences. Figurative outline in mathematics. The use of computers. Recognising the children with problems in mastering mathematical material. Motivation in mathematics. Games. Qualitative and quantitative personality. Gifted children. Mathematical themes: sets, natural numbers, geometrical themes. Use of teaching tools. Adequate tools in relation to the contents. Digital tools. Mathematics teaching methods: empiric, abstraction-concretisation-generalisation, induction, deduction, analysis-synthesis. Organization of mathematic teaching lessons in lower forms of elementary school. Writing the preparations for mathematics teaching lessons. Computer in teaching mathematics. Analysis of mathematics textbooks.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations e-mail	Laboratory	Tutorial work	Field teaching
<p>Comment: The anticipated teaching realisation is concentrated on the lectures and exercises. The students are sent written lectures by e-mail and they are encouraged to participate orally during the teaching.</p>				

The students are supposed to prepare and expound four (4) seminar works. Two seminar works should relate to presentation of extra exercises for extra mathematics classes and two should relate to class teaching demonstration on an arithmetic and geometric topic.
The seminars groups should not be larger than 15 students.

Students' obligations

Regular lecture attendance.
Students' preparations done before commencement of the lectures.
Each student has to prepare two class presentations (arithmetics and geometry).
For each such presentation the student will spend approximately 20 hours.

Monitoring and marking of the students (bolded)

Lecture attending 1,6	Activity in teaching 0,9	Seminar work \emptyset	Exercises 1,5
Project work \emptyset	Continual knowledge testing \emptyset	Seminar work \emptyset	

Comment:

Since this is a fundamental course that serves as basis to any other, primarily to a scientific course at the college, and to subjects which children will acquire throughout their future schooling, we need to give enough space and attention to mathematics in order that the students acquire it in all its extent.

We have to encourage dialogue teaching in which the students will be able to find a cooperative lecturer, willing to be "on hand" and explain any possible problem or doubt that may arise from such a complex subject.

During lecturing it is important to keep in mind the application of the number theory in elementary school classroom education. Attention must be paid to facts simple to explain but that represent a great comprehensive profit which little children have to be acquainted with.

Compulsory literature

1. Đurović, J.(1994), Dodatna nastava iz matematike u I. i II. razredu osnovne škole - priručnik za učitelje. Zagreb: Školska knjiga.
2. Đurović, J.(1994), Dodatna nastava iz matematike u III. razredu osnovne škole - priručnik za učitelje. Zagreb: Školska knjiga.
3. Đurović, J.(1994), Dodatna nastava iz matematike u IV. razredu osnovne škole - priručnik za učitelje. Zagreb: Školska knjiga.
4. Polya, G. (1984), Kako ću riješiti matematički zadatak. Zagreb: Školska knjiga.
5. XXX MATKA - Časopis za mlade matematičare. Zagreb:Hrvatsko matematičko društvo.
6. Aktualni udžbenici iz matematike od 1. do 4. razreda i odgovarajući priručnici za učitelje.
7. XXX MATEMATIKA I ŠKOLA - časopis za nastavu matematike. Zagreb: Element.

Optional literature

1. Posokhova, I. (2001), Matematika bez suza. Zagreb: Ostvarenje.
2. Clemson, D., Clemon,W. (1994), Mathematics in the early years. London: Routledge.
3. Aubrey, C. (1997), Mathematics Teaching in the Early Years. London: Falmer Press.
4. http://public.srce.hr/os_tesla/radio/index.htm

Course code	MPD II				
Course title	Methodics of Natural and Social Sciences				
General data					
Study programme	Elementary school classroom education			Year	4th
Name of the course holder	Elvis Piršl, Ph.D.				
Course status		Compulsory		Optional	
Credit value and teaching organisation					
		Autumn semester	Spring semester		
ECTS credits		4			
Number of lecture hours in semester		45			
Course aims					
<p>The basic aim of this course is <i>to familiarise</i> the elementary school classroom education students with the teaching contents that are being presented in lower forms of elementary school classroom education, <i>to acquire</i> relevant methodical knowledge and <i>to train</i> them for practical implementation of this teaching subject in school.</p>					
Expected results					
After completion of attending the course lectures the students will be trained for:					
<ol style="list-style-type: none"> correct construction of the annual implemental teaching plan and programme of <i>Natural and Social Sciences</i> for all four lower forms of elementary school classroom education correct construction of teaching preparation of <i>Natural and Social Sciences</i> teaching subject for regular and combined classes for all four lower forms of elementary school classroom education critical analysis of <i>Natural and Social Sciences</i> teaching lesson based upon implemented marked lessons. 					
Programme correspondence and correlation					
<p>The programme of <i>Methodics of Natural and Social Sciences II</i> corresponds and correlates with the courses <i>Natural Sciences</i> and <i>Mathematics</i>. Additionally, it corresponds and correlates with the courses <i>Sociology of Education</i>, <i>Anthropology of Education</i>, <i>Croatian Language</i>, <i>Didactics</i>, <i>Development Psychology</i>, <i>Educational Psychology</i>, <i>Art Culture</i> and <i>Music Culture</i>.</p>					
Course contents					
The course comprises of the following contents:					
<ol style="list-style-type: none"> <i>Planning and programming in Natural and Social Sciences teaching</i> : the contents of framework teaching plan and programme for <i>Natural and Social Sciences</i> in the Republic of Croatia from 1999; annual teaching plan and programme; implemental teaching plan and programme of <i>Natural and Social Sciences</i>; topic planning, teaching preparation. <i>Natural and Social Sciences teaching in combined classes</i>: specific qualities of teaching work; planning and programming of teaching contents; teaching preparation. <i>Sources of knowledge in Natural and Social Sciences teaching</i>: immediate surrounding, computer (Internet, CD); topic large boards; pupils' projects (individual and group); conceptual projects. 					
Teaching organization and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations	Laboratory	Tutorial work	Field teaching	
Comments:					
Students' Obligations					
<ol style="list-style-type: none"> creation of two teaching preparations (regular and combined class) creation of an implemental plan and programme for one form realisation of all anticipated exercises. 					

Monitoring and marking of the students (bolded)			
Lecture attending 0,5	Activity in teaching 1	Seminar workshop Ø	Experimental work Ø
Written examination 1	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continuous knowledge testing 0,5	Term paper Ø	Practical work 1
<p>Comment: Continual knowledge testing relates to passing the written part of the examination, i.e. preliminary exams at the end of each semester, which enables the students to master the subject more efficiently and facilitate their exam obligations at the end of the fourth year.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Udžbenici prirode i društva od I. do IV. razreda osnovne škole. 2. De Zan, I. (1999), Metodika prirode i društva. Zagreb: Školska knjiga. 3. Bezić, K. (1998), Metodika prirode i društva (knjiga treća). Zagreb: HPKZ. 4. Bezić, K. (1997), Metodika prirode i društva (knjiga druga). Zagreb: HPKZ. 5. Bezić, K. (1996), Metodika prirode i društva (knjiga prva). Zagreb: HPKZ. 			
Optional literature			
<ol style="list-style-type: none"> 4. Goettlicher, D. (ur.) (1999), Nacionalni program odgoja i obrazovanja za ljudska prava. Zagreb: Vlada Republike Hrvatske. 5. Miljević, R. R. (1999), Odgoj za razvoj. Jastrebarsko: Naklada Slap. 6. Zarevski, P. (ur.) (2000), Učitelji za učitelje. Zagreb: IEP. 			

Course code	MHJ III				
Course title	Methodics of Croatian Language III				
General data					
Study programme	Elementary school classroom education			Year	4th
Name of the course holder	Maja Verdonik, M.sc.				
Course status		Compulsory		Optional	
Credit value and teaching organisation					
		Autumn semester	Spring semester		
ECTS credits		5			
Number of lecture hours in semester		60			
Course aims					
<p>The basic aim of this course is to introduce the students to the achievements of the contemporary Methodics of Croatian language, especially its subdiscipline: lingual expression, and to the achievements of non-teaching activities of the lingual-expressive orientation. The aim is also to train the students for application of such achievements in their work with children from 1st to 4th form of elementary school (elementary school classroom education).</p>					
Expected results					
It is expected that after completion of attending the course lectures the students will be able:					
<ol style="list-style-type: none"> 10. to interpret correctly and analyse the basic terms of Methodics of Croatian language, especially of its subdiscipline: lingual expression, and of the non- teaching activities of the lingual-expressive orientation 11. to analyse methodics literature and apply adequately the acquired cognitions in their teaching practice 12. to perform the teaching of Croatian language from 1st to 4th form of elementary school (elementary school classroom education) independently, especially the teaching domains of lingual expression, and to direct non- teaching activities of lingual-expressive orientation. 					
Programme correspondence and correlation					
<p>The programme corresponds with the courses <i>Methodics of Croatian Language I</i> and <i>Methodics of Croatian Language II</i>.</p> <p>The programme correlates with the other courses of methodics in the semester and in the study, and with the courses of linguistic – artistic orientation.</p>					
Course contents					
<p>Methodics of lingual expression: the overview of methodics literature and literature content representation from the domain of lingual expression in teaching programmes, textbooks, workbooks and teacher's books for primary school classroom education. The examples of the teaching units (different approaches); possibilities of interdomain and intersubject correlation.</p> <p>Non-teaching activities of the lingual-expressive orientation (literary, journalist, recitation, drama, film, philological, etc.) in primary school classroom education – the overview of technical literature and possibilities of its application in teaching and non-teaching practice.</p>					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations	Laboratory	Tutorial work	Field teaching	
<p>Comment:</p> <p>During the teaching the students will, independently or / and with the teacher's help, discuss about actual topics from the domain of Methodics of Croatian language, with the aim of encouraging a research and creative approach, especially within the lingual expression and the work of non-teaching activities of the lingual-</p>					

expressive orientation from 1st to 4th form of elementary school. Likewise, the students are directed to the use of contemporary literature in printed and electronic form.

Theatrical performances, film projections, exhibitions, literary encounters, professional lectures and other manifestations whose content is associated with the contents of Methodics of Croatian language, are also anticipated.

Concerning the exercises, the students will, independently or / and with the teacher's help, deal with the application of the various methodics approaches in lingual expression teaching and in directing non-teaching activities of the lingual-expressive orientation.

Analysis of the written preparations of the students.

Observation and analysis of the graded school-teaching of the students.

The tutorial work is anticipated for the students who choose a diploma work belonging to the *Methodics of Croatian language* course field.

Students' obligations

- to attend regularly and participate actively in all forms of the teaching
- to write an essay about the chosen problem area from the domain of Methodics of Croatian language
- to prepare and hold a graded school-teaching – teaching lesson in primary / laboratory school
- to pass the oral examination of the course.

Monitoring and marking of the students (bolded)

Lecture attending 0,75	Activity in teaching 0,25	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination 2	Essay 1	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work (graded school-teaching) 1

Comment:

During the semester the students achieve required ECTS credits through a regular attending of the lectures, an active participation in all forms of the teaching, writing an essay about the chosen problem area from the domain of Methodics of Croatian language, an independent preparation and holding of a teaching lesson in elementary school and by passing the oral examination of the course.

Compulsory literature

1. Težak, S. (1990), Govorne vježbe. Zagreb: Školska knjiga.
2. Rosandić, D. (1990), Pismene vježbe. Zagreb: Školska knjiga.
3. Gudelj-Velaga, Z. (1990), Nastava stvaralačke pismenosti. Zagreb: Školska knjiga.
4. Čudina-Obradović, M. (1995), Igrom do čitanja: igre i aktivnosti za razvijanje vještina čitanja u djece od 3. do 10. godine. Zagreb: Školska knjiga.
5. Početnice, čitanke, udžbenici, vježbenice, priručnici za učitelje raznih autora za razrednu nastavu.

Optional literature

1. Težak, S. (1979), Literarne, novinarske, recitatorske i srodne družine. Zagreb: Školska knjiga.
2. Stručna metodička literatura iz područja metodike jezičnog izražavanja i rada izvannastavnih aktivnosti jezično-izražajne usmjerenosti, domaćih i stranih autora (do 5 naslova po izboru studenta).

Course code	MLK III				
Course title	Methodics of Art Culture III				
General data					
Study Programme	Elementary school classroom education			Year	4th
Name of the course holder	Anita Cindrić, M.Sc.				
Course Status		Compulsory		Optional	
Credit value and teaching organisation					
		Autumn Semester	Spring Semester		
ECTS credits		5			
Number of lecture hours in semester		60			
Course aims					
<p>The basic aim of the course is to train the students to use their knowledge, skills and habits in practical work with their pupils.</p>					
Expected results					
It is expected that after completion of attending the course lectures the students will be able:					
<ol style="list-style-type: none"> 1. to have a creative and critical relation to their direct work with children in an art culture teaching from 1st to 4th form of elementary school 2. to use the language of visual arts in artistic expression in different fields of pupils' artistic expressions 3. to analyse specific qualities of different visual arts techniques, requisites and materials, and to use them according to children's stage of development 4. to develop artistic abilities of children 5. to aim at future professional training (lifelong education) 					
Programme correspondence and correlation					
The programme corresponds to the courses <i>Methodics of Art Culture I</i> and <i>Methodics of Art Culture II</i> . The programme correlates with other methodics courses in the semester or in the study as well as it does with the courses of lingual-artistic orientation.					
Course contents					
Correlation of art culture contents with the contents of other teaching subjects. Topical issues related to the students' practical teaching implementations. Reflective approach to analysis of the students' methodical exercises.					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations	Laboratory	Tutorial work	Field teaching	
<p>Comment:</p> <p>During the individual exercises, which take place in a laboratory / elementary school, the students prepare and implement the art culture teaching independently, with the aim of encouraging the explorative and creative approach.</p> <p>The students are offered the possibility of consultation in hours anticipated for consultations, according to their personal needs.</p> <p>The field teaching refers to rounds in Croatia and abroad, visits to museums, galleries and similar institutions displaying original artistic reality.</p>					
Students' obligations					
<p>The students have to:</p> <ul style="list-style-type: none"> - participate actively in all forms of the teaching, attend lectures, seminar teaching, and exercises regularly 					

- programme one preparation of art culture teaching and have it delivered to their mentor in the elementary school and to their lecturer at the college
- realise one independent activity in a nursery school successfully
- realise one graded art activity successfully

Monitoring and marking of the students (bolded)

Lecture attending 0,40	Activity in teaching 0,40	Preparation 1,40	Visual Arts Activity Assessment 2,80
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project Work Ø	Experiments Ø	Presentation Ø	Practical Work Ø

Comment:

The students' work is permanently evaluated and/or assessed according to the following categories: lecture attendance, activity in teaching, preparation and realisation of one teaching activity and the oral examination.

Compulsory literature

1. Karlavaris, B. (1988), Metodika likovnog odgoja 2. Bjelovar: Grafički zavod Hrvatske.

Optional literature

1. Glasser, W. (1994), Kvalitetna škola. Zagreb: Educa.
2. Godec Schmidt, J. (1989), Danas slikam. Ljubljana: Mladinska knjiga.
3. Matijević, M. (1994), Alternativne škole. Zagreb: Una-Mtv i Institut za pedagojska istraživanja.
4. Matijević, M. (1994), Humor u nastavi. Zagreb: Una-Mtv.
5. Spajić, V. (1989), Vrednovanje likovnog djela. Zagreb: Školske novine.

Course code	KM III				
Course title	Methodics of Kinesiology III				
General data					
Study Programme	Elementary school classroom education			Year	4th
Name of course holder	Aleksandra Pejčić, Ph.D., Associate Professor				
Course status		Compulsory		Optional	
Credit value and teaching organisation					
		Autumn Semester	Spring Semester		
ECTS credits		5			
Number of lecture hours per semester		60			
Course aims					
<p>The basic aim of the course is:</p> <ul style="list-style-type: none"> - to, as much as possible, bring closer to the students the abilities of an independent and responsible performance of all organisational forms of work in physical and health educational field in lower forms of elementary school. - to develop, in the students, the interests and feelings for engaged and creative implementation of physical and health culture teaching, extracurricular, out-of-school and other forms of educational work with children of early school age. - to acquire skills and guidelines that are defined according to pupils' age and sex, school's material conditions and children's interests. 					
Programme correspondence and correlation					
<p>The course <i>Methodics of Kinesiology</i> corresponds programmatically with natural as with social disciplines, especially with the courses of other methodics and courses of similar kind that form the unity of the programme study.</p>					
Course contents					
<p>Educational process (basic characteristics, organisation and implementing the process, measures of insurance, motivation and stimulation). Space, equipment and teaching tools (indoor and outdoor facilities, equipment, props, visual, auditive, audio-visual and textual teaching tools). Planning and programming (objectives, tasks, stages, global, operative and implemental plan and programme). Use of computers in optimal planning and programming of the exercise process.</p> <p>Monitoring, assessing and marking (types, methods, principles, contents, techniques, assessing the students of poor health). Work record and school documentation.</p> <p>Creation of written preparation for physical and health culture teaching lesson. Attending the demonstration lessons of the teacher-mentor. Practical implementation of physical activities (in the gym, in water, on snow, etc.)</p> <p>Independent implementation of a physical and health culture teaching lesson.</p>					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations	Laboratory	Tutorial work	Field teaching	
<p>Comment:</p> <p>The anticipated contents are realised through lectures, seminars and workshops, self-study assignments, the use of multimedia and the Internet, consultation with the lecturer and tutorial work.</p>					

Students' obligations			
<p>The students' obligations include regular and active participation in the anticipated forms of teaching implementation, writing self-study assignments and their self-evaluation (written preparation for a physical and health culture teaching lesson, creation of simultaneous programming), keeping records of practical part of the lectures. There is a possibility of a consultative cooperation based on writing and expounding a seminar work. The students are obligated to take the practical part of the examination, and afterwards also the oral part of the examination.</p>			
Monitoring and marking of the students (bolded)			
Lecture attending 0,75	Activity in teaching 0,25	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination 1,5	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing 0,5	Term Paper 0,5	Practical work 1,5
<p>Comment: The structure, volume and nature of students' obligations defining enables the realisation of requests through a regular attendance and an active participation in all forms of the teaching, writing and expounding a seminar work, continual monitoring of the students in all aspects of their progress in context of the course.</p>			
Compulsory literature			
<ol style="list-style-type: none"> Findak, V. (1992), Metodički organizacijski oblici rada u edukaciji, sportu i sportskoj rekreaciji. Zagreb: Hrvatski savez za sportsku rekreaciju, Montorex. Findak, V. (1997), Programiranje u tjelesnoj i zdravstvenoj kulturi. Zagreb: Školske novine. Findak, V. (2001), Metodika tjelesne i zdravstvene kulture (2. izdanje). Zagreb: Školska knjiga. Mraković, M. (1992), Uvod u sistematsku kineziologiju. Zagreb: Fakultet za fizičku kulturu. Pejčić, A. (1990), Općepripreme vježbe za najmlađe. Rijeka: Pedagoški fakultet u Rijeci. Pejčić, A., Berlot, S. (1996), Sadržaji tjelesne i zdravstvene kulture za prva četiri razreda osnovne škole. Rijeka: Sveučilište u Rijeci. Pejčić, A. (2001), Zdrav duh u zdravu tijelu. Rijeka: Sveučilište u Rijeci. Pejčić, A. (2002), Igre za male i velike. Rijeka: Sveučilišna knjižnica Rijeka. Pejčić, A. (2005), Kineziološke aktivnosti za djecu predškolske i rane školske dobi. Rijeka: Visoka učiteljska škola u Rijeci, Sveučilište u Rijeci, Rijeka. 			
Optional literature			
<ol style="list-style-type: none"> Findak, V. (1994), Tjelesna i zdravstvena kultura u osnovnoj školi – Priručnik za nastavnike razredne nastave. Zagreb: Školska knjiga. Findak, V., Metikoš, D., Mraković, M., Neljak, B. (1996), Primjenjena kineziologija u školstvu – NORME. Zagreb: Hrvatski pedagoško-književni zbor. Zbornik radova, (2002), Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije. 11. Ljetna škola kineziologa RH, Rovinj. Zbornik radova, (2003), Metode rada u području edukacije, sporta i sportske rekreacije. 12. Ljetna škola kineziologa RH, Rovinj. Zbornik radova, (2004), Vrednovanje u području edukacije, sporta i sportske rekreacije. 13. Ljetna škola kineziologa RH, Rovinj. 			

Course code	GP VI			
Course title	Music Practicum VI			
General data				
Study programme	Elementary school classroom education		Year	4th
Name of the course holder	Marija Riman, Ph.D., Assistant Professor			
Course status		Compulsory		Optional
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		1		
Number of lecture hours in semester		15		
Course aims				
Basic aims				
Through this course the students will:				
<ul style="list-style-type: none"> - conceive the importance of musical instruments use in the development of pupils' musical abilities - conceive the importance of playing the accompaniment to the short songs. 				
Expected results				
After completion of the lecture attendance the students will be able:				
<ul style="list-style-type: none"> - to master the technique of a musical instrument playing with both hands - to apply the skill of musical notation reading in the interpretation of the piano compositions, in various tonalities - to harmonise the assigned melody - to play and sing determined short songs of the 4th form of elementary school programme 				
Programme correspondence and correlation				
The course <i>Music Practicum VI</i> corresponds and correlates with the courses <i>Methodics of Music Culture</i> and <i>Methodics of Kinesiology</i> .				
Course contents				
The course <i>Music Practicum VI</i> includes the following units:				
18. Practising the manual technique of melody production with the right hand and of chord production with the left hand, on a musical instrument				
19. Synchronous melody playing with the right hand and accompaniment playing with the left hand				
20. Practising the chord playing in a separated form				
21. Playing and singing the short songs of the 4th form of elementary school				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
The course consists of the exercises. The students are obliged to practise the assigned musical examples on the musical instruments regularly, out-of-teaching. Occasionally, the students will be referred to consultations.				
Students' obligations				
The students' obligations in this course are:				
<ul style="list-style-type: none"> - regular participation on the exercise teaching - successfully realised exercises - passing the oral and the practical part of the examination. 				

Monitoring and marking of the students (bolded)			
Lecture attending 0,50	Activity in teaching Ø	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination 0,30	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work 0,20
<p>Comment: The students are expected to attend the exercise teaching regularly, to realise the exercises successfully and to pass the examination.</p>			
Compulsory literature			
<p>1. Riman, M. (2001), Zvončići. Rijeka: Izdavački centar Rijeka.</p>			
Izborna literatura			
<p>3. Goran, Lj., Marić, LJ. (1991), Spavaj, spavaj zlato moje. Zagreb: Školska knjiga. 4. Završki, J. (1992), Tratinčice. Zagreb: Školska knjiga.</p>			

Course code	ŠP			
Course title	School Practice			
General data				
Study programme	Elementary school classroom education		Year	4th
Name of the course holder	Nadim Salloum, M.Sc.			
Course status		Compulsory	Optional	
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits		2		
Number of lecture hours in semester		30		
Course aims				
Basic aims				
In this course the students will:				
<ul style="list-style-type: none"> - develop the abilities, competences and personal skills - develop the feeling of responsibility in work with pupils - train themselves for effective integration of theory and practice. 				
Expected results				
During the school practice the students will:				
<ul style="list-style-type: none"> - develop their professional identity as elementary school classroom education teachers - consider critically the school in a wider social environment - develop strategies and techniques of problem solving in complex educational situations - approach on an interdisciplinary basis to the practical educational problems. 				
Programme correspondence and correlation				
The course closely corresponds and correlates with professional courses of methodics which form the programme unity of the study.				
Course contents				
The course includes the following contents:				
<ol style="list-style-type: none"> 1. Planing, preparing, implementing, monitoring and evaluating in educational process, in all organisational forms 2. Creation and application of teaching means and tools in a direct educational work 3. Participation in a work of professional and other school bodies (teaching staff, class staff, professional personnel, parental staff, school board, etc.) 4. Participation in a cooperation of teachers and parents, and cooperation with relevant out-of-school institutions and associations 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
The students get the necessary instructions from the lecturer and they realise the school practice in elementary schools / laboratory schools under the guidance of the teacher – mentor.				
Students' obligations				
<ul style="list-style-type: none"> - regular attending of the school practice - an active participation in various forms of educational work in schools - keeping a diary of the school practice which is, after completed school practice, verified by the teacher- 				

<p>mentor, and submitting the teacher-mentor's professional opinion of the student's activity during the school practice to the course holder</p> <ul style="list-style-type: none"> - submitting the confirmation about successfully completed school practice verified by the school headmaster - writing the final report based on observations, conversations and personal experience gained during the school practice, which is presented to the rest of the students 			
Monitoring and marking of the students (bolded)			
Lecture attending Ø	Activity in teaching Ø	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
School practice attending 1	School practice diary 0,50	Final report 0,50	
<p>Comment: The bolded categories indicate monitoring of the students.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Nastavni plan i program od I. – IV. razreda osnovne škole. 2. XXX (2002), Konceptija promjena odgojno-obrazovnog sustava u Republici Hrvatskoj. Zagreb: Ministarstvo prosvjete i školstva. 3. Praćenje potrebite stručne literature koja se dogovora s voditeljem kolegija i učiteljem-mentorom. 			
Optional literature			

Course code	IPI		
	Family Education		
General data			
Study programme	Elementary school classroom education		Year 4th
Name of the course holder	Jasna Krstović, Ph.D., Full Professor		
Course status	X	Compulsory	Optional
Credit value and teaching organisation			
	Autumn semester		Spring semester
ECTS credits			3
Number of lecture hours in semester			45
Course aims			
<ol style="list-style-type: none"> 1. on the basis of acquired knowledge on fundamental facts of family as a sociological category, the students will define qualitative advantages of a contemporary family and act within limits of their professional role and on an individual level, trying to define directions of its more qualitative transformation into a modern human association. 2. the students will act as promoters of the idea of the importance of the family education as a basic factor in a development of all personalities. 3. on the basis of acquired knowledge and abilities the students will promote the educational function of a contemporary family 4. the students will be able to build positive relationship between teacher, as a representative of a non-family education and the family 5. within the framework of their professional competence, the students will create a high quality 'scenario' on which they will base their activity in the processes of building the relations of a child (pupil) and a grown-up person (classroom teacher) in a system of elementary school classroom education within basic education 			
Programme correspondence and correlation			
<p>Due to its nature, the course <i>Family Education</i> corresponds with all the course programmes of elementary school classroom education; special emphasis is on the correlation with sociological, psychological and educational contents, and those which are programmatically based in the courses such as <i>Sociology of Education</i>, <i>Anthropology of Education</i>, <i>Pedagogy</i> and <i>Development Psychology</i>.</p>			
Course contents			
<p>The course comprises of the following teaching units :</p> <ol style="list-style-type: none"> 1 Thoretical ideas of contemporary family education as an educational dicipline <ol style="list-style-type: none"> 1.1 Aim, tasks and subject of family education research; determination of its place in the system of educational disciplines and its relation to other sciences 1.2 Specific qualities of research in family education field – from quantitative to qualitative research 2. Family as a community group <ol style="list-style-type: none"> 2.1 Short historical overview of development: from a traditional family to a contemporary family 2.2 Basic sociological family categories: the concept of consanguinity, family structures, relations in the family and family functions 2.3 Contemporary family and its characteristics 2.4 Educational implications of changes in contemporary family in the context of actual social changes 3. Family as an educational community <ol style="list-style-type: none"> 3.1 Specific qualities of educational influences in the family as the most important educational community; parental value system as an assumption of successful educational influence 3.2 Styles of contemporary family education 3.3 Means and methods of parental influence 			

4. Family openness to social environment – the family between privacy and communication

- 4.1 Contemporary family needs – its communication dimension. What does a family "need" from social environment and how it achieves that?
- 4.2 Factors of social communication – social environment, educational institutions, various media, etc.
- 4.3 School as a communication unit – bases of sociological, psychological and educational assumptions of building a relation between school and family
5. **Teacher – key factor in building of a partnership relation with parents**
- 5.1 Teacher's professional roles in establishing the cooperation with a family. How and why to build a bridge towards a family. Basic characteristics of a partnership as a democratic and contemporary form of relation between two subjects in education of pupils in elementary school classroom education
- 5.2 Forms, contents and methods in realisation of partnership relations with a family.

Teaching organisation and acquisition of knowledge (bolded)

Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching

Comment:

Students' obligations

Obligations of the students are:

- to attend the lectures regularly
- to write a seminar work or a workshop 'scenario'
- to prepare one of the forms of cooperation with the family and to expound it in this course or the course *School Practice*
- to pass the oral examination

Monitoring and marking of the students (bolded)

Lecture attending 0,25	Activity in teaching 0,75	Seminar work \emptyset	Experimental work \emptyset
Written examination \emptyset	Oral examination 0,5	Essay 1,5	Research \emptyset
Project work \emptyset	Continual knowledge testing \emptyset	Term paper \emptyset	Practical work \emptyset

Comment:

Compulsory literature

1. Covey, S. R. (1998), Sedam navika uspješne obitelji. Zagreb: Mozaik knjiga.
2. Gordon, T. (1996), Škola roditeljske odgovornosti. Zagreb: Poduzetništvo Jakić.
3. Juul, J. (1995), Razgovori s obiteljima: perspektive i proces. Zagreb: Alinea.
4. Maleš, D. (1988), Obitelj i uloga spolova. Zagreb: Školske novine.
5. Milanović, M./ur. (1997), Pomozimo im rasti: Priručnik za partnerstvo odgojitelja i roditelja. Zagreb: MPŠ, UNICEF – Ured za Hrvatsku.

Optional literature

1. Brott, A. (1998), Kako biti tata. Zagreb: Mozaik knjiga.
2. Golubović, D. (1981), Porodica kao ljudska zajednica. Zagreb: Naprijed.
3. Maleš, D. (1986), Osposobljenost odgajatelja za rad s roditeljima. Pedagoški rad, (7-8) 421-430.

Course code	MGK III		
Course title	Methodics of Music Culture III		
General data			
Study programme	Elementary school classroom education	Year	4th
Name of the course holder	Marija Riman, Ph.D., Assistant Professor		
Course status	<input type="checkbox"/> Compulsory	<input type="checkbox"/> Optional	
Credit value and teaching organisation			
	Autumn semester	Spring semester	
ECTS credits		6	
Number of lecture hours in semester		75	
Course aims			
Basic aims			
Through this course the students will:			
<ul style="list-style-type: none"> - be trained for acquisition of all the regularities of musical literacy - understand the importance of having an independent mastery of an acordic instrument - raise the consciousness of the importance of musical literacy for notation of children's creations - become aware of the need of reading the music notes with the aim of reproduction of the existing musical works. 			
Expected results			
After completion of attending the course lectures the students will be able:			
<ul style="list-style-type: none"> - to sing and to play the musical instruments in accordance with the musical notation - to create and write down melodious – rhythmical notation examples - to note down children's musical creations - to improvise on a certain theme - to activate the children through the musical games - to teach the children the bases of musical notation. 			
Programme correspondence and correlation			
The course <i>Methodics of Music Culture</i> (playing the musical instruments and children's musical creativity) corresponds and correlates with the following courses: <i>Methodics of Art Culture</i> , <i>Methodics of Croatian Language</i> , <i>Methodics of Natural and Social Sciences</i> and <i>Methodics of Kinesiology</i> . At the same time the course corresponds with the following courses: <i>Education of Children with Special Needs</i> where a unique contemporary approach to basic education is being created.			
Course contents			
<ol style="list-style-type: none"> 1. Music culture in the 4th form of elementary school 2. Singing (in accordance with musical notation) 3. Playing the musical instruments (in accordance with musical notation) 4. Listening to music 5. Musical notation 6. Interpretation of the tones within the C-dur scale, through alphabet and solmization 7. Interpretation of musical note values 8. Singing and playing the musical instrument in accordance with musical notation 9. Creation and writing down the melody and the rhythm 10. Children's musical creativity as a domain of music culture 11. Improvisation – the creation of melody and rhythm 12. Musical games 13. Game – preparation and implementation 14. Game as a form of standard musical non-teaching and out-of-school activity 			

Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: The course consists of the lectures, exercises and self-study assignments. Occasionally, the students will be referred to consultations and the use of the Internet.</p>				
Students' obligations				
<p>The students' obligations in this course are:</p> <ul style="list-style-type: none"> - regular participation on the lectures - successfully realised exercises - attending to demonstration lessons and comment writing - successfully performed experimental lesson in an elementary school, with a written preparation - passing the oral examination, with previously fulfilled exercise programme obligations and MGK I & MGK II programme obligations, and previously held evaluation lesson. 				
Monitoring and marking of the students (bolded)				
Lecture attending 2,70	Activity in teaching \emptyset	Seminar work \emptyset	Experimental work \emptyset	
Written examination \emptyset	Oral examination 1,40	Essay \emptyset	Research \emptyset	
Project work \emptyset	Continual knowledge testing \emptyset	Term paper 0,40	Practical work 1,50	
<p>Comment: Monitoring and marking of the students will be implemented in all anticipated forms of teaching. Successfully implemented tasks concerning practical work will also be expected from the students. The final mark is based on successfully realised tasks of <i>Methodics of Music Culture I, II and III</i> and the knowledge presented on the oral examination.</p>				
Compulsory literature				
<ol style="list-style-type: none"> 1. Ećimović, R., Kršek, I. (2002), <i>Glazba i radost</i>. Zagreb: Znanje. 2. Kazić, J. (1966), <i>Kako nastaje melodija</i>. Zagreb: Školska knjiga. 3. Požgaj, J. (1988), <i>Metodika nastave glazbene kulture u osnovnoj školi</i>. Zagreb: Školska knjiga. 4. Završki, J. (1995), <i>Teorija glazbe</i>. Zagreb: Pedagoško - književni zbor. 5. Županović, L. (1995), <i>Tvorba glazbenog djela</i>. Zagreb: Školska novine. 				
Optional literature				
<ol style="list-style-type: none"> 1. Bresgen, C. (1973), <i>Stvaralački glazbeni odgoj</i>. Muzika, (1), 5-8. 2. Oblak, B. (1994), <i>Glazbena vzgoja 4</i>. Ljubljana: Državna založba Slovenije. 3. Pance, R. (1995), <i>Motivacija v procesu glasbenega izobraževanja</i>. Ljubljana: Glasbeno-pedagoški zbornik AG. 4. Pance, R. (1998), <i>Motivirani učitelj - motivirani učenici</i>. Rogaška Slatina: Glasbeni forum. 5. Petrović, T. (2002), <i>Pričom, crtežom i popijevkom u notno pismo</i>. Teorija, 4-7. 				

Course code	MMIII			
Course title	Methodics of Mathematics III			
General data				
Study programme	Elementary school classroom education		Year	4th
Name of the course holder	Miljenko Stanić, B.A.			
Course status		Compulsory	Optional	
Credit value and teaching organisation				
		Autumn semester	Spring semester	
ECTS credits			6	
Number of lecture hours in semester			75	
Course aims				
<p>The basic aim is to enable the students to interpret correctly scientific facts in order to transfer them to pupils in elementary school classroom education.</p> <p>Expected results After completion of attending the course lectures the students will be able to prepare a teaching lesson which they will hold in an elementary school. Their teaching will be marked.</p>				
Programme correspondence and correlation				
<p>The programme corresponds with the courses <i>Mathematics, Methodics of Mathematics I</i> and <i>Methodics of Mathematics II</i>. The course corresponds and correlates with all the other courses whose main concern is cognitive development of a child in lower forms of elementary school.</p>				
Course contents				
<p>Practical teaching in a classroom. The students' demonstration and marked lesson. Correlation of mathematics programme with the programmes of other methodics anticipated for education of the students of elementary school classroom education. Topics related to practical teaching implementation in a classroom.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations e-mail	Laboratory	Tutorial work	Field teaching
<p>Comment: The anticipated teaching realisation is concentrated on one student's mathematical demonstration lesson presented in a classroom with pupils from 1st to 4th form of elementary school. The emphasis is on the tutorial work between the lecturer and the student where the student presents his / her preparation and gives suggestions for the presentation of his / her independent lesson in a classroom.</p>				
Students' obligations				
<p>Regular lecture attendance. The written examination. Each student has to solve approximately 200 problems assigned to proficient pupils. Approximately 6 problems per hour or 30 hours in total. The oral examination. Each student has to read approximately 200 text pages. Approximately 6 pages per hour or 30 hours in total. Practical work. Preparation for marked teaching, approximately 30 hours.</p>				

Monitoring and marking of the students (bolded)			
Lecture attending 2,7	Activity in teaching	Seminar work Ø	Exercises
Written exam 1,1	Oral exam 1,2	Essay	Practical work 1,1
Project work Ø	Continuous knowledge testing Ø	Seminar work Ø	
<p>Comment:</p> <p>Since this is a fundamental course that serves as basis to any other, primarily to a scientific course at the college, and to subjects which children will acquire throughout their future schooling, we need to give enough space and attention to mathematics in order that the students acquire it in all its extent.</p> <p>We have to encourage dialogue teaching in which the students will be able to find a cooperative lecturer, willing to be "on hand" and explain any possible problem or doubt that may arise from such a complex subject.</p> <p>During lecturing it is important to keep in mind the application of the number theory in elementary school classroom education. Attention must be paid to facts simple to explain but that represent a great comprehensive profit which little children have to be acquainted with.</p>			
Compulsory literature			
1. Current textbooks for teaching mathematics from 1-4 form			
Optional literature			
1. Current textbooks for teaching mathematics from 1-4 form used in EU countries			

Course code	MPD III				
Course title	Methodics of Natural and Social Sciences III				
General data					
Study programme	Elementary school classroom education			Year	4th
Name of the course holder	Elvis Piršl, Ph.D.				
Course status		Compulsory		Optional	
Credit value and teaching organisation					
		Autumn semester		Spring semester	
ECTS credits				6	
Number of lecture hours in semester				75	
Course aims					
<p>The basic aim of this course is <i>to familiarise</i> the elementary school classroom education students with the teaching contents that are being presented in lower forms of elementary school classroom education, <i>to acquire</i> relevant methodical knowledge and <i>to train</i> them for practical implementation of this teaching subject in school.</p>					
Expected results					
After completion of attending the course lectures the students will be trained for:					
<ol style="list-style-type: none"> critical analysing of <i>Natural and Social Sciences</i> textbooks from 1st to 4th form of elementary school classroom education implementation of <i>Natural and Social Sciences</i> teaching lesson from 1st to 4th form of elementary school classroom education 					
Programme correspondence and correlation					
<p>The programme of <i>Methodics of Natural and Social Sciences III</i> corresponds and correlates with the courses <i>Natural Sciences</i> and <i>Mathematics</i>. Additionally, it corresponds and correlates with the courses <i>Sociology of Education</i>, <i>Anthropology of Education</i>, <i>Croatian Language</i>, <i>Didactics</i>, <i>Development Psychology</i>, <i>Educational Psychology</i>, <i>Art Culture</i> and <i>Music Culture</i>.</p>					
Course contents					
<p>The course comprises of the following contents:</p> <ol style="list-style-type: none"> <i>Analysis of Natural and Social Sciences textbooks from 1st to 4th form of elementary school classroom education</i> <i>Out-of-classroom teaching of Natural and Social Sciences</i>: extracurricular and out-of-school activities; field trip in <i>Natural and Social Sciences</i> teaching; school in nature. <i>Monitoring and marking of pupils in Natural and Social Sciences teaching</i> 					
Teaching organization and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations	Laboratory	Tutorial work	Field teaching	
Comments:					
Students' Obligations					
<ol style="list-style-type: none"> to perform one marked lesson to analyse textbooks from 1st to 4th form of elementary school classroom education 					
Monitoring and marking of the students (bolded)					
Lecture attending 0,5	Activity in teaching 0,5	Seminar workshop \emptyset	Experimental work \emptyset		

Written examination 2	Oral examination 1	Essay Ø	Research Ø
Project work Ø	Continuous knowledge testing Ø	Term paper Ø	Practical work 2
Comment:			
Compulsory literature			
<ol style="list-style-type: none"> 1. Udžbenici prirode i društva od I. do IV. razreda osnovne škole. 2. De Zan, I. (1999), Metodika prirode i društva. Zagreb: Školska knjiga. 3. Bezić, K. (1998), Metodika prirode i društva (knjiga treća). Zagreb: HPKZ. 4. Bezić, K. (1997), Metodika prirode i društva (knjiga druga). Zagreb: HPKZ. 5. Bezić, K. (1996), Metodika prirode i društva (knjiga prva). Zagreb: HPKZ. 			
Optional literature			
<ol style="list-style-type: none"> 1. Goettlicher, D. (ur.) (1999), Nacionalni program odgoja i obrazovanja za ljudska prava. Zagreb: Vlada Republike Hrvatske. 2. Miljević, R. R. (1999), Odgoj za razvoj. Jastrebarsko: Naklada Slap. 3. Zarevski, P. (ur.) (2000), Učitelji za učitelje. Zagreb: IEP. 			

Optional course

Course code	AIUPO				
Course title	Action Researches in Preschool Education				
General data					
Study programme	Elementary school classroom education			Year	
Name of the course holder	Lidija Vujičić, M.Sc.				
Course status		Compulsory		Optional	
Credit value and teaching organisation					
ECTS credits	3				
Number of lecture hours in semester	45				
Course aims					
<p>The basic aims are expounded in developing the programme idea that the practitioners (preschool and elementary school teachers) are best acquainted with the educational practice in the institutions. In that matter the students are stimulated to develop the professional competence in researching, perfecting and modifying the educational practice.</p>					
Expected results					
After passing the exam, the students are expected:					
<ul style="list-style-type: none"> - to interpret and analyse correctly the character and techniques of action research (it is both an action and research in the same time) - to make clear distinction between: direct engagement in the modification of the educational practice and indirect application of the techniques used in action research (participant monitoring, videoreflective methodology, documenting...) - to define the role of a practitioner (preschool school/elementary school teacher) in the modification and improvement of the educational practice by creating and analysing an action research plan - to propose possible examples of an action researches which confirm their efficiency and capability and also develop their perceptiveness of considering and critically assessing their personal practice. 					
Programme correspondence and correlation					
The course is in a narrow link with a large number of the courses of preschool and elementary school classroom education study plan (<i>Methodology of Research in Education, Bases of Educational Methodology, Pedagogy, various methodics, Vocational Practice, etc.</i>).					
Course contents					
<ol style="list-style-type: none"> 1. Various determinations of action research 2. Significant characteristics of action research 3. Basic characteristics of action research model – plan, action, observation, self-evaluation, discussion and reflection on action 4. General plan of action research: general idea, observing in context or assessing, description of the field of action, observing the first step of action, reflection, report preparing, revised plan preparing . 5. Training of the individual stages and creation of a personal general plan of action research spiral 6. Introduction into and testing the techniques used in action research: video-reflective methodology, documenting, noting, photographing, observing, monitoring, participant's monitoring, self-evaluation, the use of ethnographic methods, etc. 7. The examples of action research in Croatian and the world literature. 					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	

Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment:</p> <p>The anticipated form of realisation is oriented to lectures, seminar teaching, workshops and self-study assignments (research assignments). In that matter the students are directed to the consultations with the course holder, which, if necessary, transforms in a form of a tutorial work. Directing the students to multimedia and the Internet is the prerequisite of a successful realisation of course aims and contents.</p> <p>As the course holder lives in another city, distant education is also activated by the use of electronic mail.</p>				
Students' obligations				
<p>The students' obligations are determined on several levels.</p> <p>The first level presupposes the students' active participation in all forms of the teaching and knowledge acquisition. Regular lecture attendance is expected, as well as consultation discussions and various aspects of tutorial work.</p> <p>The second level refers to the students' engagement in the domain of fulfilling the obligations of self-study work – writing and expounding a seminar work.</p> <p>The third level refers to the stimulation and consolidation of a research competence – through undertaking the self-study assignments, research projects – general plan of action research. All the levels oblige the students to take account of, read and study the literature.</p>				
Monitoring and marking of the students (bolded)				
Lecture attending 0,70	Activity in teaching 0,50	Seminar work 0,50	Experimental work Ø	
Written examination Ø	Oral examination 0,30	Essay Ø	Research 0,50	
Project work 0,30	Continual knowledge testing 0,20	Term paper Ø	Practical work Ø	
<p>Comment:</p> <p>Continual observing, as a single observing protocole during the academic year, is established for each student. The final mark is a result of a year-round students' activity due to the realisation of his / her obligations.</p>				
Compulsory literature				
<ol style="list-style-type: none"> Miljak, A., Vujičić, L. (2000), Vrtić kao dječja kuća - Odgajatelji Istre odgajateljima na zajedničkom putu odrastanja s djecom. Poreč: DV Poreč. Miljak, A., Vujičić, L. (2002), Vrtić u skladu s dječjom prirodom «Dječja kuća». Rovinj: DV Neven. Marsh, C.J. (1994), Kurikulum: temeljni pojmovi. Zagreb: Educa. Mušanović, M. (2001), Odgojno-obrazovne filozofije učitelja i akcijsko istraživanje. U: Rosić, V. (ur.), Teorijsko-metodološka utemeljenost pedagoških istraživanja. Rijeka: Filozofski fakultet. Sekulić-Majurec, A. (1994), Akcijska istraživanja u praksi školskog pedagoga. U: Vrgoč, H. (ur.), Iz prakse pedagoga osnovne škole – Akcijska istraživanja programiranje i planiranje rada. Zagreb: HPKZ, str. 9-15. Vujičić, L. (1999), Razvoj stručne kompetencije odgajatelja i kvaliteta življenja u vrtiću. U: Rosić, V. (ur.), Nastavnik-čimbenik kvalitete u odgoju i obrazovanju. Rijeka: Filozofski fakultet Rijeka, str. 441-447. Odabrani tekstovi iz strane literature. 				
Optional literature				
<ol style="list-style-type: none"> Miljak, A., Vujičić, L. (2000), Mijenjanje kulture predškolske ustanove putem akcijskog istraživanja. U: Kramar, M., Duh, M. (ur.), Didaktički in metodični vidiki nadaljnjega razvoja izobraževanja. Maribor: Pedagoška fakulteta Maribor, str. 92-97. Petrović-Sočo, B. (1997), Dijete, odgajatelj i slikovnica: akcijsko istraživanje. Zagreb: Alinea. http:// www.actionresearch.net.au/ 				

Course code	AŠ		
Course title	Alternative Schools		
General data			
Study programme	Elementary school classroom education	Year	
Name of the course holder	Vinka Uzelac, Ph.D.		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
ECTS credits	3		
Number of lecture hours in semester	45		
Course aims			
Basic aims			
The basic aim of this course is to familiarise the students with the philosophy of alternative schools and strategies of critical thinking in reading and writing process.			
Expected results			
<ul style="list-style-type: none"> - to get familiar with the philosophy of alternative schools - to understand and describe the three phases of a frame system of teaching and learning - to place various teaching strategies into adequate phase of a frame system - to prepare a teaching unit based on a described frame system using the current teaching programme and disposable materials - to introduce various teaching strategies in the own teaching 			
Programme correspondence and correlation			
The course <i>Alternative Schools</i> corresponds and correlates with the course <i>Didactics</i> , and a large number of methodics.			
Course contents			
<p>1.1 Frame system of a critical thinking in the entirety of teaching programme</p> <p>1.1.1 Introduction in critical thinking</p> <p>1.1.2 Frame system in a demonstration lesson</p> <p>1.1.3 Overview of a frame (ERR) system</p> <p>1.2 Methods of critical thinking promoting</p> <p>1.2.1 Creating the conditions for critical thinking</p> <p>1.2.2 Pupil's responsibility for critical thinking</p> <p>1.2.3 Teachers' questions</p> <p>1.2.4 Analysis of a teaching unit</p> <p>1.2.5 Strategies of a frame (ERR) system</p> <p>1.3 Reading, writing and discussion in each subject</p> <p>1.3.1 Demonstration lessons</p> <p>1.3.2 Activities for cycle: evocation / understanding of meaning / reflection</p> <p>1.3.3 Working with the described teaching methods</p> <p>1.3.4 Application of RWCT in natural subjects teaching</p> <p>1.4 New strategies of critical thinking promoting</p> <p>1.4.1 Demonstration and analysis of demonstration lessons</p> <p>1.4.2 Guided practice</p> <p>1.5 Cooperative learning</p> <p>1.5.1 Classes as impulses for cooperative learning</p> <p>1.5.2 Basic elements of cooperative learning</p> <p>1.5.3 Demonstration lessons through the method of cooperative learning</p> <p>1.5.4 Cooperative mathematical activities</p> <p>1.5.5 Exercises which demand moving around the classroom</p> <p>1.5.6 Exercises which demand opinion expressing and independent research</p>			

1.6 Teaching lesson planning, monitoring and evaluation 1.6.1 Teaching process planning: before teaching, during teaching, after teaching 1.6.2 Evaluation 1.6.3 Guided practice in evaluation 1.7 Writing workshop: from self-expression to point-of-view expression 1.7.1 Process approach to writing 1.7.2 Model of a workshop for writing 1.7.3 How to organise and manage a workshop for writing? 1.8 Critical reading or how to learn to read profoundly 1.8.1 Process of profound reading 1.8.2 Workshop for reading 1.8.3 Application of the reading process in teaching contents 1.8.4 Questions for the author				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
Students' obligations				
The students are to: <ul style="list-style-type: none"> - attend the lectures - write a seminar work in which they will interpret a teaching lesson according to the ERR model - pass the oral examination 				
Monitoring and marking of the students (bolded)				
Lecture attending 1	Activity in teaching 2	Seminar work 0,20	Experimental work Ø	
Written examination Ø	Oral examination 0,20	Essay Ø	Research Ø	
Project work Ø	Continual knowledge testing 0,20	Term paper Ø	Practical work 0,40	
Comment				
Through cooperation with the students, continual monitoring of their activity on the lectures and workshops, and through their thoughtful and critical involvement in discussion, an insight of improvement and needed knowledge mastering is being realised. The examination comprises of the oral form.				
Compulsory literature				
1. Vodiči kroz projekt RWCT 1.-8. (1998), Zagreb: Forum za slobodu odgoja. 2. Matijević, M. (2001), Alternativne škole. Zagreb: Tipex.				
Optional literature				
1. Sean, N. (1994), Neverbalna komunikacija u razredu. Zagreb: Educa. 2. Brajša, P. (1995), Sedam tajni uspješne škole. Zagreb: Školske novine. 3. Glasser, W. (1994), Kvalitetna škola. Zagreb: Educa. 4. Kyriacou, C. (1995), Temeljna nastavna umijeća. Zagreb: Educa. 5. Terhart, E. (2001), Metode poučavanja i učenja. Zagreb: Educa. 6. Dryden, G., Vos, J. (2001), Revolucija u učenju. Zagreb: Educa. 7. Weisbach, C., Dachs, U. (1999), Kako razviti emocionalnu inteligenciju. Zagreb: Knjiga i dom.				

Course code	LO			
Course title	Art Shaping			
General data				
Study Programme	Elementary school classroom education		Year	
Name of the course holder	Anita Cindrić, M.Sc.			
Course Status		Compulsory		Optional
Credit value and teaching organisation				
ECTS credits	3			
Number of lecture hours in semester	45			
Course aims				
<p>The basic aim of the course is to develop the students' artistic literacy and creative and critical awareness in relation to the basics of art, art language and artistic expression. It should lead to developing their personal view of the world and to creating the grounds for their future work with preschool children and with pupils.</p>				
Expected results				
<p>After completion of attending the course lectures the students are expected to be able:</p> <ol style="list-style-type: none"> 1. to use the art language of visual arts expression through various artistic fields 2. to approach creatively and critically to their own artistic expression, the expression of preschool children and children from the 1st to the 4th form of elementary school 3. to analyse the specific qualities of various visual art techniques, requisites and materials 4. to analyse works of art independently 5. to stay current with various events related to visual arts in Croatia and abroad 6. aim at future professional training (lifelong education) 				
Programme correspondence and correlation				
<p>The programme corresponds to the courses <i>Methodics of Art Culture I</i>, <i>Methodics of Art Culture II</i> and <i>Methodics of Art Culture III</i>. The programme correlates with other courses of lingual-artistic orientation.</p>				
Course contents				
<p>Approach to art work: visual art language, artistic fields, art techniques, art motives, art work analysis. Basic knowledge of drawing, painting, spatial-plastic shaping, graphics and alphabet, visual communications and design, expression of visual and performing art.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Independent Work	Multimedia and the Internet
Distance Learning	Consultation	Laboratory Work	Tutorials	Field work
<p>Comments:</p> <p>During the individual and group exercises which take place in a specialised classroom or field, the students apply the acquired theoretical knowledge, showing a great degree of independency (exercises for direct practical work in schools and nursery schools). The visual art exercises and games function as a catalyst of children's development.</p> <p>The students are offered the possibility of consultation in hours anticipated to consultations, according to their personal needs.</p> <p>Field work refers to rounds in Croatia and abroad, visits to museums, galleries and similar institutions displaying original artistic reality.</p>				

Students' obligations			
<p>The students have to:</p> <ul style="list-style-type: none"> - participate actively in all forms of the teaching and attend lectures, practical work classes, and exercises regularly - fulfil all the required tasks when performing visual arts exercises - to obtain different pedagogical materials <p>The final examination is specific because there is no oral examination. The final mark represents the average mark obtained from assessing the art works during the semester.</p>			
Monitoring and marking of the students (bolded)			
Lecture Attendance 0,60	Lecture Participation 0,40	Assignments Ø	Experiments Ø
Written Examination Ø	Oral Examination Ø	Essay Ø	Research Work Ø
Project Work Ø	Continuous Assessment Ø	Presentation Ø	Practical Work 1,10
Portfolio of methodical events 1,10	Programming class agenda 1,80		
<p>Comments:</p> <p>The students' work is permanently evaluated and/or assessed according to the following categories: lecture attendance, lecture participation and different art works: drawing, painting, graphic art, spatial-plastic shaping, practical arts, design and visual communications.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Jakubin, M. (1999), Osnove likovnog jezika i likovne tehnike. Zagreb: Educa. 2. Tanay, E. R., Kučina, V. (1995), Tehnike likovnog izražavanja, Zagreb. 			
Optional literature			
<ol style="list-style-type: none"> 1. Bačić, M., Mirenić-Bačić, J. (1998), Uvod i likovno mišljenje. Zagreb: Školska knjiga. 2. De Zan, D. (1994), Slika i crtež u psihoterapiji djece. Zagreb: Hrvatski pedagoško-književni zbor. 3. Ogrizović, V. (1990), Kad djeca slave. Zagreb: Školska knjiga. 4. Peić, M. (1986), Pristup likovnom djelu. Zagreb: Školska knjiga. 5. Peteh, M. (1995), Igrajmo se papirom. Zagreb: Alinea. 			

Course code	IPIV			
Course title	Bases of Statistics			
General data				
Study programme	Elementary school classroom education			Year
Name of the course holder	Miljenko Stanić, B.A.			
Course status	Compulsory		Optional	
Credit value and teaching organisation				
ECTS credits	3			
Number of lecture hours in semester	45			
Course aims				
<p>The basic aim is to promote contemporary, scientific points of view in explaining everyday life and understanding natural-scientific contents brought by various media.</p> <p>Expected results After completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 1. to solve approximately 50 problems related to the course 2. to define correctly, describe and read the formulas of the theory of probability and statistics 3. to analyse and apply the statistical processing on a concrete example from any research practice. 				
Programme correspondence and correlation				
<p>The programme corresponds with the mathematical courses. The course corresponds and correlates, as means, for analysis of statistical data in any research, particularly as a rigid approach to any methodology.</p>				
Course contents				
<p>Elements of combinations. Elements of the theory of probability. Conditional probabilities and Bays's theorem. Statistical set. Graphic presentation of statistical data. Basic parameters of the statistical set. Presentation and calculation of these parameters. Correlation between two statistical sets. Estimates of statistic parameters (on a sample). The use of computers in calculation.</p>				
Teaching organization and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations e-mail	Laboratory	Tutorial work	Field teaching
<p>Comment: The anticipated form of the teaching realisation is concentrated on lectures and exercises. The students are sent written lectures by e-mail and they are encouraged to participate orally during teaching. Two preliminary exams will test their knowledge and fulfill the written examination requirements.</p>				
Students' obligations				
<p>Lecture attendance Activity in teaching Preparations two (2) hours before commencement of lectures. Seminar work Preparation of one seminar work with computer application.</p>				

Written examination To solve approximately 50 problems, 5 per hour.			
Oral examination To read approximately 60 pages of literature, 5 pages per hour.			
Monitoring and marking of the students (bolded)			
Lecture attending 1,6	Activity in teaching 1,1	Seminar work 0,5	Experimental work Ø
Written examination 0,4	Oral examination 0,4	Essay Ø	Practical work Ø
<p>Comment:</p> <p>Since this is a fundamental course subject that serves as basis to any other, primarily scientific course at the university and the subject the children will be mastering throughout their future schooling, enough space and attention needs to be given to mathematics in order that the students adopt it in all its extent.</p> <p>Dialogue teaching should be encouraged, in which the students will be able to find a cooperative lecturer, willing to be "on hand" to explain any possible problem or doubt that may arise from such a complex course.</p> <p>During the lectures, it is important to keep in mind the application of the number theory or geometry in elementary school classroom education. Attention must be paid to simple facts that are easy to explain but of a great comprehensive profit which little children have to be acquainted with.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Pauše, Ž. (1989), Vjerojatnost. Zagreb. 2. Šošić, I. (1998), Zbirka zadataka iz statistike. Zagreb: Mikrokorad. 3. Sarapa, I. (1991), Teorija vjerojatnosti. Zagreb: Školska knjiga. 			
Optional literature			
<ol style="list-style-type: none"> 1. Vranić, V. (1985), Vjerojatnost i statistika. Zagreb: Tehnika knjiga. 2. Spiegel, M.R., (1995), Probability and Statistics. New York : Schaum's outline series I., McGraw-Hill book Company. 			

Course code	PSRZ			
Course title	Class Work Programming			
General data				
Study programme	Elementary school classroom education			Year
Name of the course holder	Zorina Pinoza – Kukurin, Ph.D., Assistant Professor			
Course status		Compulsory		Optional
Credit value and teaching organisation				
ECTS credits	3			
Number of lecture hours in semester	45			
Course aims				
<p>Basic aims</p> <p>The basic aim of the course is to train the students for implementation of the thematic contents on class community periods for the purpose of creation the collaborating and friendly atmosphere in a class collective. Through the theoretical precepts of this course the students learn to:</p> <ul style="list-style-type: none"> - recognise professional teacher's skills for educational work with all pupils in class (pupils with special needs, neglected and abused pupils with difficult family etiology, etc.) - form the contents for the workshop implementation on class community periods which refer to inclusion of "different", nonaverage pupils 				
Programme correspondence and correlation				
The contents of the course correlate with the contents of the following courses: <i>Pedagogy, Education of Children with Special Needs, Development Psychology, Educational Psychology and Anthropology of Education.</i>				
Course contents				
<ol style="list-style-type: none"> 1. Concept of a flexible teacher <ol style="list-style-type: none"> 1.1 Understanding of communication, needs, motivation and behaviour of "nonaverage" pupils 1.2 Social models of diversities 2. Theoretical bases and regularities of work in a group and with a group <ol style="list-style-type: none"> 2.1 Basic characteristics of a group 2.2 Group dynamics 2.3 Class department as a social group 2.4 Synergy in classroom 3. Crisis situations and stress <ol style="list-style-type: none"> 3.1 Stress recognising and managing 3.2 How do children behave in stress situations? 4. Sex education <ol style="list-style-type: none"> 4.1 Stereotypes, similarities and differences 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment:</p> <p>In the lectures the students acquire the cognitions of the importance of recognising the differences among pupils and of development of adequate approaches in educational work. The anticipated implemental form of realisation is orientated on practical examples of activity on class community periods, through which inclusion of different pupils is possible, and creating "an acceptable class atmosphere".</p>				

Students' obligations			
<p>The students' obligations are determined on two levels. The first level refers on a regular lecture and seminar teaching attendance. The second level supposes the suggestion of one topic and its realisation as a demonstration activity of a class community period.</p>			
Monitoring and marking of the students (bolded)			
Lecture attending 1	Activity in teaching 1	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing 1	Term paper Ø	Practical work 1
<p>Comment: The students achieve required ECTS credits through an active participation in all forms of the teaching. Each student chooses and interpretes one topic, with the mentor help of the lecturer, and implements it as a demonstration activity of a class community period.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Bićanić, J. (2001), Vježbanje životnih vještina - Priručnik za razrednike. Zagreb: Alinea. 2. Bognar, L., Uzelac, M., Bagić, A. (1994), Budimo prijatelji. Zagreb: Slon. 3. Bunčić, K., Ivković, Đ. (1993), Igrom do sebe. Zagreb: Alinea. 4. Kiš-Glavaš, L., Fulgosi-Masnjak, R. (ur.) (2002), Do prihvaćanja zajedno: Integracija djece s posebnim potrebama - priručnik za učitelje. Zagreb: Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama - IDEM 5. Janković, J. (2000), Sukob ili suradnja. Zagreb: Alinea. 6. Uzelac, M. (1999), Za Damire i Nemire. Zagreb: Mali korak. 7. Uzelac, M. (2000), Za Svemire, Zagreb: Mali korak. 			
Optional literature			
<ol style="list-style-type: none"> 1. Jull, J. (1998), Vaše kompetentno dijete. Zagreb: Educa. 2. Petz, B. (1991), Uvod u psihologiju. Zašto dolazi do sukoba među ljudima (poglavlje, str. 218 -275.). Zagreb: Grafički zavod Hrvatske. 			

Course code	DD			
Course title	Didactic Dokimology			
General data				
Study programme	Elementary school classroom education			Year
Name of the course holder	Anita Klapan, Ph.D.			
Course status		Compulsory		Optional
Credit value and teaching organisation				
ECTS credits	3			
Number of lecture hours in semester	45			
Course aims				
<p>The basic aim of the course is to acquire the basic knowledge of didactic dokimology with a critical and creative relation to teaching theory and practice.</p> <p>Expected results It is expected that after completion of the lecture attendance the students will:</p> <ol style="list-style-type: none"> 1. acquire the cognitions of educational process evaluation (basic phases, procedure, actions and methodological instruments) 2. be trained for application of methods, techniques and actions into evaluation process of educational work 3. be trained and motivated for a more objective and more human approach to evaluation processes in teaching and learning 				
Programme correspondence and correlation				
This course relates to and corresponds with relevant corpus of didactic knowledge, pedagogy knowledge, psychology knowledge and some methodics knowledge.				
Course contents				
<ul style="list-style-type: none"> - Basic terms: evaluation, checking, marking and testing - Didactic dokimology – field of analyse and methodological establishment - Evaluation processes in education, teaching and learning as specific forms of educational process - Term, aim and purpose of evaluation in teaching and learning - Phases of evaluation process - Basic components of evaluation process - Subject and methodological complex of evaluation processes - Specific qualities of educational phenomenon and of nature of measuring in education - Subjective approaches to evaluation in teaching and learning, and difficulties which arise from such approaches - Towards objectification of evaluation processes in teaching and learning (tests, objective type tasks, scales of assessment, scales of judgement, etc.) - School mark and marking process - Difficulties which follow marking process and possible improvements - Dokimologic special qualities in some teaching subjects - World and European dokimologic experiences 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				

Students' obligations			
The students are to attend the lectures, to participate actively in homework (exercises) implementation and to carry out the given tasks independently. Besides that, the students are to participate actively in the realisation of educational-didactic workshops, and to write and expound a seminar work on a certain topic.			
Monitoring and marking of the students (bolded)			
Lecture attending 1	Activity in teaching 0,5	Seminar work 0,5	Experimental work Ø
Written examination Ø	Oral examination 1	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
<p>Comment:</p> <p>During the semester the students achieve required ECTS credits through a regular attending of the lectures, an active participation in all forms of the teaching, the completion and expounding of a seminar work and by passing the oral examination.</p>			
Compulsory literature			
<ol style="list-style-type: none"> Grgin, T. (2001), Školsko ocjenjivanje znanja. Jastrebarsko: Naklada Slap. Matijević, M. (2004), Ocjenjivanje u osnovnoj školi. Zagreb: Tipex. Meyer, H. (2002), Didaktika (razredne kvake). Zagreb: Educa. Vrgoč, H. (ur.) (2002), Praćenje i ocjenjivanje školskog uspjeha. Zagreb: HPKZ. 			
Optional literature			
<ol style="list-style-type: none"> Dryden, G.; Vos, J. (2001), Revolucija u učenju. Zagreb: Educa. Grgin, T. (1986), Školska dokimologija. Zagreb: Školska knjiga. Klippert, H. (2001), Kako uspješno učiti u timu. Zagreb: Educa. Perišić, M. (1988), Evaluacija učeničkih postignuća. Sarajevo: Svjetlost. Pongrac, S. (1980), Ispitivanje i ocjenjivanje u obrazovanju. Zagreb: Školske novine. Robinson, A. (1980), Principles and Practices of Teaching. London. Vrcelj, S. (1996), Kontinuitet u vrednovanju učenikova uspjeha. Rijeka: Pedagoški fakultet. 			

Course code	DISS				
Course title	Drama and Scenic Creativity				
General data					
Study programme	Elementary school classroom education			Year	
Name of the course holder	Maja Verdonik, M.Sc.				
Course status		Compulsory		Optional	
Credit value and teaching organisation					
ECTS credits	3				
Number of lecture hours in semester	45				
Course aims					
<p>The basic aim of this course is to introduce the students to the representative realisations of native and non-native drama / theatrical art, in synchronous and diachronous order, especially the ones for children and youth, to the contemporary cognitions of the field of drama / theatrical theory and critique and to train the students for the application of such realizations and cognitions in their work with children from 1st to 4th form of elementary school (elementary school classroom education).</p>					
Expected results					
It is expected that after completion of attending the course lectures the students will be able:					
<ul style="list-style-type: none"> 13. to interpret correctly and analyse the basic terms of drama literature for children 14. to analyse technical literature and apply adequately the acquired cognitions in their work with children in lower forms of elementary school 15. to use independently the acquired cognitions in considering contemporary theatrical production for children and youth. 					
Programme correspondence and correlation					
<p>The programme corresponds with the courses <i>Children's Literature</i> and <i>Media Culture</i>. The programme correlates with the courses of linguistic – artistic orientation.</p>					
Course contents					
<ul style="list-style-type: none"> 1. Review of the history of theatre, especially the theatre for children and youth 2. Puppet theatre 3. Literate and teatrological approach to drama text 4. Contemporary drama literature for children and youth, on the scene (City puppet theatre Rijeka, Little scene, Zagreb, etc.) 5. Television and radio drama creativity for children and youth 					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations	Laboratory	Tutorial work	Field teaching	
<p>Comment: The lectures are dedicated to drama literature for children and puppetry as a component part of theatrical literature. Concerning seminar, the students independently and with the teacher's help, prepare a seminar work on a suggested topic or on the topic of the student's own choice. The aim of the seminar is to, through the studying of the corresponding literature, introduce the students to an independent research work. Likewise, the students are directed to the use of contemporary literature in printed and electronic form. The field teaching is referred to the following of the events connected with the theatre for children and youth (new editions of books and press, theatrical performances, etc.).</p>					

The use of the multimedia and the Internet will contribute to the acquisition of the latest cognitions of the course contents field.

Students' obligations

- to attend regularly and participate actively in all forms of the teaching
- to complete and expound the seminar work
- to pass the oral examination.

Monitoring and marking of the students (bolded)

Lecture attending 0,75	Activity in lectures 0,25	Seminar work 1	Experimental work Ø
Written examination Ø	Oral examination 1	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø

Comment:

During the semester the students achieve required ECTS credits through the regular attending of the lectures, an active participation in all forms of the teaching, the completion and expounding of the seminar work and by passing the oral examination.

Compulsory literature

1. Batušić, N. (1991), Uvod u teatrologiju. Zagreb: Grafički zavod Hrvatske.
2. Schneider, W. (2002), Kazalište za djecu: aspekti, diskusije, utisci iz Europe, modeli za budućnost. Zagreb: Mala scena.
3. Ladika, Z. (2000), Kazališne čarolije: zbirka igrokaza za kazališta za djecu i dramske grupe. Zagreb: Kazalište Mala scena.
4. Zbornici dramskih i scenskih tekstova

Optional literature

1. Mrkšić, B. (1971), Riječ i maska, Pristup scenskoj umjetnosti. Zagreb: Školska knjiga.
2. Mrkšić, B. (1975), Drveni osmijesi, Eseji iz povijesti i teorije lutkarstva, Zagreb: Centar za vanškolski odgoj Saveza društava Naša djeca.
3. Tekstovi o sadržajima iz ovog kolegija u periodici (Medijska istraživanja, Vijenac, Školske novine itd.).
4. Izdanja Hrvatskog centra ITI – Unesco (Međunarodnog kazališnog instituta) i Hrvatskog centra za dramski odgoj
5. Internetske stranice o kazalištu za djecu i mlade.

Course code	OZDG				
Course title	Education for Democratic Citizens				
General data					
Study programme	Elementary school classroom education			Year	
Name of the course holder	Jasminka Ledić, Ph.D.				
Course status		Compulsory		Optional	
Credit value and teaching organisation					
ECTS credits			3		
Number of lecture hours in semester			45		
Course aims					
Basic aims					
<ul style="list-style-type: none"> - to train the students for a professional approach to the promotion of the principles of democratic citizens and human rights, and particularly for their application in practice - to motivate the students for an active participation in public life, with due reference to their professional role 					
Programme correspondence and correlation					
<p>According to its content, the course <i>Education for Democratic Citizens</i> is of an interdisciplinary nature, and therefore corresponds with the courses which emphasise a contemporary dimension of education, which considers education for the role of a citizen as an important aspect of basic education.</p>					
Course contents					
<ul style="list-style-type: none"> - Subject, tasks, contents of the course, fields that the course encloses, interdisciplinary character - Basic terms and definitions - Condition and problems of civil society development in Croatia - Associations in promotion of education - Human rights - International documents of education in context of education for democratic citizens (special emphasis on application of documents in elementary school classroom education: General declaration of human rights; Declaration of children's rights; Declaration of the principles which strengthen peace ideals, mutual respect and understanding among young people; Recommendation of education for international understanding, cooperation and peace, and respect of human rights and basic freedoms) - Education for democratic citizenry: international programmes referring to work in elementary school classroom education - Educational politics in the Republic of Croatia and education for democratic citizens - National programme of education for human rights (elementary school classroom education) - Projects, programmes and actions in the Republic of Croatia which promote education for democratic citizens in elementary school classroom education - Importance of attitudes and values in education for democratic citizens - Teaching strategies in education for democratic citizens in elementary school classroom education - How to create a funding project (the basis of fund-raising) - Why and how to link school, pupils and parents? - School and community in context of prosocial behaviour development 					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations	Laboratory	Tutorial work	Field teaching	

Comment:

The course consists of the lectures and seminars, and concerning the self-study assignments, the students will be referred to the use of the Internet. One part of the teaching will be implemented in a consultative form, and one part of the teaching materials will be accessible for the students on the web-sites of Teacher Education College Rijeka.

Students' obligations

- to participate in the teaching and to fulfill the current teaching obligations (preparations for the lectures and seminars, an active participation in discussions, etc.)
- to prepare and expound a programme draft (project proposal) of integration of children into activities which promote development of democratic citizens, respect of human rights and non-violent solving of conflicts
- to pass the oral examination

Monitoring and marking of the students (bolded)

Lecture attending 1	Activity in teaching Ø	Seminar work 1	Experimental work Ø
Written examination Ø	Oral examination 1	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø

Comment:

Compulsory literature

1. Durr, K., Spajić-Vrkaš, V., Ferreira Martins, I. (2002), Učenje za demokratsko građanstvo u Europi. Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo, Filozofski fakultet, Sveučilište u Zagrebu.
2. Ledić, J. (1996), Škola: prosocijalna zajednica učenika, učitelja i roditelja. U: Pedagogija i hrvatsko školstvo jučer i danas za sutra. Zbornik radova Sabora hrvatskih pedagoga. Zagreb: Hrvatski pedagoško književni zbor, str. 203-207.
3. Spajić-Vrkaš, V. (2002), Odgoj i obrazovanje za demokratsko građanstvo u Hrvatskoj – izvješće. Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo, Filozofski fakultet, Sveučilište u Zagrebu.
4. Nacionalni program odgoja i obrazovanja za ljudska prava. prvi dio: Predškolski odgoj, Osnovna škola – Razredna nastava, Srednja škola. (1999), Zagreb: Vlada Republike Hrvatske/Nacionalni odbor za obrazovanje o ljudskim pravima.

Optional literature

1. Agenda 2000. (1999), Zagreb: Europski pokret Hrvatske.
2. Besson, W. i Jasper, G. (1998), Temeljni pojmovi moderne demokracije: Sastavnice slobodnjačkog državnog uređenja. Osijek, Zagreb i Split: Pan liber.
3. Riley, S (1984), How to generate values in young children. Washington, D.C: NAEYC (National Association for Education of Young Children).
4. Fontaine, P. (1994), Europska unija u 10 lekcija. Zagreb: Europski pokret Hrvatske.
5. Ledić, J. (1999), Škola i vrijednosti. Rijeka: Filozofski fakultet.
6. Ledić, J. (1996), Treći sektor: okvir za razvoj civilnog društva i djelovanja u području okoliša. Socijalna ekologija, 5(1) 37-46.
7. Projekt građanin. (1998), Udžbenik za učenike. Zagreb: Hrvatski pedagoško-književni zbor.
8. Prpić, I., Puhovski, Ž., Uzelac, M. (ur.) (1990), Leksikon temeljnih pojmova politike: Abeceda demokracije. Zagreb: Školska knjiga.
9. Reidel, M. et al. (1991), Građansko društvo i država. Povijest razlike i nove rasprave. Zagreb: Naprijed.
10. Šimac, N. (1999), Abeceda demokracije: Razgovori o demokraciji. Zagreb: Udruga domovine i dijaspore za demokratsko društvo i Hrvatsko kulturno društvo «Napredak».

Course code	OIOD		
Course title	Education of the Gifted		
General data			
Study programme	Elementary school classroom education	Year	
Name of the course holder	Jasna Arrigoni, B.A.		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
ECTS credits	3		
Number of lecture hours in semester	45		
Course aims			
<p>The basic aim is to make the students aware of the fundamental rights of gifted individuals, and that the students learn, through application of their acquired cognitions, specific skills and attitudes, how to meet the needs of potentially gifted individuals in educational institutions.</p> <p>Expected results:</p> <ul style="list-style-type: none"> - to define and analyse the basic terms and different understandings of giftedness - to explain different theoretical lines of thoughts and their impact on education of gifted individuals - to analyse and carry out the process of identification of gifted children in educational institutions, to define the teacher's role in this interdisciplinary process and to create a written exercise related to the process of identification - to analyse and implement adequately the range of cognitions of educating gifted children (characteristics of gifted children and teachers, role of the family, forms of educational support: acceleration, enrichment and separation, experiences from direct educational practice, the principles of setting programmes for gifted children in nursery schools and elementary schools, legal regulations, development of systematic care for gifted children) - to analyse the role of creativity in encouragement of gifted children and to create proposal for children's creative workshops - to describe past work experiences with gifted children in the Republic of Croatia, Europe and world experiences and the role of non-governmental organisations, etc. 			
Programme correspondence and correlation			
The course <i>Education of the Gifted</i> corresponds and correlates with the courses of the psychology field and the contents of all the methodics stipulated by the study programme.			
Course contents			
<p>Basic terms (giftedness, talent); Various understandings of giftedness; Prejudices and myths related to the gifted</p> <p>Theoretical lines of thoughts and their impact on forms of encouragement of gifted individuals (Renzulli-Reis-Triad definition of giftedness, H. Gardner – theory of multiple intelligence, R. Sternberg - theory of intellectual functioning, etc.); The most well- known research in the field of giftedness (Terman, Bloom); The identification of giftedness (methodical problems, identification in an early childhood, possible consequences of identification, interdisciplinary approach to identification, the teacher's role in process of discovering the gifted), Recognition and development of field-specific types of giftedness (in music, art, mathematics, etc.); Characteristics of gifted children (social and emotional functioning, motivation, cognitive needs, educational needs, the concept of meta-cognition and meta-memory); Characteristics of teachers/educators for work with gifted children, opportunities of continual professional improvement; The family role in the development of gifted children, examples of organised work with parents in the Republic of Croatia, Europe and worldwide, establishing the cooperation between the family and educational institutions, i.e. educator/teacher; The concept of creativity, development of creativity during an individual's life with emphasis upon preschool and elementary school age, models of encouraging creativity; New teaching models (cooperative learning, team work, problem teaching, etc.), creative workshops as a form of giftedness encouragement; Basic forms of educational support for gifted children</p> <p>Acceleration (advantages, disadvantages, possible forms, the process of acceleration in educational institutions)</p> <p>Enrichment (concept and contents of an enriched curriculum, application, e.g. of Bloom's taxonomy of knowledge, Enriched J.Renzulli's triad model in preparation of enriched contents), internal programme differentiation, additional school environment enrichment; Forms of pupils' separation; Experiences from direct educational practice (LIADO- Art-research atelier for gifted elementary school children, Class «E» for mathematics, Novigradsko proljeće, Astronomy school in Višnjan, etc.); The principles of setting programmes for gifted children in nursery schools and elementary schools; Experiences in work with gifted children in the</p>			

Republic of Croatia; European and world experiences in organising systematic care for gifted children The role of governmental, non-governmental and specialized organizations (ECHA – European Council for High Ability, World organization for the gifted, etc.)				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment: The course comprises of the lectures and structural creative workshops. The students will be guided to use relevant literature and the Internet in their self-study assignments.				
Students' obligations				
The students' obligations in this course are: <ul style="list-style-type: none"> - to participate the lectures (active participation in discussions and small group work) according to previously set topics - to carry out the process of identification of gifted children in educational organisations, to fill in the relevant form for preschool teachers/teachers and to create a written exercise - to prepare and present a creative workshop for working with children - to pass the oral part of the examination 				
Monitoring and marking of the students (bolded)				
Written examination	Oral examination 0.25	Essay	Practical work 0.8	
Project work	Continual knowledge testing	Research	Seminar work 0,7	
Lecture attending 1	Activity in teaching 0.25	Experimental work	Term paper	
Comment:				
Compulsory literature				
<ol style="list-style-type: none"> 1. Cvetković-Lay, J., Sekulić-Majurec, A. (1998), Darovito je što ću s njim - Priručnik za odgoj i obrazovanje darovite djece predškolske dobi. Zagreb: Alinea i Centar za poticanje darovitosti «Bistrić». 2. Cvetković-Lay, J. (2002), Darovito je što ću sa sobom. Zagreb:Alinea. 3. Čudina-Obradović, M. (1990), Nadarenost, razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga. 4. Koren, I. (1993), Neki metodološki problemi i neželjeni efekti identifikacije nadarenih. Napredak, 134 (4), 401-412. 5. Koren, I (1989.), Kako prepoznati i identificirati nadarenog učenika, Zagreb: Školske novine. 				
Optional literature				
<ol style="list-style-type: none"> 1. Gardner, H. (1999), Inteligencija-različita gledišta. Jastrebarsko: Naklada Slap. 2. Sternberg, R. (1995), Uspješna inteligencija. Zagreb: Barka. 3. Miljak, A. (1995), Odgajatelj i kreativnost djece. U: 4.dani predškolskog odgoja Čakovec `95. 4. Sekulić-Majurec, A. (1995), Programi istraživanja darovitosti. Napredak, br. 4. 5. Sekulić-Majurec, A. (1995), Mogućnosti razvijanja produktivne darovitosti potencijalno darovitih srednjoškolaca. Napredak, br. 1. 				

Course code	OGK		
Course title	Education through Music Communication		
General data			
Study programme	Elementary school classroom education	Year	
Name of the course holder	Renata Sam Palmić, M.Sc.		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
ECTS credits	3		
Number of lecture hours per semester	45		
Course aims			
<p>The basic aim of this course is to <i>create</i> musical – aesthetic communication among participants in a music / educational situation.</p> <p>Expected results The students will :</p> <ol style="list-style-type: none"> 1. develop skills and abilities of music communication, especially in vocal and instrumental music 2. recognise the need of listening to music as an essential music activity in educational work 3. create and develop a research relation towards music work of art and possibility of children's perception 4. impact on children's emotional development. 			
Programme correspondence and correlation			
<p>The course <i>Education through Music Communication</i> corresponds with the courses: <i>Methodics of Music Culture, Music Culture, Solfeggio</i> and <i>Music Practicum</i>, as well as with the other courses such as <i>Methodics of Art Culture, Methodics of Croatian Language, Children's Literature</i> and <i>Media Culture</i>. This course is individually adapted to the students, stimulating the development of their creativity based on his comprehension of music influence on children's / pupil's education and development, in accordance with their individual abilities.</p> <p>Primarily by listening to music, the future preschool teacher / teacher directly experiences and gets acquainted with a music work of art – through music form and structure – and familiarises with possibilities of the impact of music on pupil's different needs, interests and desires.</p>			
Course contents			
<p><i>Lectures:</i> <i>Familiarisation with</i> basic elements of music communication. <i>Importance</i> of music reception for a successful musical-aesthetic communication. <i>Emotionality and sensitiveness</i> in music reception. <i>Musical structure and form-</i> emotion and meaning. Listening – the basic form of musical activity in teaching. <i>Ability of listening to music</i> – a necessary condition for music communication. <i>Communication</i> with vocal and vocal –instrumental music. <i>Communication</i> in instrumental music. Educational <i>interaction</i> of relation: pupil - music - teacher. <i>Influence</i> of secondary music and media on pupil's musical education. The teaching is held mainly in groups, i.e. in a kind of workshop forms.</p> <p><i>Seminar activities :</i> While preparing their seminar works from music literature (art music and national heritage), the students get acquainted with music work of art in its artistic, cultural, historical and social meaning, i.e. influence on development of an individual and the society aimed at education for a creative competence in mediation between music and a child / pupil. Music emotional-aesthetic and cognitive activity in preparation and creation of the students' seminar work will help them not to stay only within the given framework, concerning music.</p>			

Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
Students' Obligations				
The students have to write a seminar work. Within the limits of the same, the students will get acquainted with a musical work of art and will analyse and evaluate it and its educational applicability in an educational situation. The students will have to participate in the teaching and discuss about their seminar works.				
Monitoring and marking of the students (bolded)				
Lecture attending 0,50	Activity in teaching 0,25	Seminar work 1,00	Experimental work Ø	
Written examination Ø	Oral examination 1,00	Essay Ø	Research 0,25	
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø	
Comment:				
Compulsory literature				
<ol style="list-style-type: none"> 1. Focht, I. (1980), <i>Suvremena estetika muzike</i>. Beograd: Nolit. 2. Focht, I. (1984), <i>Uvod u estetiku</i>. Sarajevo: Svjetlost. 3. Altemuller, E. (2002), Čini li nas glazba inteligentnijima? <i>Tonovi</i>, 40 (3-15). 4. Sam, R. (1998), <i>Glazbeni doživljaj u odgoju djeteta</i>. Rijeka: Glosa. 				
Optional literature				
<ol style="list-style-type: none"> 1. Brajša, P. (1994), <i>Pedagoška komunikacija</i>. Zagreb: Školska knjiga. 2. Bratanić, M. (1993), <i>Mikropedagogija - Interakcijsko-komunikacijski aspekt odgoja</i>. Zagreb: Školska knjiga. 3. Dahlhaus, C. (2003), <i>Estetika glazbe</i>. Zagreb: Sintagma. 4. Key, E. (2000), <i>Stoljeće djeteta</i>. Zagreb: Educa. 5. Sam Palmić, R. (2002), <i>Glazbeno teorijski i praktični aspekti obrazovanja odgajatelja i učitelja</i>. U: <i>Djetinjstvo, razvoj i odgoj</i>. Zadar: Sveučilište u Zadru. 6. Sam Palmić, R. (2003), <i>Emocija za darovite</i>. U: Blažič, M. (ur.), <i>Nadarjeni izkorišćen, ali prezrt potencijal</i>. Novo mesto: Slovensko združenje za nadarjene, str. 444-448. 7. Sam Palmić, R., Verdonik, M. (2004), <i>Glazbena slikovnica, alternativa u medijskom odgoju</i>. U: Blažič, M. (ur.), <i>Media in education</i>. Novo mesto: Visoko učilište, str. 445-448. 8. Sam Palmić, R. (2002), <i>Odjeci «starinske note» u odgoju glazbenom komunikacijom</i>, U: Bacalja, R. (ur.), <i>Živa baština</i>. Split: VUŠ Zadar, Sveučilište u Splitu, str. 119-126. 9. Tuksar, S. (1995), <i>Zbornik izvornih tekstova iz estetike i povijesti glazbe</i>, Zagreb: Muzička akademija Sveučilišta u Zagrebu, osobno izdanje. 				

Course code	PAPO			
Course title	Educational Aspect of Addiction Prevention			
General data				
Study programme	Elementary school classroom education		Year	
Name of the course holder	Marko Mušanović, Ph.D.			
Course status		Compulsory		Optional
Credit value and teaching organisation				
ECTS credits		3		
Number of lecture hours in semester		45		
Course aims				
<p>The basic aim of the course is to familiarise the students with the problem area of addiction and addiction prevention on the example of drug abuse observed through educational perspective.</p> <p>Expected results</p> <p>After completion of attending the course lectures the students will:</p> <ol style="list-style-type: none"> 1. understand and interpret educational theories, approaches and models of addiction prevention 2. approach to the issue of addiction prevention from different disciplinary aspects; 3. create independently preventive programmes in elementary school institutions 4. develop independently preventive programmes for educational group and parents' education 				
Programme correspondence and correlation				
The programme of the course is correlates and corresponds with the courses <i>Pedagogy, Methodics of Natural and Social Sciences</i> and <i>Methodics of Kinesiology</i> .				
Course contents				
<p>Narcogogy as educational discipline. Theoretical and methodological determination of addiction prevention. Prevention or promotion: paradigm doubts – theory of lifelong illness (social illness) or healthy lifestyles. Conceptualisation of drug addiction prevention in various scientific fields: ‘public health model’ – primary, secondary and tertiary prevention; ‘model of normalisation’ - focusing of prevention on high-risk groups; ‘models, system-therapeutic models, ‘peer’ models, models of public health.</p> <p>Educational strategies of preventive actions: community programmes – community subjects and facilities; Youth programmes (extramural) – target youth groups; Preschool and school preventive programmes; Family approach; Explicit family programmes; Mass media; ‘Outreach’ programmes; ‘damage minimising’ programmes; General health care programmes; Integration centres; Self-help groups; ecological model of prevention’ – healthy society, healthy communities; ‘constructive model’ – prevention as an self-ethical behaviour.</p> <p>Development stages of approaches and models of drug addiction prevention – models of repression, models of education and informing, models of high-risk behaviour alternatives and strengthening of personal sources, models of strengthening personal and social potentials, promotion of resistance and acquisition of life skills, promotion of ‘damage minimising’, and competence in deciding on risk behaviour; models of health promotion (individual, situation and structural prevention); integrative models of deciding on risk behaviour in middle 1990s.</p> <p>Addiction prevention models – models based on knowledge about drugs (cognitive models), communicative-information-educational models, models of social influence, social-development models, commune development models, ecological models, therapeutic Phone lines; Judicature programmes, etc.</p> <p>Methodology of adiction prevention curriculum development for elementary schools.</p>				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Independent Study	Multimedia and the Internet
Distance Learning	Consultation	Laboratory Work	Tutorials	Field Work
<p>Comments:</p> <p>The anticipated form of realisation is orientated on the lectures, exercises and self-study assignments. The students are also directed to the consultative work with the lecturer. The use of multimedia and Internet is also seen as a presumption for achieving the course aims.</p>				

Students' obligations			
The students' obligations are determined on several levels. The first level refers to an active students' participation in all forms of the teaching and knowledge acquisition. The second level refers to an active realisation of obligations through an independent information gathering, their processing and synthesis during the exercises and self-study assignments. Therefore, the students' obligation is to create a full drug addiction prevention programme for a class. Taking the oral part of the examination is also a form of students' obligations.			
Monitoring and marking of the students (bolded)			
Lecture Attendance Ø	Lecture Participation 1	Assignments Ø	Experiments Ø
Written Examination Ø	Oral Examination 1	Essay Ø	Research Work Ø
Project Work Ø	Continuous Assessment Ø	Presentation Ø	Practical Work 1
Comments:			
Compulsory literature			
<ol style="list-style-type: none"> 1. Barbir, J. (2002), Utemeljenje kurikuluma prevencije zlouporabe droga. (magistarski rad) Rijeka: Sveučilište u Rijeci, Filozofski fakultet u Rijeci. 2. Hočevar, A. (2001), Preventiva (zlo)porabe drog v šoli ali meje (ne)možgane. Sodobna pedagogika, (52) 118, 5. 3. Mušanović, M., Barbir, J. (2001), Modularni program prevencije zlouporabe droga . (www.prevenција.com) 4. Sakoman, S. (2001), Društvo bez droga? Hrvatska nacionalna strategija. Zagreb: Institut društvenih znanosti Ivo Pilar. 5. Pediček, F. (1992), Pedagogika danes (poglavlje Narkogogika). Maribor: Založba Obzorja. 			
Optional literature			
<ol style="list-style-type: none"> 1. Caulkins, J., Pacula, R., Paddock, S., James R., Chiesa, J. R. (2002), School-Based Drug Prevention: What Kind of Drug Use Does It Prevent? RAND 2. Semisch H. S., Paul B. (2002), An Alternative to Contemporary Forms of Drug Control. Journal of Drug Issues, (32) 2. 3. Mušanović, M. (2000), Teorijska polazišta razvojne pedagoške djelatnosti stručnih suradnika. U: Pedagozi – stručni suradnici u inovacijskom vrtiću i školi. Zagreb: HPKZ, str. 19-28. 4. xxx (2004), National Drug Control Strategy. Washington: The White House. 5. Miliša, Z. (2003), Prilog prevenciji zloporaba droga. Split: Privatna naklada. 6. Miliša, Z., Takšić, V. (1997), Studenti, droga, odnos prema radu i religiji. Napredak, br. 4. 7. Itković, Z., Nenadić-Bilan, D. (1995), Obitelj, škola, droga. Zadar: Zadarska tiskara. 8. Hotujac, Lj. (1992), Zloupotreba sredstava ovisnosti - prevencija i nadzor. Zagreb: Školska knjiga. 9. Lalić, D. (1999), Avanturizam roditeljstva. Split: Liga za borbu protiv narkomanije. 10. Lalić, D., Nazor, M. (1997), Narkomani: Smrtopisi. Zagreb: Alinea. 11. xxx (2000), Provisional agenda item 12.8 Revised drug strategy, Fifty-third world health assembly. 12. xxx (2004), Communication from the Commission to the Council and the European Parliament on a European Union Action Plan to Combat Drugs (2000 – 2004). Brussels: Council of the EU 13. Burkhart, G., Matt, B. (2003), Community-based drug prevention programmes from EDDRA. 14. Jurić, V., Mušanović, M., Staničić, S., Vrgoč, H. (2001), Konceptija razvojne pedagoške djelatnosti stručnih suradnika. Zagreb: Prosvjetno vijeće, Ministarstvo prosvjete i športa RH. 15. Vrcelj, S., Mušanović, M. (2000), Perspectives of Schools. Lifelong Learning - Inside and Outside Schools, (1), 206-216. 16. Mušanović M., Vrcelj S., Zloković J. (2003), What we expect and how to evaluate education ? Valuing learning - learning valuing 			
Helsinki: http://pedagogija.skretnica.com/marko/radovi.asp			

Course code	FK			
Course title	Folklore Music			
General data				
Study programme	Elementary school classroom education		Year	
Name of the course holder	Mirna Marić, M.Sc.			
Course status		Compulsory		Optional
Credit value and teaching organisation				
ECTS credits		3		
Number of lecture hours in semester		45		
Course aims				
<p>The main aim of this course is to <i>familiarise</i> with the Croatian folk music and instruments and to develop love and desire for its preservation.</p>				
Expected results				
After completion of attending the course lectures the students will be qualified for:				
<ul style="list-style-type: none"> 9. correct defining of the wide spectrum of musical manifestations of Croatian folklore 10. recognition and critical analysis of specific musical appearances, social factors which are the initiators of musical manifestations and music creation 11. development of skills of recognising, analysing and interpreting the world folk music, music within the context of human sciences and sociology, as well as the analysis of individual interpretation. 				
Programme correspondence and correlation				
The course corresponds and correlates with the courses <i>Music Culture, Methodics of Music Culture</i> and <i>Art Culture</i> .				
Course contents				
<ul style="list-style-type: none"> - Folklore music – basic principles of folklore study - Folklore music in Croatia - Regional division according to musical characteristics - Slavonija and Baranja, vocal and instrumental musical manifestations - Slavonija and Baranja, most popular musical instruments and characteristic dances - Međimurje, characteristic vocal and instrumental music, characteristic instruments - Central Croatia (Podravina, Hrvatsko Zagorje), vocal and instrumental music - folk instruments, instrumental bands, string players, musicians - Lika and Gorski Kotar, music and folklore characteristics - Istra and Primorje, music and folklore characteristics - Dalmacija and islands, seaside area north of Zadar 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
<p>Comment: In the seminar teaching and workshops the students acquire the skills of creating the seasonal children's national instruments and playing on the same instruments.</p>				
Students' obligations				
Regular attending and an active participation in the teaching, writing a seminar work and realisation of the tasks in agreement with the lecturer.				

Monitoring and marking of the students (bolded)			
Lecture attending Ø	Activity in teaching Ø	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
Comment:			
Compulsory literature			
<ol style="list-style-type: none"> 1. Bezić, J. (1974), Hrvatska muzika. Narodna, U: Muzička enciklopedija II. Zagreb: Jugoslavenski leksikografski zavod, str.168-175. 2. Bezić, J. (1974), Akulturacija kao mogućnost daljeg življenja folklorne glazbe. Zvuk, (2), 149-154. 3. Buble, N. (ur.) (1991), Zbornik dalmatinskih klapskih pjesama II. Omiš: Festival dalmatinskih klapa. 4. Marošević, G. (1992), Folklorna glazba – Predmet etnomuzikologije. Konceptija etnomuzikologije u Hrvatskoj u proteklom desetljeću. Arti Musices, 23 (2), 115-128. 5. Marošević, G., Zebec, T. (1998), Folklorna glazba i ples. Uloga glazbe i plesa u životu ljudi - Regionalni pregled, U: Etnografija, Svagdan i blagdan hrvatskoga puka. Zagreb, str. 231-243. 			
Optional literature			
<ol style="list-style-type: none"> 1. Čaleta, J. (2000), Traditional Musical Instruments. U: Croatian folk culture at the crossroad of worlds and eras. Zagreb, str. 421-437. 2. Marošević, G. (2000), Traditional Music. U: Croatian folk culture at the crossroads of worlds and eras. Zagreb, str. 409-420. 			

Course code	IPIV				
Course title	Introduction to Logics and Sets				
General data					
Study programme	Elementary school classroom education			Year	
Name of the course holder	Miljenko Stanić, B.A.				
Course status		Compulsory		Optional	
Credit value and teaching organisation					
ECTS credits	3				
Number of lecture hours in semester	45				
Course aims					
<p>The basic aim is to promote contemporary, scientific points of view in explaining of everyday life and understanding natural-scientific contents brought by various media.</p> <p>Expected results After completion of attending the course lectures the students will be able:</p> <ol style="list-style-type: none"> 1. to solve approximately 50 problems related to the course 2. to define correctly, describe and read a formal-logical record 3. to analyse the theoretical hypothesis of the set theory 4. to distinguish the theoretical theory from the naive set theory. 					
Programme correspondence and correlation					
<p>The programme corresponds with the mathematical courses. This course corresponds and correlates with all other courses whose main concern is cognitive development of children in lower forms of elementary school. Particular, rigid approach to any methodology.</p>					
Course contents					
<p>Attempt of building all mathematics on sets. Russell's paradox. Axiomatic set theory. Ordinal and cardinal numbers. Trans-infinite arithmetic. Proposition calculus. Axioms of the proposition calculus. Semantics of the proposition calculus. Completeness. Determination. Predicate calculus. Axioms of the predicate calculus. Semantics of the predicate calculus. Calculus' incompleteness. Non-standard logics. Multi-valid logics. Modal logics. Time logics. Intuitionistic logics. The computer and picture in learning of basic logical concepts. Bringing closer the logical-mathematical formalism to children in the lower forms of elementary school. The computer and game.</p>					
Teaching organization and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations e-mail	Laboratory	Tutorial work	Field teaching	
<p>Comment: The anticipated form of the teaching realisation is concentrated on lectures and exercises. The students are sent written lectures by e-mail and they are encouraged to participate orally during teaching. Two preliminary exams will test their knowledge and fulfill the written examination requirements.</p>					
Students' obligations					
<p>Lecture attendance Activity in teaching Preparations two (2) hours before commencement of lectures.</p>					

Seminar work Preparation of one seminar work with computer application.			
Written examination To solve approximately 50 problems, 5 per hour.			
Oral examination To read approximately 60 pages of literature, 5 pages per hour.			
Monitoring and marking of the students (bolded)			
Lecture attending 1,6	Activity in teaching 1,1	Seminar work 0,5	Experimental work Ø
Written examination 0,4	Oral examination 0,4	Essay Ø	Practical work Ø
<p>Comment:</p> <p>Since this is a fundamental course subject that serves as basis to any other, primarily scientific course at the university and the subject the children will be mastering throughout their future schooling, enough space and attention needs to be given to mathematics in order that the students adopt it in all its extent. Dialogue teaching should be encouraged, in which the students will be able to find a cooperative lecturer, willing to be "on hand" to explain any possible problem or doubt that may arise from such a complex course. During the lectures, it is important to keep in mind the application of the number theory or geometry in elementary school classroom education. Attention must be paid to simple facts that are easy to explain but of a great comprehensive profit which little children have to be acquainted with.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Barwais, J., Etchemendy, J. (1999), Language, Proof and Logic. CA, Stanford: Center for the Study of Language. 2. Prešić, S. (1980), Matematička logika. Beograd: Građevinska knjiga. 3. Krivin, E. (1983), Aksiomatička teorija skupova. Zagreb: Školska knjiga. 			
Optional literature			
<ol style="list-style-type: none"> 1. Gabay, H. (1989), Handbook of Philosophical Logic. Kluwer Publisher. 2. XXX (1985), Handbook of Mathematical Logic. Elsevier Publisher. 3. Http://plato.stanford.edu/entries/diagrams/ 			

Course code	IPI		
Course name	Partnership with Parents		
General data			
Study programme	Elementary school classroom education	Year	
Name of the course holder	Jasna Krstović, Ph.D.		
Course status	Compulsory	Optional	
Credit value and teaching organisation			
ECTS credits	3		
Number of lecture hours in semester	45		
Course aims			
<p>Basic aims</p> <ol style="list-style-type: none"> 1. On the basis of acquired knowledge on fundamental characteristics of the family as a sociological category, the students will recognise qualitative advantages of a contemporary family and act within limits of their professional role and on an individual level, trying to define directions of its more qualitative transformation into a contemporary human community. 2. The students will act as the promoters of the idea of the importance of the family education as a basic factor of a development of every personality. 3. On the basis of acquired knowledge and abilities the students will strengthen the educative function of a contemporary family. 4. The students will be able to form a partnership relation between a teacher, as a representative of a non-family education and the family. 5. Within the framework of their professional competence, the students will create a high quality "scenario" on the basis of which they will act and present appreciation of partnership with the family as an important prerequisite for a successful functioning of an elementary school institution's educational work. 			
Programme correspondence and correlation			
<p>Due to its nature, the course <i>Partnership with Parents</i> corresponds with all the course programmes of Preschool education; the emphasis is put on correlation with sociological, psychological and educational contents and the contents which are programmatically determined in the courses <i>Sociology of Education, Anthropology of Education, Pedagogy and Development Psychology</i>.</p>			
Course contents			
<p>The course comprises of the following teaching units :</p> <ol style="list-style-type: none"> 1. Family as an educational community <ol style="list-style-type: none"> 1.1. Specific qualities of educational influences in a family as the most important educational community; Parental system of values as an assumption of a successful education activity 1.2. Education styles of a contemporary family 1.3. Means and methods of parental influence 2. Family openness to the social environment – family between privacy and communication <ol style="list-style-type: none"> 2.1. Contemporary family needs – its scope of communication. What does a family " need " from a social environment and the ways to achieve it 2.2. Factors of social communication – social environment, educational institutions, media, etc. 2.3. Elementary school as a communication unit – fundamental sociological, psychological and educational assumptions of how to establish the relationship between elementary school and the family 2.4. Partnership with the family - aims to be reached ; what is partnership with a family and how to achieve it 3. Teacher – key factor in establishment of a partnership with parents <ol style="list-style-type: none"> 3.1. Teacher's professional tasks in establishing a cooperation with the family. How and why to build a bridge towards the family. Basic characteristics of partnership as a democratic and contemporary form of relation between two subjects in children's education . 3.2. Forms, contents and methods used of realisation of partnership with the family. 			

Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
Students' Obligations				
Obligations of the students are : <ul style="list-style-type: none"> - to attend the lectures and seminar teaching regularly - to write an essay - to take the oral part of the examination 				
Monitoring and marking of the students (bolded)				
Lecture attending 0,25	Activity in teaching 0,75	Seminar work Ø	Experimental work Ø	
Written examination Ø	Oral examination 0,5	Essay 1,5	Research Ø	
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø	
Comment:				
Compulsory literature				
<ol style="list-style-type: none"> 1. Covey, S. R. (1998), Sedam navika uspješne obitelji. Zagreb: Mozaik knjiga. 2. Gordon, T. (1996), Škola roditeljske odgovornosti, Zagreb: Poduzetništvo Jakić. 3. Juul, J. (1995), Razgovori s obiteljima: perspektive i procesi. Zagreb: Alinea. 4. Maleš, D.(1988), Obitelj i uloga spolova. Zagreb: Školske novine. 5. Milanović, M.(ur.) (1997), Pomozimo im rasti - Priručnik za partnerstvo odgojitelja i roditelja. Zagreb: MPŠ, UNICEF – Ured za Hrvatsku. 				
Optional literature				
<ol style="list-style-type: none"> 1. Brott, A. (1998), Kako biti tata. Zagreb: Mozaik knjiga. 2. Golubović, D. (1981), Porodica kao ljudska zajednica. Zagreb: Naprijed. 3. Maleš, D. (1986), Osposobljenost odgajatelja za rad s roditeljima. Pedagoški rad, (7- 8), 421-430. 				

Course code	IPI II				
Course title	Preschool				
General data					
Study programme	Elementary school classroom education			Year	
Name of the course holder	Jasna Krstović, Ph.D.				
Course status		Compulsory		Optional	
Credit value and teaching organisation					
ECTS credits	3				
Number of lecture hours in semester	45				
Course aims					
Basic aims					
<ul style="list-style-type: none"> - On the basis of presented course contents the students will understand the purpose of educational impulse continuity as a link of educational influences in a "transitional" development period – from preschool to class teaching system - The students will familiarise with development characteristics of a preschool age child, as an anticipation of wider continued development actions - According to their knowledge, abilities and skills, the students will be qualified for work and professional activity in preschool – the programme of preparation for school 					
Programme correspondence and correlation					
The course programme directly corresponds with the courses <i>Pedagogy</i> , <i>Development Psychology</i> and <i>Educational Psychology</i> , and indirectly with all the courses of the teacher education programme.					
Course contents					
<ol style="list-style-type: none"> 1. Term of preschool; short historical overview of the idea of the importance of preparation of a child for starting elementary school, in world and national context 2. Basic characteristics of preschool period as a starting point of a wider, continued development actions; educational characteristics of an older preschool age child 3. System of preschool education in the Republic of Croatia 4. Types of out-of-family programmes – conceptions and approaches 5. Aims, tasks, contents and organisational conditions of preschool work – programme of preparation of a child for elementary school 					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations	Laboratory	Tutorial work	Field teaching	
Comment:					
Students' obligations					
The students are obligated to attend the lectures and seminar teaching regularly, and, through consultations with the lecturer, to write and expound a seminar work based on a chosen problem which enters the field of preparation of a child for elementary school.					
Monitoring and marking of the students (bolded)					
Lecture attending 0,5	Activity in teaching 0,5	Seminar work 1,5	Experimental work Ø		
Written examination	Oral examination	Essay	Research		

Ø	0,5	Ø	Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work Ø
Comment:			
Compulsory literature			
<ol style="list-style-type: none"> 1. Čudina Obradović, M. (1995), Psihološka utemeljenost institucionalnog predškolskog odgoja - Teorije razvoja i njihov pridonos razumjevanju obrazovnih potreba predškolske djece. Napredak, 136 (1) 160-170. 2. Hitrec, G. (1991), Kako pripremiti dijete za školu. Zagreb: Školska knjiga. 3. Katz, G. L., Mc Clellan, E. D. (1999), Poticanje razvoja dječje socijalne kompetencije. Zagreb: Educa. 4. Milanović, M., Stričević, I., Maleš, D., Sekulić-Majurec, A. (2000), Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj. Zagreb: UNICEF. 5. Miljak, A. (1995), Humanistički pristup teoriji i praksi predškolskog odgoja. Zagreb: HPKZ. 6. XXX (1991), Prijedlog koncepcije razvoja predškolskog odgoja. Glasnik Ministarstva prosvjete i kulture RH. br. 7-8. 7. XXX (1991), Programsko usmjerenje odgoja i obrazovanja predškolske djece. Glasnik Ministarstva prosvjete i kulture RH. br. 7-8. 8. XXX (1997), Zakon o predškolskom odgoju i naobrazbi. Narodne novine, br. 10. 			
Optional literature			
<ol style="list-style-type: none"> 1. Barth, M. B. (2004), Razumjeti što djeca razumiju. Zagreb: Profil international. 2. Goleman, D. (1997), Emocionalna inteligencija. Zagreb: Mozaik knjiga. 3. Miljak A., Vujičić L. (ur.) (2000), Vrtić kao dječja kuća. Poreč: Dječji vrtić Radost. 			

Course code	PUCIP				
Course title	Reading and Writing Disorders				
General data					
Study programme	Elementary school classroom education			Year	
Name of the course holder	Zorina Pinoza – Kukurin, Ph.D.				
Course status		Compulsory		Optional	
Credit value and teaching organisation					
ECTS credits		3			
Number of lecture hours in semester		45			
Course aims					
Basic aims					
Through this course the students are trained for:					
<ul style="list-style-type: none"> - analysing the nature of reading and writing process from the physiological and neuropsychological aspect - familiarisation with etiology and phenomenology of reading and writing disorders for the purpose of identification of pupils with the symptoms and risk of dyslexia and dysgraphia - comparison of reading and writing of pupils with dyslexia and dysgraphia 					
Programme correspondence and correlation					
The contents of the course correlate with the following courses: <i>Education of Children with Special Needs, Development Psychology</i> and <i>Methodics of Croatian Language</i> .					
Course contents					
<ol style="list-style-type: none"> 1. The nature of reading and the structure of reading acquisition (product of reading, process of reading from physiological and psychological aspect); hierarchy of skills in a reading process 2. Reading and writing skills and verbal processes 3. Theories of reading; theory of cognitive integration and causes of lagging in reading and writing 4. Writing; writing skills acquisition; physiological mechanisms of writing 5. Symptoms of reading and writing disorders; specific and unspecific mistakes 6. Developmental disorders of reading and writing; terminology and definitions; genetic aspects of reading and writing disorders; faults in visual-motor perception, intrasensory integration, sequence observation and verbal interpretation 7. Analysis of writing and types of mistakes 8. Teacher and pupils with reading and writing disorders 					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance education	Consultations	Laboratory	Tutorial work	Field teaching	
<p>Comment:</p> <p>Contemporary theories of reading and of processes which appear in the base of reading and writing skills are presented in the lectures. Symptoms of reading and writing disorders at pupils in elementary school classroom education, and methods and forms of work with such pupils are also analysed.</p> <p>In the seminar teaching the students analyse technical literature of reading and writing disorders at pupils in elementary school classroom education, and the approaches in alleviation and declining of these disorders. The students familiarise with teacher's approaches and methods of work with the pupils with such disorders.</p>					

Students' obligations			
<ul style="list-style-type: none"> - to participate actively in all forms of the teaching - to write a seminar work and to expound it in the seminar teaching - to write a series of exercises with materials for a pupil with reading and / or writing disorders 			
Monitoring and marking of the students (bolded)			
Lecture attending 1	Activity in teaching 1	Seminar work 1	Experimental work Ø
Written examination Ø	Oral examination 0,5	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work 0,5
<p>Comment: The students achieve required ECTS credits through an active participation in every form of the teaching, a preparation and expounding of a seminar work, and through writing a series of exercises which are applicable in work with an early school age pupil with reading and / or writing disorders.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Hadžiselimović, D. (1984), Otkrivanje poremećaja u čitanju. Zagreb: Školska knjiga. 2. Matanović – Mamužić, M. (1982), Teškoće u čitanju i pisanju. Zagreb: Školska knjiga. 3. Pašiček, Lj. (1988), Poremećaji čitanja i pisanja. U: Škarić, I. (ur.), Govorne poteškoće i njihovo otklanjanje. Zagreb: Mladost, str.142 – 151. 4. Posokhova, I. (2001), Kako pomoći djeci s poremećajem u čitanju i pisanju. Donji Lekenik: Ostvarenje. 			
Optional literature			
Davis, R. D., Braun, E. M. (2001), Dar disleksije. Zagreb: Alinea.			

Course code	RIP				
Course title	Rhythmics and Dance				
General data					
Study Programme	Elementary school classroom education			Year	
Name of the course holder	Dragan Kinkela, B.A.				
Course Status		Compulsory		Optional	
Credit value and teaching organisation					
ECTS credits	3				
Number of lecture hours in semester	45				
Course aims					
<p>The basic aim of this course is that the students should get familiarised with and to enrich their skills and interpretations of rhythmical and dance structures (elements of rhythmical-sport gymnastics, traditional native dances, standard social dances, movement to a set music and trends in forming the urban movements). Also, to develop, in students, the interest and the feeling for a creative realisation of musically and rhythmically stipulated movements.</p> <p>The students should also familiarise with methodical regularities and their application in educational process.</p>					
Programme correspondence and correlation					
<p>The course <i>Rhythmics and Dance</i> directly corresponds with the courses <i>Music Culture</i> and <i>Kinesiologic Culture</i> and the other social disciplines, and indirectly with the other courses which form the unity of the programme study. The course completes the professional unity of an elementary school classroom education teacher in a process of contemporary changes and needs.</p>					
Course contents					
<p>Basic characteristics of dance, rhythm and rhythmic gymnastics, and their influence on anthropological status of children. The role of music and movements in educational process. Basic elements of musical expression (beat, rhythm, beating the time, realisation of note values through movement). Noting down and reading the dance steps. Skills of scenic application of traditional dances and modern movements. Traditional national dances (division by ethnographic areas). Familiarisation with traditional national dances. Social dances. Methodics of dance practising and analytical approach to the logics of melody and rhythm. Composition of optional groups.</p>					
Teaching organisation and acquisition of knowledge (bolded)					
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet	
Distance Education	Consultations	Laboratory	Tutorial work	Field teaching	
<p>Comments: The anticipated contents are realised through lectures, exercises, self-study assignments, the use of multimedia and the Internet, and consultative work with the lecturer.</p>					
Students' obligations					
<p>Regular and active participation in all the anticipated form of the teaching. Keeping a diary and analysis of the activities implemented in the exercises and field teaching. Using the possibility of a consultative cooperation concerning the realisation of all the obligations.</p>					

The students are due to take the practical and the oral form of the examination.

Monitoring and marking of the students (bolded)

Lecture attending 0,75	Activity in teaching 0,25	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination 1	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing Ø	Term paper Ø	Practical work 1,5

Comment:

Regular and active participation in all the anticipated form of the teaching. Keeping a diary and analysis of the activities implemented in the exercises and field teaching. Using the possibility of a consultative cooperation concerning the realisation of all the obligations.

The students are due to take the practical and the oral form of the examination.

Compulsory literature

1. Gavazzi, M. (1939), Godina dana hrvatskih narodnih običaja (I i II knjiga). Zagreb.
2. Ivančan, I. (1956), Narodni plesovi Hrvatske 1. Zagreb: Savez muzičkih društava Hrvatske.
3. Ivančan, I. (1971), Folklor i scena. Zagreb: Institut zanarodnu umjetnost.
4. Krameršek, J. (1959), Teorija i metodika estetske gimnastike. Zagreb: Školska knjiga.
5. Krameršek, J. (1961), Muzika i kretanja. Zagreb: Sportska štampa.
6. Maletić, A. (1983), Pokret i ples. Zagreb: Kulturno-prosvjetni sabor Hrvatske.
7. Maletić, A. (1986), Knjiga o plesu. Zagreb: Kulturno-prosvjetni sabor Hrvatske.
8. Srhoj, Lj. (2000), Plesne strukture. Split: Sveučilišna knjižnica u Splitu, Abel international.

Optional literature

1. XXX Krčki zbornik (1995), Narodni život i običaji otoka Krka 32. i 33. Povijesno društvo otoka Krka, Krk.
2. Ivančan, I. Narodni plesovi Dalmacije, I (1973), II (1981), III (1982), Prosvjetni sabor Hrvatske, Zagreb.
3. XXX Otočki ljetopis Cres-Lošinj, (1975), Fond za unapređenje kulturnih djelatnosti Općine Cres-Lošinj.

Course code	TRSV			
Course title	Social Skills Training			
General data				
Study programme	Elementary school classroom education			Year
Name of the course holder	Zorina Pinoza – Kukurin, Ph.D.			
Course status		Compulsory		Optional
Credit value and teaching organisation				
ECTS credits	3			
Number of lecture hours in semester	45			
Course aims				
Basic aims				
The basic aim of the course <i>Social Skills Training</i> is to sensitise the students for work with children and adults. Through the experiential students' work on their personal development they are able:				
<ul style="list-style-type: none"> - to analyse social interactions - to improve their social and communication skills - to apply the acquired skills in the work with small groups of children with difficulties of social integration 				
Programme correspondence and correlation				
The contents of the course <i>Social Skills Training</i> correlate with the contents of the courses <i>Pedagogy</i> and <i>Development Psychology</i> .				
Course contents				
<ol style="list-style-type: none"> 1. Paradigms of human interactions <ol style="list-style-type: none"> 1.1 Perception, interpretation and understanding 1.2 Language as a metaphor 2. Characteristics and regularities of communication process <ol style="list-style-type: none"> 2.1 Meaning of communication process and interpersonal relation for socialisation 2.2 Understanding of communication process in the context of interpretations 2.3 Conflicts as communication problems 2.4 Collaborating transformation of conflicts 3. Expectations of self and others in the context of working with people 4. Personal development of a teacher and readiness for lifelong learning 				
Teaching organisation and acquisition of knowledge (bolded)				
Lectures	Seminars and workshops	Exercises	Self-study assignments	Multimedia and Internet
Distance education	Consultations	Laboratory	Tutorial work	Field teaching
Comment:				
Forms of human interactions and characteristics of communication process and its regularities are presented through the lectures. Through the workshops the students study various aspects of verbal and non-verbal communication, problems of conflicts and the ways of socio-acceptable forms of problem solving.				
Students' obligations				
The students' obligations are determined on two levels. The first level refers on a regular lecture and workshop attendance, with an active personal participation. The second level supposes producing an independent work which refers to an outline of a personal change as a result of a personal growth.				

Monitoring and marking of the students (bolded)			
Lecture attending 1	Activity in teaching 1	Seminar work Ø	Experimental work Ø
Written examination Ø	Oral examination Ø	Essay Ø	Research Ø
Project work Ø	Continual knowledge testing 1	Term paper Ø	Practical work Ø
<p>Comment: The students achieve required ECTS credits through an active participation in every form of the teaching. Each student, with a mentor support of the lecturer, chooses a topic for the workshop, and produces the interpretation in a form of a written report.</p>			
Compulsory literature			
<ol style="list-style-type: none"> 1. Ajduković, M., Pečnik, N. (1994), Nenasilno rješavanje sukoba. Zagreb: Alinea. 2. Bašić, J., Koller-Trbović, N., Žižak, A. (1994), Integralna metoda – priručnik za odgajatelje. Zagreb: Alinea. 3. Brajša, P. (1993), Pedagoška komunikacija. Zagreb: Školske novine. 4. Janković, J. (1996), Sukob ili suradnja. Zagreb: Alinea. 			
Optional literature			
<ol style="list-style-type: none"> 1. Amen, D.G. (2001), Kako radi vaš mozak. Zagreb: V.B.Z. 2. Ouklander, V. (1996), Put do dječjeg srca. Zagreb: Školska knjiga. 3. Rainwater, J. (1986), Budite sebi psihoterapeut. Beograd: Nolit. 4. Uvodić – Vranić, Lj. (2002), Kako se dobro posvađati. Zagreb: Alinea. 5. xxx (1996), Upravljanje konfliktom. Zagreb: SOROS. 			