



Josip Juraj Strossmayer University of Osijek
FACULTY OF TEACHER EDUCATION IN OSIJEK

31000 Osijek, Lorenza Jäger 9, p.p. 144

Registration number 1404881, giro account: 2393000-1102044575

URL: <http://www.ufos.hr>

e-mail: helpdesk@ufos.hr

Phone: 031 200-602 operator, 031 200-373 dean's office

**PROPOSAL FOR GRADUATE UNIVERSITY STUDIES PROGRAMME OF EARLY
AND PRE-SCHOOL EDUCATION**

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Contents

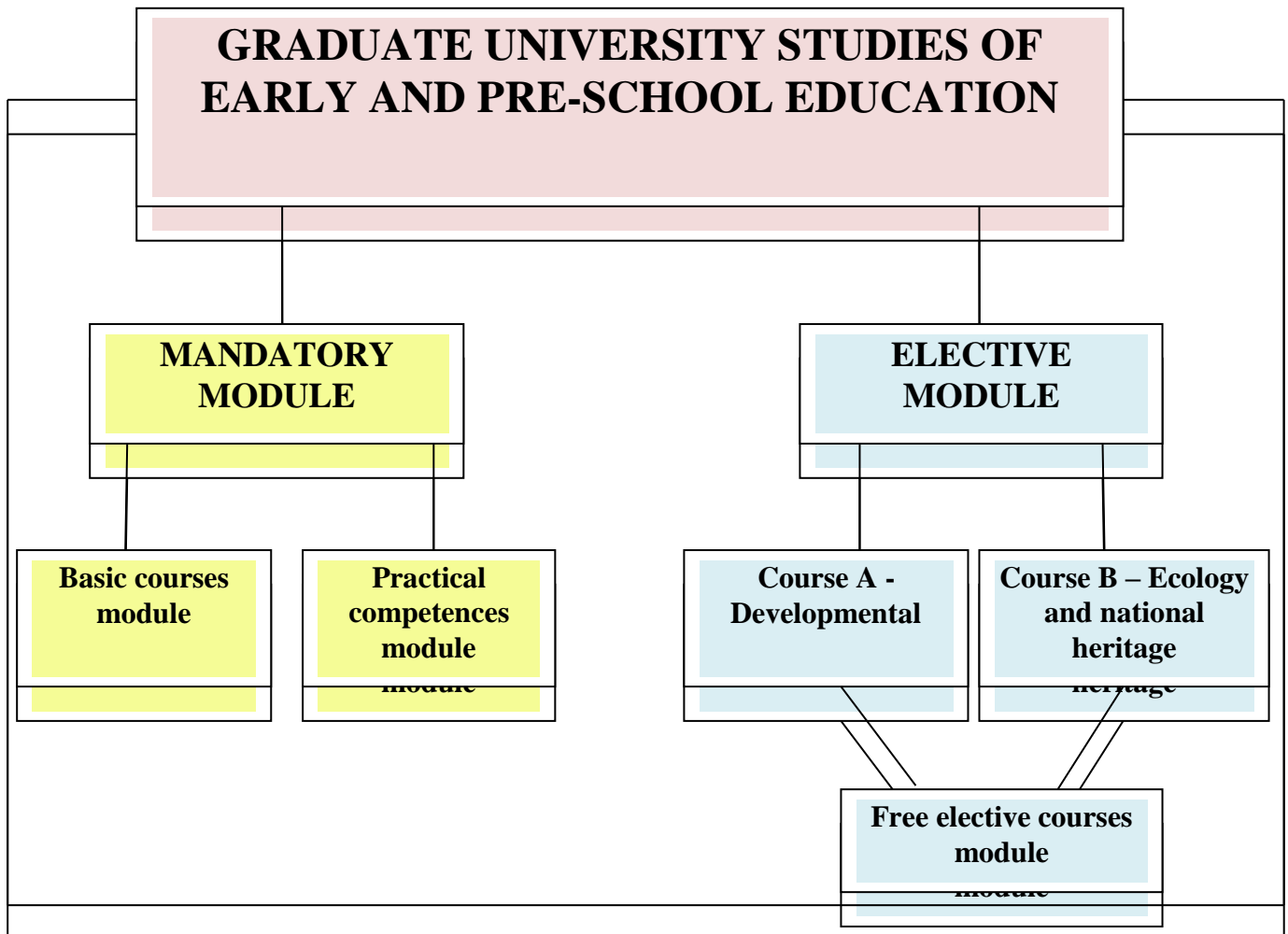
PROPOSAL FOR UNIVERSITY GRADUATE STUDIES OF EARLY AND PRE-SCHOOL EDUCATION	5
1. INTRODUCTION	6
2. GENERAL OUTLINE	11
2.1. Name of studies	11
2.2. Conductor of studies	11
2.3. Duration of studies	11
2.4. Enrolment conditions	11
2.5. Graduate university studies of early and pre-school education	11
2.5.1. General competences	11
2.5.2. Specific competences	12
2.5.3. Tasks a Master of early and pre-school education is qualified for	13
2.6. Academic degree and title awarded	13
3. DESCRIPTION OF PROGRAMMES	14
3.1. List of mandatory and elective subjects and / or courses with the number of active lessons needed for their realisation along with the number of ECTS points	14
3.2. Description of the courses	14
3.3. Structure of studies, study dynamics and students' obligations	14
3.4. List of courses and/or modules students can choose from other studies	15
3.5. List of courses that can be taught in foreign language	15
3.6. Criteria and conditions for ECTS points transfer – assigning points to courses which students can choose from other studies at the University or other faculties	15
3.7. Ways of studies completion	15
3.8. Conditions under which students who quit or lost the right to study at one programme can continue their studies	15
4. CONDITIONS FOR THE IMPLEMENTATION OF STUDIES	16
4.1. Location of the implementation of study programme	16
4.2. Data about premises and equipment anticipated for the implementation of the studies	16
4.3. Names of instructors and number of associates who will take part in the implementation of each course at studies activation	16
4.4. Data about each instructor	16
4.5. List of additional educational institutions involved in the implementation of teaching practice	16
4.6. Optimal number of students who can be enrolled considering facilities, equipment and the number of instructors	16
4.7. Estimate of the study cost per student	17
4.8. Quality assurance and successfulness of study programme implementation with special emphasis on students' participation in evaluating studies programmes	17
5. PLAN OF GRADUATE UNIVERSITY STUDIES OF EARLY AND PRE-SCHOOL EDUCATION FOR COURSE A AND COURSE B	18
5.1. Plan of Graduate university studies of early and pre-school education, Course A	19

5.2. Plan of Graduate university studies of early and pre-school education, Course B	20
5.3 Analysis	21
5.4. Instructors of mandatory and elective courses at Graduate university studies of early and pre-school education for courses A and B	22
5.4.1. Instructors of mandatory courses for each module at Graduate university studies of early and pre-school education, Course A	22
5.4.2. Instructors of mandatory courses for each module at Graduate university studies of early and pre-school education, Course B	23
5.4.3. Instructors of elective courses at Graduate university studies of early and pre-school education	24
6. PROGRAMMES OF MANDATORY AND ELECTIVE COURSES AT UNIVERSITY GRADUATE STUDIES OF EARLY AND PRE-SCHOOL EDUCATION	25
6.1. Programmes of mandatory courses Graduate university studies of early and pre-school education	25
English language in early and pre-school education	26
German language in early and pre-school education	27
Alternative pre-school programmes	28
Action research in early and pre-school education	29
Project learning in kindergarten	30
Final paper methodology*	31
Leadership in pre-school institutions	32
Pedagogy of sustainable development	33
Ethics of teaching profession	34
Preschool-based experience IV*	35
Preschool-based experience V*	36
Psychology of deviant experiences and behaviour in childhood and adolescence	37
Psychology of encouragement of children's development	38
The Internet in early and pre-school education	39
6.1.1. Mandatory programmes of Course A of Graduate university studies of early and pre-school education	40
Play in education	41
Programmes for working with children with special needs	42
Modern strategies in educational process	43
Selected topics from adult psychology	44
Psychology of children's play	45
6.1.2. Mandatory programmes of Course B of Graduate university studies of early and pre-school education	46
Natural science	47
Ecology for sustainable development	48
Research in nature	49
Environmental history	50
Croatian national heritage	51
6.2. Programmes of elective courses at Graduate university studies of early and pre-school education	52
Tradition of spontaneous children and youth culture	53
Children grieving	54
Psychology of giftedness	55
Intercultural education in early and pre-school education	56
Functional styles in language communication	57
Bible in children's literature	58

Public speaking	59
Croatian language cultural heritage	60
Protection and communication of visual heritage in kindergarten	61
Puppetry games	62
Acquiring music literacy skills	63
Choir	64
Children's play in Slavonia in the 18th and 19th century	65
Workshop of history artefacts	66
Knowing plants and animals	67
Games in education for environment	68
Traditional games in kinesiology	69
Winter activities	70
7. ALPHABETICAL LIST OF INSTRUCTORS	71
8. INSTRUCTORS' CVs	72
9. APPENDICES	94

PROPOSAL FOR UNIVERSITY STUDIES OF GRADUATE PROGRAMME OF EARLY AND PRE-SCHOOL EDUCATION

Faculty of Teacher Education is a constituent of Josip Juraj Strossmayer University of Osijek. It implements the programmes for education of teachers and pre-school educators. The given schema describes Graduate university studies of early education, studies duration, ECTS values of the studies, structure of the studies regarding mandatory and elective courses, the teaching methods and acquiring academic titles for each study.



Duration: 2 years
ECTS CREDITS: 120
Programme structure: 36% mandatory and 64% elective courses

Academic title awarded
Master of early and pre-school education

After Graduate university studies, lasting for two years (120 ECTS), students are awarded academic title of the Master of early and pre-school education.

After acquiring a diploma and a diploma supplement for Master of early and pre-school education there is a possibility for students to continue their education at doctoral studies at the Faculty of Teacher Education or other similar faculties in the country and abroad. This fulfills the requirement of the Bologna process for the vertical mobility of students.

1. INTRODUCTION

a) Grounds for study programme initiative¹

The initiative for undergraduate University studies of early and pre-school education relies on fundamental theoretical ideas related to a qualitatively different role, importance and perspective of experts in the field of early and pre-school education. Everybody has a Constitutional right to pursue higher education in accordance with their abilities (Act 65, The Constitution of the Republic of Croatia). *Everybody must have the same right to education, as well as for qualifying according to own abilities, needs and individual development. Realization the availability of education is one of the elements of successful prevention of social isolation.* In order to provide the same pre-conditions for horizontal and vertical mobility, all the young people need to be given the same opportunity to achieve. Therefore, the strategic document (Education Sector Development Plan 2005-2010) emphasizes *“That the measures will be taken in order to provide all the people with the same opportunities for access to the higher education.”*

Apart from the above mentioned, we emphasise the fact that in 2005 the European Commission (European Commission Directorate – General For Education and Culture) created the Common European Principles for Teacher Competences and Qualifications², which state the following requirements regarding the education of educators and teachers:

1. *a teacher must have faculty level education and adequate qualifications.*
2. *teacher training programmes must be part of all three cycles of higher education in order to ensure their place within the European higher education context and to get better chances for promotion and mobility within the profession.*
3. *it is necessary to promote the contribution of praxis, based on research and cognitions, for the development of new knowledge in education.*

The same document states the Recommendations for creators of national and regional strategic policies, i.e. for those in charge of the creation of national and regional strategic policies, so as to apply them in accordance with the Common European Principles.

It is necessary to recognise the educators as experts of broad provenance, as well as to accept educators' profession as being equal to other university professions. Upon completion of the Graduate studies of early and pre-school education students are awarded the academic title of Master of early and pre-school education. Thereby, they become persons with broad range of competences and interests, having a feeling for changes and being their active participants, often initiators, improving the pedagogical work of early and pre-school

¹ The Elaborate was created according to the *Instructions for proposal creation of programmes for Undergraduate and graduate studies* by the Agency for Science and Higher Education

² In this document *a teacher* is a recognized person and has a status of *a teacher* (or a corresponding one) according to the laws and regulations of a country. The word *corresponding* is needed here due to the fact that in some countries there may exist groups of *teachers* with different titles and with the same status. In this context, *teachers* can work with pre-school children, pupils and students, adults, as well as with vocational programmes attendants at higher education institutions, or at organizations for professional development.

education in general. From the scientific and practical point of view, we rely on the statement that each educational action requires a competent approach based on professional responsibility for the chosen vocation. These competences are acquired, before all, by appreciating contemporary scientific cognitions and results of recent scientific research in the related field. A high quality educational model is based on the contemporary curriculum approach in which theoretical and practical dimensions are balanced.

This also removes the injustices and mistakes imposed by the Bologna process initiative on this important group of students and experts in the Croatian educational system, as well as on the whole functioning of early and pre-school education, as its first constituent.

In the creation of the Graduate university studies of early and pre-school education we have used a competence approach based on the complex system of learning outcomes and competences. Learning outcomes in the curriculum are relevant for the basic professional qualification at the labour market, as well as for the further education realizable in the frames of existing temporal and material limits.

In the narrower context, university studies of early and pre-school education are an answer to the changed role of educators and the expanding of their competence in the contemporary defined conditions of out-of-family institutional context. According to the Law on pre-school education (N. N. 10/97), pre-school education encompasses educational, healthcare, nutritional and social care programmes, and it is a constituent of the integral educational system of the Republic of Croatia. In the pre-school educations, apart from its regular pre-school programmes, other programmes are implemented, such as school preparation programmes, different cultural, religious, sport, arts and other shorter programmes, as foreign language. The number of children with special needs is increasing in the regular educational groups; also, programmes for parent education are introduced, as well as courses for research projects in pre-school institutions. Research and recent scientific cognitions have been an impetus for the redefining of basic goals and tasks of educators' education, as a precondition for their high quality work. They are also a basis for the initiative of Graduate studies of early education (3+2, 180+120 ECTS). The aim of the Graduate university studies programme is to educate and train students for diverse complex professional roles as educators of pre-school children in out-of-family conditions. A student would acquire the needed methodological, psychological, pedagogical and teaching knowledge, with the purpose of pre-school work research and improving educational work in an institution for education of young and pre-school children.

In accordance with the Bologna process, our own experience, possibilities and needs of our community we suggest the implementation of:

Graduate university studies, lasting for two years (120 ECTS points), for training of **Masters of early and pre-school education**, responsible for education of young and pre-school children in different pre-school institutions, with special competences depending on the elective course.

Course A – *Developmental studies* which expands training in chosen courses in pedagogy, psychology and teaching methodology, and qualifies students for understanding of specific educational issues, and issues of children's development.

Course B – *Ecology and national heritage* qualifies students for understanding specific issues on education for environment, sustainable development and national heritage, with chosen courses in ecology and national heritage

Upon completion of two-year Graduate studies (120 ECTS credits) a student is awarded the academic title of **Master of early and pre-school education**. They are qualified for education

of young and pre-school children, for the organization and leadership of the professional development of Bachelors of early and pre-school education. Specific competences of a Master of early and pre-school education, in accordance with the elected course: A- Developmental studies and B – Ecology and national heritage, are evident in the acquired diploma supplement.

Comparability of the studies with similar programmes

This proposal for the new programme for Master of early and pre-school education is a foundation for integral studies comparable to the studies in a certain number of European educational institutions. The recommendations of the Bologna Declaration from 1999 and of a range of documents that followed were taken into account when creating this programme.

Actually, the development of the system of various programmes of early and pre-school educations has become one of the priorities in the EU in the last fifteen years. In this sense, in 1992, the Council of Ministers of the EU created the Recommendation on Childcare, where they strongly support the development of such programmes in quantitative and qualitative sense.

In line with it many countries of the European Union have been reforming their curricula and modifying educators' education system. Thereby, the majority has opted for the new approach qualifying it as a dynamic, open, and permanent process, based on the requirement of continuous professional development as an obligation resulting from professional ethics and responsibilities of every educator. Undergraduate education (6th level of EQF) represents thereby only the first stage within which basic general and specific competences are achieved. A general tendency evident in more and more EU countries is the development of education of experts in early and pre-school education up to the highest level in the context of EQF.

Sweden and Finland have integrated their study programmes for training of teachers in the primary education³ into the Universities by implementing the studies at all levels (including the 8th level). Therefore, it is possible to observe that, at the University of Helsinki, Faculty of Behavioural Science, level of graduate studies, Studies of early and pre-school education are implemented (further on: www.helsinki.fi/beha/english/studies.htm)

A similar studies organisation can be found in Sweden, where, in 2001, new institutions for teacher education were founded: National Graduate Schools in Teaching Methodology, within which graduate studies of early education are carried out. Also, the same studies are implemented at other faculties: e.g. Umea University Faculty of Teacher Education, Department of Child and Youth Education. Further on: www.euc.umu.se/eng/research/html

It is possible to see that in Great Britain, the studies of this field are implemented up to the 8th level. For example, at the *New Castle University* Post-graduate Certificate in Education is carried out (PGCE) – Primary (with Qualified Teacher Status QTS) The PGCE covers the 5 to 11 age range with an emphasis on either Key Stage 1 or Key Stage 2. Further on www.ncl.ac.uk/-lik

Teacher education in Denmark is organized in a few regional Centres for Higher Education (CVU). In 2000, they were renamed into “Professional Bachelor’s degree”, with the possibility of studying at Master and PhD study levels.

Although Bosnia and Herzegovina does not belong to the EU, it is nevertheless mentioned in this review due to the implementation of four-year studies at its universities (Mostar, Sarajevo, Tuzla), after which the title Teacher of pre-school education is awarded (further on for example www.unsa.ba/).

³ This is term mostly used in European terminology and implies professionals in early and pre-school education. In this sense, the early education experts are also teachers, but with the emphasis on «pre-school»: pre-school teacher.

The review of contemporary sources shows that a broad range of programmes for further professional development in early education is being developed in Europe. The programmes are a certain addition to undergraduate studies. In this sense we specially emphasize widely spread *PGDE programmes* (Professional Graduate Diploma in Education), that are in the sense of level and duration very similar to specialized graduate studies.

The reason for the initiative of a programme structured in this way, apart from the stated, is the need for expansion of the existing educators' competences.

They can be achieved through university education for teachers of early and pre-school education. The studies programmes are based on contemporary scientific cognitions, and are in accordance with the function and goals of pre-school education, determined by the Law on pre-school education.

Graduate studies qualify Masters of early and pre-school education for the organisation of standard pre-school programmes in: pre-school institutions, research projects, school preparation programmes within different shorter educational pre-school programmes, and parents' education programmes. A Master organises, leads and realizes projects in cooperation with co-experts from a pre-school institution, as well as with scientists at faculties. They also organize, lead and participate in professional development training in the pre-school institution and broader social community.

The courses at Graduate university studies of early and pre-school education are:

Course A – Developmental studies qualifies University bachelors of early and pre-school education for a more complete understanding of principles and complexity of a child's development, as well as for contemplating and solving more complex pedagogical and methodological issues of early institutional education – planning and the design of developmentally appropriate learning/teaching, evaluation and judgement.

Course B – Ecology and national heritage expands knowledge of a University bachelor of early and pre-school education of contemporary ecological topics and preservation of national heritage. The stated cognitions are applied in working with children through games and developmentally appropriate teaching.

b) Previous experience of proposers in implementation of equivalent and similar programmes

The proposer, the Faculty of Teacher Education in Osijek, has been educating pre-school educators for almost four decades. The Studies of pre-school education were carried out at the Academy of Pedagogy from the academic year 1972/73 as two-year vocational studies (title – Teacher of pre-school education). As the Academy of Pedagogy became the Faculty of Pedagogy of the University in Osijek (1977), the Department of pre-school education continued its work at the Faculty of Pedagogy and implemented two-year Studies of pre-school education (title – Educator of pre-school children).

The Department of pre-school education created, based on the self-analysis, an elaborate on the projection of the development of education of pre-school educators in 1993, as well as the proposal for three-year studies of pre-school education. National Council for Higher Education of the Republic of Croatia evaluated the programme for Undergraduate vocational studies of pre-school education, and three-year pre-school education studies (title – Pre-school educator) was implemented at the Teacher Training College from 1998/1999.

In the academic year 2004/2005, the Faculty of Teacher Education got permission from the National Council for Higher Education to establish the Integrated university studies for pre-school teachers (4+1). The Faculty for Teacher Education did not have a sufficient number of teachers with scientific degrees then; therefore the programme could not have been realized. The above mentioned proposal was a starting point in the creation of Undergraduate and Graduate university studies of early and pre-school education.

As it is evident from the above stated, the proposer has had a long-time experience in the organization of pre-school education studies, and the Faculty of Teacher Education in Osijek is recognizable in Croatia by integrated and interactive approach to the professional education of pre-school educators.

c) Possible partners outside higher education system

Possible partners could be all those directly involved in children education and upbringing, such as governmental and non-governmental organizations, local community, cultural institutions, and religious communities. Therefore, it is natural that the mentioned institutions outside higher education system remain partners of the Faculty of Teacher Education in the realization of the University undergraduate and graduate studies for teachers of early and pre-school education. The teachers of the Faculty of Teacher Education who teach at the pre-school studies stay in touch with the professors at affine departments in Krakow, Baja, Bratislava, Maribor, and London. In 2008, the international cooperation was signed with the Institute of Education from London. The Faculty of Teacher Education in Osijek supports basic principles of the Bologna Declaration, among them the mobility of students.

d) Openness of the studies towards student mobility

In accordance with the principles of the Bologna Declaration, the Faculty of Teacher Education is interested in achieving openness of the studies and mobility of students, within the Republic of Croatia, as well as in European frames. One of the ways to achieve this is to strive to organize the studies entirely in accordance with the recommendations of this Declaration.

With the range of bilateral contracts on cooperation with homeland and foreign institutions a framework for student mobility was created.

2. GENERAL PART

2.1. Name of studies

Graduate University Studies for Master of *Early and Pre-School Education*.

2.2. Conductor of studies

J. J. Strossmayer University, Faculty of Teacher Education in Osijek

2.3. Studies duration

Two years of Graduate studies (120 ECTS).

2.4. Enrolment conditions

The conditions for the enrolment in the Graduate studies of early and pre-school education are the completed Undergraduate university studies of early and pre-school education (with grade point average above 3.5, or recommendations from two university professors), Undergraduate studies in the field of Social sciences, pedagogy or the Studies of pre-school education, and Vocational studies of pre-school education (which requires taking the levelling examination).

2.5. Graduate university studies of early and pre-school education

Here listed are general and specific competences for a title awarded to students upon completion of Graduate university studies of early and preschool education, i.e. the jobs for which a Master is qualified, as well as doctoral study programmes of the proposer or other institutions in Croatia and abroad, for which students will be sufficiently/or partly sufficiently qualified.

2.5.1. General competences

a) Instrumental general competences

Upon completion of Graduate studies of early and preschool education students will:

- demonstrate higher level of knowledge and understanding using analysing, synthesising and evaluating skills in the field of theory and practice of early and preschool education;
- demonstrate skills for information management from different sources using various learning resources (texts and information and communication technologies) based on being familiar with contemporary achievements in the field of early and preschool education;
- possess the ability to learn by solving problems in new and unfamiliar situations in a wider (or multidisciplinary) context in a professional field of work;
- demonstrate the ability to successfully solve problems and make decisions within their professional role;
- possess skills for oral and written communication in a foreign language.

b) Interpersonal general competences

Upon completion of Graduate studies of early and preschool education students will:

- possess higher level of abilities to communicate and share information, ideas and problems adequate to communication context possibilities;
- work interdisciplinary in a team and with experts within their own and other expert fields;
- develop abilities to understand and accept multiculturalism.

c) Systematic general competences

Upon completion of Graduate studies for early and preschool education students will:

- be able to use new educational possibilities via formal, informal learning and e-learning, and implement contemporary strategies in their personal and professional development;
- develop new learning skills as predispositions for lifelong learning (informal, formal e-learning, etc.);
- be trained for creating new information and ideas by developing a creative aspect of their professional field and role;
- demonstrate and implement a higher level of ability to interpret and evaluate research data within their professional and scientific work field;
- develop knowledge in practice by reflecting and evaluating their own practice;
- develop leadership skills at the level of autonomous and team work in interdisciplinary expert teams in the field of early and preschool education;
- understand, accept and encourage differences in achieving developmental results in early and preschool child population;
- demonstrate a high level of personal commitment and dedication in educator's profession.

2.5.2. Specific competences

Upon completion of Graduate studies of early and preschool education students will:

- acquire knowledge which implies appreciation for anthropological, psychological, cultural, historic, sociological and other cognitions which interpret contemporary childhood;
- demonstrate knowledge of different theoretical perspectives and practical implementations in studies which explain 'institutionalised childhood';
- be trained for recognising and implementing new strategies in integrated curriculum design which will be an answer to contemporary cognitions about developmental effects of out-of-family early and preschool education;
- demonstrate higher level of expert and scientific knowledge within chosen studies course ;
- be trained to actively participate in creating educational policies for early and preschool education;
- analyse, evaluate and promote concepts, theories, policies and practice of contemporary early and preschool education outside family;
- demonstrate the ability to construct research tasks which will be carried out through research in practice identifying adequate work methods and analysing and interpreting results;

- identify and critically reflect continuity and discontinuity between knowledge and its implementation in actual educational practice and the influence on the quality of final effects of institutionalised early and preschool education;
- demonstrate the ability to shape knowledge, understand and express opinions at the level of review articles using positive achievements of academic discussion.

Graduate studies would train Bachelors of early and preschool education for higher level of basic competences as well as for additional competences directed at work in specific and specialized preschool programmes. Preschool, creativity, artistic, cultural, religious, sports, ecological programmes and programmes for parents' education are intended for developing additional competences.

More comprehensive and specific competence of a Master of early and preschool education would train students for the role of Master of early and preschool education – a mentor at kindergartens and practice kindergartens for students of the Faculty of Teacher Education at Undergraduate university studies of early and preschool education. They would also be trained to help and take part in realising different programmes and projects of expert pedagogical services in preschool institutions (monitoring programme realisation, programmes for lifelong educators' professional development, communication of a preschool institution with the community, educating parents, taking part in research projects, etc.).

2.5.3. Tasks a Master of early and pre-school education is qualified for

Graduate university level defines a professional in early and pre-school education as a highly qualified expert whose work will be directed at increasing **total level of achievements** in their field of work.

A Master of early and pre-school education is an expert who takes part in complex and multi-faceted processes of early education by expanding boundaries of a common perception of educator's profession. It is expected that, because of their high quality educational achievements, they would meet more complex work demands in early and pre-school education, strengthen a creative and active component in educational work and contemplate in the context of their profession in the manner of integration.

In that way educators would realise themselves through new roles, as experts in developmental teams in kindergartens, specialists for certain tasks within the entire function of early and pre-school education, pillars of the processes of communication improvement among experts who work within a system at different levels of education, team members for the creation of national curricula, creators of educational standards, reviewers of study programmes for future educators, managers of expert – developmental centres, mentors for students, researchers, etc.

2.6. Academic title and degree awarded

Upon completion of Graduate university studies of early and preschool education one is awarded a title of ***Master of early and preschool education***.

3. PROGRAMME DESCRIPTION

For Graduate studies of early and preschool education in the duration of three and two years, the proposed number of ECTS credits is 120. Students enrol in one of the offered courses in Graduate studies.

Course A – *Developmental course*

Developmental course trains masters of early and preschool education for more comprehensive understanding of regularities and entirety of child's development and assessing and solving more complex pedagogical and psychological issues of early institutionalised education – planning, creating developmentally adequate learning/teaching, evaluating and reflecting.

Course B – *Ecology and national heritage*

This *Course* expands knowledge of contemporary ecological issues and preserving national heritage and trains Masters of early and preschool education for considering ecological issues and the importance of preserving national heritage through games and developmentally adequate teaching.

The programme for Master of early and pre-school education prescribes ECTS credits in the *Description of awarded ECTS credits:*

ECTS credits have been awarded to the courses in the following way:

1. seminars, lectures and practice lessons are evaluated according to the specific content of the course
2. using the above mentioned method a total workload for students is calculated for each course and it is expressed as the number of lessons
3. the total number of ECTS credits per semester is multiplied by student's workload per course expressed as the number of lessons. The calculated product is divided by the total student's workload per semester expressed as lessons. This number represents the number of ECTS credits for each course.

3.1 List of mandatory and elective subjects and / or courses with the number of active lessons needed for their realisation along with the number of ECTS points

Tables 1 and 2 illustrate mandatory and elective courses' plan for Graduate university studies of early and pre-school education and their instructors. Tables 3, 4 and 5 contain a list of mandatory courses with the instructors and relating codes for Graduate university studies course A – *Developmental* (Table 3), course B – *Ecology and national heritage* (Table 4). They also contain teaching forms expressed as the number of lessons and awarded ECTS credits and related codes. Tables 3, 4 and 5 contain a list of free elective courses and their instructors and codes. All the students of the Faculty of Teacher Education, as well as students of other constituents of University J. J Strossmayer can choose these free elective courses.

3.2. Description of courses

Descriptions of all courses are attached to this programme proposal. Tables 1 and 2 illustrate the plan of mandatory and elective course of Graduate university studies, and Graph 1 illustrates the quota of lectures, seminars and practice, as well as proportion of mandatory and elective lessons.

3.3. Structure of studies, study dynamics and students' obligations

Students study for two years. The studies end up with general and specific competences. For the enrolment in the following year a student needs to gain 48 out of 60 ECTS credits, i.e. 80%. The pre-conditions for enrolment in an individual course, if any, are stated in each

course description. A student needs to choose the appropriate courses which will be worth 48 credits. Prior to the enrolment into the following semester a student has to collect the remaining 12 ECTS credits.

After the first cycle students choose one of the following elective courses: Course A – Developmental course, Course B – Ecology and national heritage. In order to enrol in the second cycle, i.e. Graduate university studies of early and pre-school education, students have to fulfil the following requirements: grade point average above 3.5 and recommendations from two professors.

3.4. List of courses and/or modules students can choose from other studies

Within the J.J. Strossmayer University in Osijek each of the constituents offers a certain number of elective courses. Each year the Faculty of Teacher Education will, as a rule, organise, according to its students' interests, the realisation of a certain number of elective courses within other studies.

3.5. List of courses that can be taught in foreign language

Lessons in a foreign language can partly be organised for certain courses in elective courses, and partly by inviting guest lecturers from affine faculties, which have signed a contract on international cooperation.

3.6. Criteria and conditions for ECTS points transfer – assigning points to courses which students can choose from other studies at the University or other faculties

Faculty of Teacher Education acknowledges ECTS points suggested by faculties where listed courses are organised. This issue has been resolved at the level of University J.J. Strossmayer in Osijek.

Graduate studies are completed after writing and presenting a diploma paper.

3.7. Ways of studies completion

Graduate university studies of early and pre-school education are completed after one has passed all exams and written and presented a diploma paper.

Specific acts of University of Teacher Education in Osijek regulate all issues regarding a final paper and exam at Undergraduate university studies of early and pre-school education, as well as all issues regarding diploma paper and exam at Graduate university studies of early and pre-school education (submitting an application with the topic, writing and equipping the paper, applying for the final exam, grading the paper, the presentation procedure, etc.)

3.8. Conditions under which students who quit or lost the right to study at one programme can continue their studies

Student who quit a study programme or lost the right to study can continue their studies under the conditions regulated by the Law, Statute of Faculty of Teacher Education in Osijek and in Regulations of Faculty of Teacher Education.

4. CONDITIONS FOR THE IMPLEMENTATIONS OF STUDIES

4.1. Location of the implementation of study programme

Graduate university studies of early and pre-school education will be taught in the Faculty of Teacher Education building at the following address: Lorenza Jägera 9, Osijek until the facilities of former military building 'Drava' (Cara Hadrijana street) are renovated and built (expected from January 1st, 2010) and in Slavonski Brod, Gundulićeva 20.

4.2 Data about premises and equipment anticipated for the implementation of the studies

Faculty of Teacher Education is situated in the Faculty of Philosophy's (surface 4417m²) building and shares 19 classrooms, auditorium and a specialised IT classroom with 22 computers. The building in Car Hadrijan street, the adapted and newly built part will be 11.441,15 m². At the Faculty premises there will be seventeen classroom and two specialized IT classrooms. The facilities in Slavonski Brod have the surface of 980m², accommodating eight classrooms and a specialized IT classroom with 20 computers. Methodology practice and professional practice will be performed, as it has been up to now, at multiple teaching bases (Centre for pre-school education Osijek, kindergartens Slavonski Brod), practice schools of Faculty of Teacher Education in Osijek and Montessory kindergarten Sunčev sjaj Nazaret in Đakovo where the field work takes place. Most classrooms are equipped with modern computer equipment for instruction and study of computer science courses, as well as for multimedia teaching. Students have a well-equipped library (338m², 96 seats) and the Internet access at their disposal. Mutual book totals are 62000 titles, and 26 journals. The sports facilities, including the gym, are rented from the neighbouring primary school.

4.3.Names of instructors and number of associates who will take part in the implementation of each course at studies activation

Each course programme in the Proposal contains the name of the instructor who teaches a proposed course within the initiated studies as well as a list of all instructors.

4.4. Data about each instructor

Following the list of all involved instructors are their CVs. Besides the CVs there is a list of five papers which prove the instructors' competence for designing and implementing a certain study programme. Also listed are websites where one can see additional works and activities of each of the instructors.

4.5. List of additional educational institutions involved in the implementation of teaching practice

A part of practical instruction in teaching course (teaching practice) is realised in preschool institutions approved by the Ministry of science, education and sports. In Osijek it is the Centre for preschool education Osijek.

4.6. Optimal number of students who can be enrolled considering facilities, equipment and the number of instructors

The number of enrolled students in a certain study programme at the Faculty of Teacher Education depends on the enrolment quota at the level of the University J.J

Strossmayer, but it also depends on the number of instructors having the needed academic degrees. Based on our analysis we propose Graduate university studies of early and pre-school education, the optimal number of 20 students (supported by the Ministry) and 10 students (paying on their own) for *Master of early and pre-school education*, i.e. 20 associate students.

4.7. Estimate of the studies cost per student

We estimate studies costs of 11.000,00 kuna per student annually at Graduate university studies of early and pre-school education for each course.

4.8. Quality assurance and successfulness of study programme implementation with special emphasis on students' participation in evaluating studies programmes

Students of the Faculty of Teacher education will evaluate all aspects of organisation and studies implementation (programmes, teaching staff, quality of teaching, assessing and monitoring). Board of instructors/teachers will thoroughly study data and bring about necessary changes and adjustments.

**5. PLAN OF GRADUATE UNIVERSITY STUDIES OF EARLY AND
PRE-SCHOOL EDUCATION**

FOR

Master of early and pre-school education

COURSE A AND COURSE B

**5.1. PLAN OF GRADUATE UNIVERSITY STUDIES OF EARLY AND
PRE-SCHOOL EDUCATION, COURSE A
COURSE A – DEVELOPMENTAL**

Table 1

Courses	Code	1st year				2nd year											
		1 st sem.		2 nd sem.		3 rd sem.		4 th sem.									
		L	SP	C		L	SP	C									
BASIC COURSES MODULE																	
1. English language in early and pre-school education	PEJ7001	1	0	1	2	1	0	1	2								
1. German language in early and pre-school education	PNJ7001																
2. Alternative pre-school programmes	PPE7001	2	0	2	5												
3. Project learning in kindergarten	PPE7010	2	0	2	5												
4. Psychology of encouragement of children's development	PPS8001					2	2	0	6								
5. Leadership in pre-school institutions	PPE9001									2	1	1	5				
6. Psychology of deviant experiences and behaviour in childhood and adolescence	PPS9001									2	0	2	4				
7. Pedagogy of sustainable development	PPE9010									2	1	1	5				
8. Action research in early and pre-school education	PPE0001											2	1	1	4		
9. Ethics of teaching profession	PPE0010											1	0	1	2		
10. Final paper methodology *	PPE0000											0	0	4	4		
11. The Internet in early and pre-school education	PIN7001	1	0	2	2												
PROGRAMME A MODULE																	
1. Play in education	PPE7101	2	1	1	4	2	1	0	5								
2. Selected topics from adult psychology	PPS7001									2	0	2	4				
3. Programmes for working with child with special needs	PPE8001					2	0	2	5								
4. Psychology of children play	PPS9101	2	0	2	4												
5. Modern strategies in educational process	PPE0011											2	0	2	4		
FREE ELECTIVE MODULE																	
1. Elective course (2)		2	1	0	4	2	1	0	4	2	1	0	4	2	1	0	4
2. Elective course (4)		1	0	2	4	1	0	2	4	2	1	0	4	2	1	0	4
3. Elective course (4)										1	0	2	4	1	0	2	4
PRACTICAL COMPETENCES MODULE																	
1. Preschool-based experience IV *	PPE8010					0	0	3	4								
2. Preschool-based experience V *	PPE0100											0	0	3	4		
Classes and ECTS credits TOTAL		27		30		22		30		25		30		26		30	

*All elective courses last one semester

5.2. PLAN OF GRADUATE STUDIES OF EARLY AND PRE-SCHOOL EDUCATION

COURSE B - ECOLOGY AND NATIONAL HERITAGE

Table 2

Courses	CODE	4th year						5th year									
		1 st sem.			2 nd sem.			3 rd sem.			4 th sem.						
		L	SP	C	L	SP	C	L	SP	C	L	SP	C				
BASIC COURSES MODULE																	
1. English language in early and pre-school education	PEJ7001	1	0	1	2	1	0	1	2								
1. German language in early and pre-school education	PNJ7001																
2. Leadership in pre-school institutions	PPE9001									2	1	1	5				
3. Alternative pre-school programmes	PPE7001	2	0	2	4												
4. Psychology of encouragement of children's development	PPS8001					2	2	0	6								
5. Psychology of deviant experiences and behaviour in childhood and adolescence	PPS9001									2	2	0	4				
6. Ethics of teaching profession	PPE0010											1	0	1	2		
7. Final paper methodology *	PPE0000											0	0	4	4		
8. Project learning in kindergarten	PPE7010	2	0	2	4												
9. Pedagogy of sustainable development	PPE9010									2	1	1	5				
10. Action research in early and pre-school education	PPE0001											2	1	1	4		
11. The Internet in early and pre-school education	PIN7001	1	0	2	2												
PROGRAMME B MODULE																	
1. Natural science	PPD7001	2	1	1	5												
2. Ecology for sustainable development	PPD8001					2	0	2	5								
3. Research in nature	PPD9001									2	0	2	4	2	1	1	4
4. Environmental history	PPD7010	2	1	1	5												
6. Croatian national heritage	PPD8010					2	0	2	5								
FREE ELECTIVE MODULE																	
1. Elective course (2)		2	1	0	4	2	1	0	4	2	1	0	4	2	1	0	4
2. Elective course (4)		1	0	2	4	1	0	2	4	2	1	0	4	2	1	0	4
3. Elective course (4)										1	0	2	4	1	0	2	4
PRACTICAL COMPETENCES MODULE																	
1. Preschool-based experience IV *	PPE8010					0	0	3	4								
2. Preschool-based experience V *	PPE0100											0	0	3	4		
Classes and ECTS credits TOTAL		27		30		23		30		25		30		26		30	

5.3. Analysis

The analysis of different teaching methods (lectures, seminars and practice) and the proportion of mandatory and elective courses in the proposal of the Plan of Graduate university studies of early and preschool education.

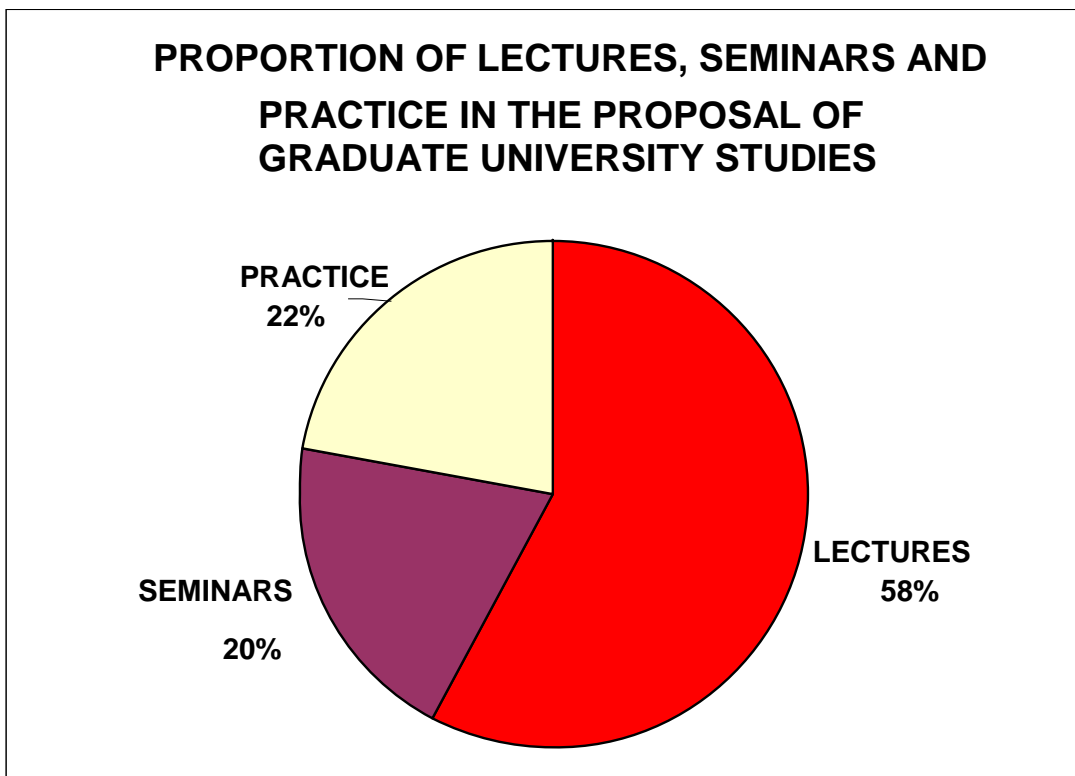
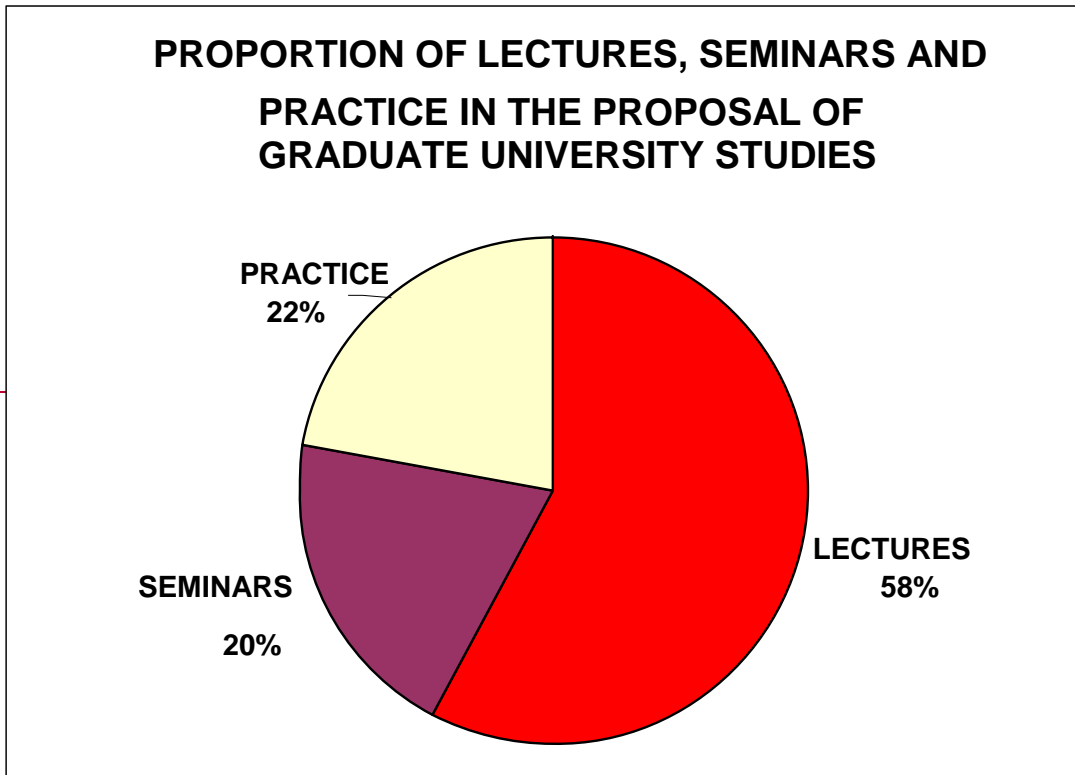


Chart 1

5.4. INSTRUCTORS OF MANDATORY AND ELECTIVE COURSES AT GRADUATE UNIVERSITY STUDIES OF EARLY AND PRE-SCHOOL EDUCATION FOR COURSES A AND B

**5.4.1. INSTRUCTORS OF MANDATORY COURSES AT MODULES OF GRADUATE STUDIES OF EARLY AND PRE-SCHOOL EDUCATION
MODULE B - ECOLOGY AND NATIONAL HERITAGE**

PROGRAMME A – DEVELOPMENTAL

Table 3

Instructor	Institution	Course	Code
Basic courses module			
Mr. Sc. Mirna Radišić Manuela Putnik, assistant	Faculty of Teacher Education Osijek	English language in early and pre-school education German language in early and pre-school education	OEJ1001 ONJ1001
Dr. Sc. Vesnica Mlinarević, assistant professor	Faculty of Teacher Education Osijek	Leadership in pre-school institutions	OPE9001
Dr. Sc. Vesnica Mlinarević, assistant professor	Faculty of Teacher Education Osijek	Alternative pre-school programmes	OPE7001
Dr. Sc. Mirjana Duran, assistant professor	Faculty of Teacher Education Osijek	Psychology of encouragement of children's development	OPS8001
Dr. Sc. Slavka Galić, assistant professor	Faculty of Teacher Education Osijek	Psychology of deviant experiences and behaviour in childhood and adolescence	OPS9001
Dr. Sc. Vesnica Mlinarević, assistant professor	Faculty of Teacher Education Osijek	Project learning in kindergarten	OPE7002
Dr. Sc. Vinka Uzelac , professor	Faculty of Teacher Education Rijeka	Pedagogy of sustainable development	OPE9002
Dr. Sc. Margita Pavleković, assistant professor	Faculty of Teacher Education Osijek	The Internet in early and pre-school education	PIN7001
Dr.sc. Stanislava Irović, professor	Faculty of Teacher Education Osijek	Final paper methodology	PPE0000
Mr. Sc. Ranka Jindra, senior lecturer	Faculty of Teacher Education Osijek	Preschool-based experience IV *	PPE8010
Mr. Sc. Ranka Jindra, senior lecturer	Faculty of Teacher Education Osijek	Preschool-based experience V *	PPE0100
Dr. Sc. Stanislava Irović, professor	Faculty of Teacher Education Osijek	Ethics of teaching profession	PPE0010
Module A - DEVELOPMENTAL			
Dr.sc. Stanislava Irović, professor	Faculty of Teacher Education Osijek	Play in education	PPE7101
Dr. Sc. Mirjana Duran, assistant professor	Faculty of Teacher Education Osijek	Selected topics from adult psychology	IPS7001
Dr.sc. Nada Babić, professor	Faculty of Philosophy Osijek	Programmes for working with children with special needs	IPE8001
Dr. Sc. Mirjana Duran, professor	Faculty of Teacher Education Osijek	Psychology of children's play	IPE7002
Dr. Sc. Anđelka Peko, associate professor	Faculty of Teacher Education Osijek	Modern strategies in educational process	IPE1002

5.4.2. INSTRUCTORS OF MANDATORY COURSES AT MODULES OF GRADUATE STUDIES OF EARLY AND PRE-SCHOOL EDUCATION

MODULE B - ECOLOGY AND NATIONAL HERITAGE

Table 4

Instructor	Institution	Course	Code
Basic courses module			
Mr. Sc. Mirna Radišić Manuela Putnik, assistant	Faculty of Teacher Education Osijek	English language in early and pre-school education German language in early and pre-school education	OEJ1001 ONJ1001
Dr. Sc. Vesnica Mlinarević, assistant professor	Faculty of Teacher Education Osijek	Leadership in pre-school institutions	OPE9001
Dr. Sc. Vesnica Mlinarević, assistant professor	Faculty of Teacher Education Osijek	Alternative pre-school programmes	OPE7001
Dr. Sc. Mirjana Duran, assistant professor	Faculty of Teacher Education Osijek	Psychology of encouragement of children's development	OPS8001
Dr. Sc. Slavka Galić, assistant professor	Faculty of Teacher Education Osijek	Psychology of deviant experiences and behaviour in childhood and adolescence	OPS9001
Dr. Sc. Vesnica Mlinarević, assistant professor	Faculty of Teacher Education Osijek	Project learning in kindergarten	OPE7002
Dr. Sc. Vinka Uzelac, professor	Faculty of Teacher Education Osijek	Pedagogy of sustainable development	OPE9002
Dr.sc. Stanislava Irović, professor	Faculty of Teacher Education Osijek	Action research in early and pre-school education	PPE0001
Dr.sc. Margita Pavleković, assistant professor	Faculty of Teacher Education Osijek	Internet in early and pre-school education	PIN7001
Dr.sc. Stanislava Irović, professor	Faculty of Teacher Education Osijek	Final paper methodology	PPE0000
Mr. sc. Ranka Jindra, senior lecturer	Faculty of Teacher Education Osijek	Work practice IV*	PPE8010
Mr. sc. Ranka Jindra, senior lecturer	Faculty of Teacher Education Osijek	Work practice V*	PPE0100
Dr.sc. Stanislava Irović, professor	Faculty of Teacher Education Osijek	Ethics of teaching profession	PPE0010
MODULE B - ECOLOGY AND NATIONAL HERITAGE			
Dr. Sc. Edita Borić, assistant professor	Faculty of Teacher Education Osijek	Natural science	IPD7001
Dr. Sc. Irella Bogut, assistant professor	Faculty of Teacher Education Osijek	Ecology for sustainable development	IPD8001
Dr. Sc. Edita Borić, assistant professor	Faculty of Teacher Education Osijek	Research in nature	IPD1001
Dr. Sc. Damir Matanović, assistant professor	Faculty of Teacher Education Osijek	Environmental history	IPD7002
Dr. Sc. Damir Matanović, assistant professor	Faculty of Teacher Education Osijek	Croatian national heritage	IPD1002

5.4.3. INSTRUCTORS OF FREE ELECTIVE COURSES IN GRADUATE STUDIES OF EARLY AND PRE-SCHOOL EDUCATION

Table 5

Instructor	Institution	Course	Code
Psychology			
Dr. Sc. Mirjana Duran, assistant professor	Faculty of Teacher Education Osijek	Tradition of spontaneous children and youth culture	IPSS001
Dr. Sc. Mirjana Duran, assistant professor	Faculty of Teacher Education Osijek	Psychology of giftedness	IPS9001
Dr. Sc. Slavka Galić, assistant professor	Faculty of Philosophy Osijek	Children grieving	SIM0010
Dr. Sc. Anđelka Peko, associate professor	Faculty of Teacher Education Osijek	Intercultural education in early and pre-schools education	SIM0011
Doc. Art. Mr. Sc. Davorka Brešan	Faculty of Teacher Education Osijek	Protection and communication of visual art heritage in school and kindergarten	ILIS011
Dr. Sc. Pavel Rojko, professor	Arts Academy Zagreb	Acquiring music literacy skills	SIM0016
Dr. Sc. Pavel Rojko, professor	Arts Academy Zagreb	Choir	SIM0017
Dr. Sc. Damir Matanović, assistant professor	Faculty of Teacher Education Osijek	Children's play in Slavonia in the 18th and 19th century	SIM0018
Dr. Sc. Damir Matanović, assistant professor	Faculty of Teacher Education Osijek	Workshop of history artefacts	SIM0019
Dr. Sc. Irella Bogut, assistant professor	Faculty of Teacher Education Osijek	Knowing plants and animals	IPDS001
Dr.sc. Edita Borić, assistant professor	Faculty of Teacher Education Osijek	Games in education for environment	SIM0021
Dr. Sc. Dubravka Smajić, assistant professor	Faculty of Teacher Education Osijek	Functional styles in language of communication	SIM0022
Dr. Sc. Ana Pintarić, professor	Faculty of Teacher Education Osijek	Bible in children's literature	SIM0023
Dr. Sc. Irena Vodopija, associate professor	Faculty of Teacher Education Osijek	Public speech	IHR1001
Dr. Sc. Irena Vodopija, associate professor	Faculty of Teacher Education Osijek	Cultural heritage of Croatian language	IHR9001
Doc. Art. Mira Perić-Kraljik	Faculty of Teacher Education Osijek	Puppetry games	IHR 9101
Dr. Sc. Ivan Prskalo, associate professor	Faculty of Teacher Education Zagreb	Traditional games in kinesiology	SIM0024
Dr. Sc. Ivan Prskalo, associate professor	Faculty of Teacher Education Zagreb	Winter activities	SIM0027

**6. PROGRAMMES FOR MANDATORY AND ELECTIVE COURSES
OF GRADUATE UNIVERSITY STUDIES
OF EARLY AND PRE-SCHOOL EDUCATION**

for

Master of early and pre-school education

**6.1. Course programmes from basic courses MODULE and from practical
competences module in mandatory course of Graduate university
studies of early and pre-school education**

Course code	PEJ7001	Course	English language in early and pre-school education	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Mr. sc. Mirna Radišić, senior lecturer			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				2	2
Number of classes(separately L, S, P) in a semester				1+0+1	1+0+1
Course objectives:					
To qualify students for professional competence in English language on different topics from the field of early and pre-school education, i.e. from the professional field of work.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
Development of the skills of reading and understanding expert literature from the field of early and pre-school education. Development of strategies for understanding written texts. Development and expanding active and passive vocabulary related to early and pre-school education. Development of summary writing techniques and the ability to summarize expert texts. Development of the skill of speaking about professional topics. The development of active skills on B2 level and of passive skills on C1 level according to CEFR is expected.					
Course contents:					
In the framework of this course the students will deal with language analysis of expert texts from the field of early and pre-school education. They will practice the application of different text reading techniques in order to achieve general and/or detailed understanding of the read. Special attention will be paid to the development of strategies for the understanding of written texts and the reproduction of the read in the form of summaries. In the field of the development of understanding strategies, prediction of the contents based on the previous knowledge will be practiced, deducing from context, the distinction between basic text ideas and supporting viewpoints and ideas stated in the text, etc. On the text examples from the field of early and pre-school education it will be worked on the expanding of active and passive vocabulary, especially on the development of vocabulary acquisition strategies. Finally, the students will develop skills of speaking and discussing expert topics based on the read texts and personal knowledge and experience. Taking critical and founded viewpoints towards professional issues will be encouraged (in the framework of scheduled topics as: educational contexts in ENglish speaking countries, institutionalized context of kindergarten in English speaking countries, development and learning in early childhood and pre-school age, socialization with simultaneous individualization of child's sociality, developmental and educational needs of children in early childhood and pre-school age, speech and language acquisition, observation and evaluation of child's activities and abilities, etc.)					
Course organisation and knowledge acquisition:					
Lectures, seminars and practice.					
Course organisation and knowledge acquisition (additional remarks):					
During lectures students will get familiar with certain issues, that will afterwards be worked on by reading and summarizing literature, as well as by writing seminar papers. Vocabulary and grammar practice will help the acquisition of expert terminology and grammar structures necessary for the development of productive skills (writing and speaking) on scheduled topics.					
STUDENTS' OBLIGATIONS					
Regular attendance. Active participation and test writing for the assessment of expert terminology acquisition (two per semester), as well as writing seminar papers in foreign language: one in the group (winter semester) and two individually (summer semester).					
Monitoring and evaluation of students with ECTS quota					
Attendance		Active participation		Seminar / Workshop	Written exam
Continuous assessment		Oral exam		Individual tutoring	
Compulsory reading:					
Nuttall, Ch. (1996) Teaching Reading Skills in a Foreign Language. Heinemann:Oxford. (odabrana poglavlja)					
New, R. S. i Cochran, M. (eds.) Early Childhood Education: An International Encyclopedia. Greenwood Publishing Group (2008).					
http://www.dcsf.gov.uk					
http://www.ed.gov/index.jhtml					
Active use of dictionaries and grammar books.					
Additional reading:					
Oxford Guide to British and American Culture, OUP, 1999.					
Internet pages:					
http://www.wikipedia.org/					
http://www.preschooleducation.com/					

Course code	PNJ7001	Course	German language in early and pre-school education	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Manuela Putnik, assistant			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				2	2
Number of classes(separately L, S, P) in a semester				1+0+1	1+0+1
Course objectives:					
The aim of this course is to improve acquired and gain new knowledge and skills from the field of oral and written communication in German language. Students find themselves, during lectures, in situations where spontaneous expression, written or spoken, is encouraged, developing all language skills, as well as practicing grammar forms and vocabulary through understanding written information. The course contains topics from culture and civilizations of German speaking countries as well.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
<ul style="list-style-type: none"> -to demonstrate clear and argumentative professional communication in foreign language using the style appropriate to context possibilities; -to develop the aptitude for team work, interaction and cooperation based on partnership relationships; -to show the ability to continuously evaluate and self-evaluate own work; -to demonstrate the appreciation of differences and multiculturalism; -to be familiar with vocabulary and functional grammar, intonation and pronunciation of German language; -to develop the awareness of different types of verbal interaction; -to get to know basic characteristics of different styles and registers of the spoken and written German language; -to develop the sensibility for cultural differences and the resistance towards stereotypes; -to encourage the interest for intercultural communication; 					
Course contents:					
In the framework of this course the students read and listen to the texts from everyday life and culture and civilization of native speakers, they solve speaking and writing tasks, as well as produce own work in German language. Students are also offered different forms of individual expression. They are also exposed to different techniques that spontaneously and freely develop the expression in German language. In the framework of all the activities the stress is on the development of vocabulary and grammatical accuracy in order for the expression to be as close to the expression of native speakers as possible. The course contains the developing of language competences, as well as knowledge of culture and civilization of German speaking countries.					
Course organisation and knowledge acquisition:					
Lectures; Practice;					
Course organisation and knowledge acquisition (additional remarks):					
Students get familiar with different topics, vocabulary and grammatical structures during the lectures, which are also practices, so that they acquire the knowledge through different activities and teaching material.					
STUDENTS' OBLIGATIONS					
In the framework of this course the students take two tests per semester, oral and written exam after the second semester.					
Monitoring and evaluation of students with ECTS quota					
Attendance		Active participation		Seminar / Workshop	Written exam
Continuous assessment		Oral exam		Individual tutoring	
Compulsory reading:					
Dallapiazza, R.-M. i suradnici: Tangram 2B , Deutsch als Fremdsprache, Ismaning, 2002.					
Additional reading:					
Appelt, M. i suradnici: Grammatik a la carte! - 2, Mittelstufe , Frankfurt a.M., 1994.					
Engler, T.: Deutsche Grammatik - kein Problem! , Zagreb, 2006.					
Glovacki-Bernardi, Z.: Osnove njemačke gramatike , Zagreb, 1995.					
Schumann, J.: Mittelstufe Deutsch , Ismaning, 1992.					
Wagner, R.: Grammatiktraining - 2, Mittelstufe , Ismaning, 1997.					

Course code	PPE7001	Course	Alternative pre-school programmes	Study programmes	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Vesnica Mlinarević, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes(separately L, S, P) in a semester				2+0+2	
Course objectives:					
To familiarize students with different alternative pedagogical ideas, movements and directions that influenced the appearance, organization and work of alternative kindergartens in the world and in the country. The students will acquire the knowledge of pedagogical, didactic and methodological variants in kindergartens and possibilities of the application of some of the alternative attempts in modern public and private kindergartens in the Republic of Croatia.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To possess the learning capacity as a precondition for the generating of new ideas and for the adaptability to new situations; to develop research skills on the level of writing expert papers; to demonstrate the appreciation of differences and multiculturalism; to demonstrate the ability of adaptation to new and unexpected situations in the way of active application of the acquired knowledge, skills and abilities; to effectively construe educational context as an encouraging-developmental, suitable for each of the children, regarding their abilities, possibilities, needs and interests, and on that foundation to realize integrated educational practice.					
Course contents:					
Social conditionality, appearance, importance and overview of alternative pedagogical ideas and schools. Pedagogical projects and consequences of reform pedagogy. Pedagogical-didactic concepts, organization and practice of important alternative schools (Montessori, Waldorf, Freinet, Summerhill, Laborschule, Barbiana, Tvind). Modern private schools as alternative attempts. Curricular characteristics of alternative schools. Pedagogical pluralism of modern school systems. Scientific foundations of alternative pedagogical ideas and schools.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops; Individual tutoring; Multimedia and Internet; Field work					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
A student is obliged to write a seminar paper, and actively participate in classes..					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation		Seminar / Workshop		Written exam
Continuous assessment	Oral exam		Individual tutoring		
Compulsory reading:					
Seitz, M, Hallwachs, U. (1997), Montessori ili Waldorf, Zagreb, Educa.					
Matijević, M.ur. (1994), Prilozi razvoju pluralizma u odgoju i školstvu, Zagreb, Institut za pedagoška istraživanja Filozofskog fakulteta u Zagrebu.					
Matijević, M.(2001), Alternativne škole, Zagreb, Tipex.					
Madelin, A. (1991), Oslobođiti školu, Obrazovanje a' la Carte, Zagreb, Educa.					
Additional reading:					
Calgren, F. (1990), Odgoj ka slobodi, pedagogija Rudolfa Steinera, Zagreb, Sredstvo za Waldorfsku pedagogiju.					
Berić, Z(1990), Zašto i kako odgajati. Ciljevi, metode i sredstva odgoja, Đakovo, Biskupski ordinarijat.					
Milanović, M., Stričević, I., Maleš, M., Sekulić – Majurec, A.(2000), Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj, Zagreb.					
Walford, G. (1992), Privatne škole – iskustva u deset zemalja. Zagreb, Educa.					
Miljević-Ridički, R., Maleš, D., Rijavec, M. (2001), Odgoj za razvoj, Zagreb, Alinea.					

Course code	PPE0001	Course	Action research in early and pre-school education	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Stanislava Irović, professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					4
Number of classes(separately L, S, P) in a semester					2+1+1
Course objectives:					
The aim of the course is to familiarize students with the basic issues of qualitative research (action research) and the ways of their implementation in educational institutions, the sensibilization of students for understanding of the basic purpose of action research, and for recognizing the potentials that action research possesses in educational practice, in everyday work of educators, curriculum development and in the professional development of educators.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
A student is expected to gain certain competences through this course: - to correctly analyze and interpret the nature and techniques of action research - to differentiate direct involvement in the changing of educational practice from the indirect involvement, by using action research techniques (participating observation, video-reflexive methodology, documentation...) - to define a practitioner's (educator's/teacher's) role in changing and improving own educational practice by creating and analysing action research plan - to suggest possible examples of action research that will be used for the argumentation of their effectiveness and to develop the sensibility for contemplating and critical questioning of own practice					
Course contents:					
1. Different definitions of action research. 2. The essential characteristics of action research. 3. Basic features of action research model – plan, action, monitoring, self-evaluation, discussion and reflection on actions. 4. Action research general plan: general idea, context rethinking or questioning, working description of action field, monitoring the first action step, reflection (contemplating), report preparation, revised plan preparation. 5. Practising each of the stages and the creation of personal general plan of action research spiral. 6. Getting acquainted with and trying out techniques used in action research: video-reflexive technique, methodology, documenting, noting, taking photographs, noticing, observing, participating observing, self-evaluation, use of ethnographical methods, etc. 7. Examples of action research from home and world literature.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops; Individual tasks; Mentor work, Practice					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Active participation of students in all the forms of lessons and knowledge acquisition. Regular attendance in lectures, consultation discussion and different aspects of mentor work are expected, as well as solving individual tasks, research project – general plan of action research.					
Monitoring and evaluation of students with ECTS quota					
Attendance		Active participation		Seminar / Workshop	
Continuous assessment		Oral exam		Individual tutoring	
				Written exam	
				Project	
Compulsory reading:					
1. Miljak, A., Vujičić, L. (2002) Vrtić u skladu s dječjom prirodom «Dječja kuća». Rovinj: DV Neven.(10-40) 2. 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, (9-15) 3. Bognar,B.(2006) Kako procijeniti kvalitetu akcijskog istraživanja.Metodički ogledi.Vol.13.(1).Zagreb 4. Šagud,M.(2006) Odgajatelj kao reflektivni praktičar.Visoka učiteljska škola u Petrinji.Petrinja. 5. Cohen,L.Manion,L.,Morrison,K.(2007) Metode istraživanja u obrazovanju.Naklada Slap.Zagreb 6. Sekulić-Majurec, A. (2000.): Kvantitativan i/ili kvalitativan pristup istraživanjima pedagoških fenomena – neke aktualne dileme. <i>Napredak</i> , 141 (3): 289-300.					
Additional reading:					
1.Miljak, A., Vujičić, L. (2000) Mijenjanje kulture predškolske ustanove putem akcijskog istraživanja. U: Kramar, M., Duh, M. (ur.), Didaktički in metodični vidiki nadaljnega razvoja izobraževanja. Maribor: Pedagoška fakulteta Maribor, str. 92-97. 3. Sekulić-Majurec, A. (2007.): Kraj rata paradigmi pedagoških istraživanja. U:Previšić i dr. (ur): Pedagogija – prema cjeloživotnom obrazovanju i društvu znanja, Prvi kongres pedagoga Hrvatske, Svezak 1. Zagreb: Hrvatsko pedagojsko društvo, 348-364.					

Course code	PPE7010	Course	Project learning in kindergarten	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Vesnica Mlinarević, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes(separately L, S, P) in a semester				2+0+2	
Course objectives:					
Acquiring knowledge and skills for working on projects, as well as detailed familiarizing with methods and forms of cooperative learning. The students will independently research the selected topic by cooperative learning, making a range of decisions in order to achieve basic results. They will be engaged in the work of the selected topic in accordance with their need and the environment in the context of kindergarten and by self-reflection independently evaluate their own team's work.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To develop research skills on the level of writing an expert paper; to develop the inclination towards team work by interaction and cooperation based on partnership relationships; to develop the abilities of a reflective practitioner who continuously evaluates the effects of own achievements; to demonstrate the knowledge by observing and evaluation of a child's activities and possibilities as a pre-condition for the construction of an integrated curriculum in the sense of an answer to its developmental and educational needs;					
Course contents:					
Working on projects as a form of integrated curriculum. The concepts of working on projects according to the authors Katz and Chard and Regio concept. Learning of a pre-school child and the role of a pre-school teacher in the integrated learning of children. Basic characteristics of Project planning, the directionality towards a child's interests, professional competences of an educator for the motivation in the fields that need research, new educators' roles. The creation of encouraging material and social environment and the ways of assessment and documentation of children's activities. Main project stages. Characteristics of children's projects: Independent organization and personal responsibility, stage target planning, learn how to learn and work together; social learning, interdisciplinarity, changed educators' role, reflections.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops; Field work					
Course organisation and knowledge acquisition (additional remarks):					
Individual tutoring; Independent tasks					
STUDENTS' OBLIGATIONS					
The student is obliged to create and present a project on a selected topic.					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation		Project	Written exam	
Continuous assessment	Oral exam		Individual tutoring		
Compulsory reading:					
Marsh, C. (1994), Kurikulum: temeljni pojmovi, Zagreb. Educa. Slunjski, E. (2001), Integrirani predškolski kurikulum, Zagreb, Mali profesor. Miljak, A.; Vujičić, L. (2002.): Vrtić u skladu s dječjom prirodom. Rovinj, Dječji centar Neven. (str. 10- 40.) Mlinarević, V., (2004), Vrtično okruženje usmjereno na dijete (str. 112-118), Život i škola. br.11/1/2004., Sveučilište J.J.Strossmayera u Osijeku, Filozofski fakultet i Visoka učiteljska škola. Munjiza, E. i sur. (2007), Projektno učenje. Filozofski fakultet, Učiteljski fakultet u Osijeku, Osijek. Katz, L., Shard, S. C. (1989), Engaging Childrens minds: The Project Approach, Nowood, Ablex Publishing Corporation, New Jersey.					
Additional reading:					
Senge, P. (2003.), Peta disciplina. Zagreb, Mozaik knjiga. (str. 15- 227.) Katz, L., Cesarone, B. (1994), Reflectins on the Reggio Emilia Approach, Urbana, Eric/eece, Pensylvania. Mlinarević, V. (2000). Igra – učenje u socijalnim interakcijama. U: Zbornik radova, Učiti zajedno s djecom – učiti (str.97-101), Dječji vrtić Čakovec i Visoka učiteljska škola Čakovec, Čakovec. Mlinarević, V., Peko, A. Vujnović, M., (2003). Suradničkim učenjem prema zajednici učenja, Zbornik radova Sabora pedagoga Hrvatske, Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva, HPKZ, Zagreb.					

Course code	PPE0000	Course	Final paper methodology	Study programme	Graduate studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Stanislava Irović, professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					4
Number of classes(separately L, S, P) in a semester					0+0+4
Course objectives:					
Preparation of students for writing a final paper.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
Mastering formal and informal data collecting techniques. Qualifying for the analysis and interpretation of data. Building of ethics in research conducting and data usage in research: objectivity, confidentiality, respect of examinees' privacy. Qualifying for observing and understanding of empirical data in expert literature, as well as for the presentation of the research. Technical formation of final paper.					
Course contents:					
Final paper in School documents. Selection and formation of final paper topic. The scope of final paper. The parts of final paper – front page, initial pages, introduction/preface, main text, conclusion/resume. Paper structure. Theoretical and empirical part of final paper. Ways of writing. Finding and using sources. Primary and secondary sources. Citation and paraphrasing. Accuracy and ethics in using sources. Bibliography creation. Ways of stating sources, stating works available in network. The outline of empirical reseach: goals, sample, data collecting procedures, quantitative and qualitative data analysis, conclusion. Technical shaping of final paper: front page, contents, titles and subtitles, tables and pictures, attachments, page formation, fonts. Electronic and classical form of final paper. On the procedure of defending final paper – talk, oral defending. Public presentation of the final paper outline with discussion					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops;					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
To create and during a seminar lesson present a final paper outline. To participate in the analysis of colleagues' final paper outlines .					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation		Seminar / Workshop		Written exam
Continuous assessment	Oral exam		Individual tutoring		
Compulsory reading:					
APA Style Citation , http://writing.articleinsider.com/7502_apa_style_citation.html How to Prepare an Annotated Bibliography, Cornell University http://www.library.cornell.edu/olinuris/ref/research/skill28.htm Matijević, M., Mužić, V. ,Jokić, M. (2003) <i>Istraživati i objaviti - elementi metodološke pismenosti u pedagogiji</i> . Zagreb: HPKZ. Mužić, V. (2004.) <i>Uvod u metodologiju istraživanja odgoja i obrazovanja</i> (2. prošireno izdanje). Zagreb: Eduka. MLA Bibliographic Style, A Breaif Guide (For print sources, For electronic sourses) http://mciu.org/%7Espjweb/mla.html Skupni katalog Sveučilišta J. J. Strossmayera u Osijeku http://baza.gskos.hr/ucat/search.html Težak, Đ. (2002) <i>Pretraživanje informacija na Internetu</i> , http://www.chem.pmf.hr/preinin (17.09.2004.) *** (1983) Upute za informatičko i tehničko oblikovanje diplomskih radova, magistarskih radova, doktorskih disertacija i znanstvenih članaka, Rijeka: Sveučilište "Vladimir Bakarić", Naučna biblioteka Rijeka Additional reading: APA Electronic Reference Formats, http://www.apastyle.org/elecref.html <i>A Guide for Writing Research Papers</i> Prepared by the Humanities Department as part of The Guide to Grammar and Writing http://webster.comnet.edu/mla/index.shtml Filozofski fakultet Osijek, katalog knjižnice, http://161.53.208.100/lb07/search.html Landmarks Citation Machine Mužić, V. (1982) <i>Metodologija pedagoških istraživanja</i> . Sarajevo: Svjetlost. Vujević, M. (2002) <i>Uvođenje u znanstveni rad</i> (6. dopunjeno izdanje). Zagreb: Školska knjiga. Statut Visoke učiteljske škole u Osijeku http://www.vusos.hr/dokumenti/storage/STATUT%20VU%E6-a.pdf					

Course code	PPE9001	Course	Leadership in pre-school institutions	Study programme	Graduate studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Vesnica Mlinarević, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					5
Number of classes(separately L, S, P) in a semester					2+1+1
Course objectives:					
<p>The purpose of the course is to qualify students for successful communication and readiness for cooperation with others. To contribute to the understanding of leadership/vision styles as a fundamental function for the contribution to educational work and the quality of life of everybody in kindergarten.</p> <p>Qualifying for expert analysis and active/reflective relation towards the development of personal career and the career of other professionals, indicating the processes, procedures, reorganizational measures and modern concepts of business excellency, as well as motivating cooperational partnership relations of kindergarten, parents and environment.</p>					
Expected outcomes (development of general and specific competences - knowledge/skills):					
<p>To learn and apply the skills of motivating co-experts to professionally develop themselves in order to contribute to the quality of goal achieving in the modern kindergarten, as well as to the leading, assessing and evaluating innovations (action research, projects). Changes management (anticipation, strategic planning, operational planning). Planning process in school. School visions. Planning and programming techniques: strategic planning, middle-term planning, short-term planning, operative planning, network planning.</p>					
Course contents:					
<p>1. Leadership – a constituent of management in autonomous kindergarten; Competences for leadership in kindergarten (professional, communicational, social, legal, administrative...); Basic constituents and theories of leadership styles in kindergarten; motivation in leadership process; conflicts and their resolution in leadership function; the role of communication in leadership (verbal and non-verbal communication in leadership, individual communication, small and big group communication in the leadership function, written communication, meeting communication); Leadership strategies and concepts (visionary leadership, transactional leadership, transformational leadership, instructional leadership, cooperative leadership, ethical leadership); Trends in modern leadership</p> <p>2. Life-long education; professional development of human potential; Qualifying and professional development of head-teachers; The development of a career as a permanent process and a part of personal identity; Motivating and awarding of employers in pre-school education; The determination of work successfulness of certain working positions in kindergarten (setting criteria)</p> <p>3. Professional-pedagogical leadership of head-teachers in kindergarten; Annual plan and programme of a kindergarten (planning, realization, evaluation); Monitoring and counselling – trainees, volunteers (vocational exams); Educators' and expert associates' promotion into mentors and counsellors; Pedagogical documentation of expert associates and kindergarten in general; Organization of seminars, assemblies, expert and scientific meetings in cooperation with other institutions; Organization of action research and projects directed at internal change; Parents, service users and management factors in kindergarten (parent's meetings, school for parents, counselling)</p> <p>4. The subjects of the kindergarten innovation process (educators, head-teacher, expert associates, parents, children); Examining of standpoints on changes; Innovational kindergarten/kindergarten as children's house; Decision making on the changes in kindergarten; Evaluation and self-evaluation of work and results in kindergarten</p> <p>5. The vision of kindergarten development; The carriers of developmental functions in kindergarten and their roles; Developmental planning, realization and evaluation; Team work in function of development vision; External evaluation of management and successfulness (educational inspection, counselling service, media...); Strategy and methods of quality system management</p>					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops; Individual tutoring, Projects, Essays, Maps, Multimedia and Internet					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
In the framework of this mono-semester course the students are obliged to create a project of leadership vision and pre-school institution development, as well as pass a written and oral exam at the end of semester.					
Monitoring and evaluation of students with ECTS quota					
Attendance		Active participation		Essay Project	
Continuous assessment		Oral exam		Written exam	
				Individual tutoring	
Compulsory reading:					
Kathleen, R. (1998). Interpersonalna komunikacija. Zagreb: Alinea.					
Kelly M. J. (1997). Upravljanje ukupnom kvalitetom. Zagreb: Potecom.					
Lavrnja, I., Mušanović M. (1993). Uspješno rukovođenje. - U: Priručnik za ravnatelje odgojno-obrazovnih ustanova. Zagreb: Znamen,					
Resman, M. (2000). Savjetodavni rad u vrtiću i školi. Zagreb: HPKZ.					
Senge, P. M. (2001). Peta disciplina: principi i praksa učeće organizacije. Zagreb: Mozaik knjiga.					
Mougniotte, A. (1995). Odgajati za demokraciju. Zagreb: Educa.					
Additional reading:					
Bruner, J. (2000). Kultura obrazovanja. Zagreb: Educa.					

Course code	PPE9010	Course	Pedagogy of sustainable development	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Vinka Uzelac, professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				5	
Number of classes(separately L, S, P) in a semester				2+1+1	
Course objectives:					
Through this course the students will:					
a) realize the importance of environment knowledge and its sustainable development in interdisciplinary framework b) be qualified for the application of the environment knowledge in education c) be awakened for the need of life-long learning about environment/sustainable development d) be encouraged to act ecologically responsibly					
Expected outcomes (development of general and specific competences - knowledge/skills):					
After the completed course the students will be able to: a) define educational questions on environment and its sustainable development b) describe and analyse world, national and regional programmes of human ecology as an interdisciplinary science for environment/sustainable development c) compare and differentiate some of the concepts of environment and sustainable development concepts d) argue some examples of pedagogical learning based on innovation for sustainable development in formal and informal fields e) implement and interpret smaller research tasks from the field of pedagogical ecology and indicate the possibility of improvement of ecological-pedagogical practice.					
Course contents:					
The course <i>Pedagogical ecology</i> includes the following chapters:					
1. From plants and animals ecology to human ecology – ecology of a human 2. Sustainable development: problems and perspectives 3. Starting points and approaches to education for sustainable development as a concept 4. Education for environment among knowledge, skills, habits, viewpoints and behaviour 5. Values in education for environment 6. Reforms of educational movements and models of promoting education for sustainable development and interest pluralism 7. Potentials and possibilities of gaining experience and learning about environment within local area 8. Determining certain viewpoints for observing and monitoring environmental changes 9. Recognizing and defining negative and positive events in natural and polluted environment 10. Situation and problems of education for environment/sustainable development in Croatian kindergarten practice 11. Elements of kindergarten curriculum in the development of children sensibility for sustainable development 12. Play as a pre-condition for the development of sustainable development sensibility 13. Activities of different connections and relations with educational institutions, social and economical activities 14. Quality and success of the processes of sustainable development education as a result of interactional activities 15. Analysis of own activities, development of critical and analytical competence related to work in pre-school and school institutions					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops; Independent tasks, Individual tutoring					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Students' obligations are: to actively participate in lectures and thematic workshops; to do practical-reasearch work outdoors independently and in a smaller group; pass an oral exam.					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation		Seminar / Workshop		Written exam
Continuous assessment	Oral exam		Individual tutoring		
Compulsory reading:					
1. Cifirić, I. (2003), Okoliš i održivi razvoj – ugroženost okoliša i estetika krajolika. Zagreb: Hrvatsko sociološko društvo i Zavod za socijologiju Filozofskog fakulteta u Zagrebu. 2. Devernay, B. i sur. (2001) Obrazovanje za okoliš i održivi razvoj. Zagreb: Centar za građanski odgoj i demokraciju. 3. Uzelac, V. (1990) Osnove ekološkog odgoja. Zagreb: Školske novine. 4. Uzelac, V., Starčević, I. (1999) Djeca i okoliš. Rijeka: Adamić. 5. Uzelac, V. (2002) Stanje i vizija obrazovanja studenata učiteljskih škola/nastavničkih fakulteta za okoliš. Zagreb: Hrvatski pedagoško – književni zbor.					
Additional reading:					
1. Cifirić, I. (1996) Ekološka pismenost između kulturne tradicije i ekološke svakodnevice. Socijalna ekologija, 5 (3), 403-421.					

Course code	PPE0010	Course	Ethics of teaching profession	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Stanislava Irović, professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					2
Number of classes(separately L, S, P) in a semester					1+0+1
Course objectives:					
The development of cognitions on professional ethics of teachers, the nourishing of problem awareness of the ethics of educational act and teacher's role.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
<ul style="list-style-type: none"> To demonstrate the possession of personal qualities and dispositions, as well as their reflection in work field development; To develop professional ethics; To appreciate, respect, and demonstrate the devotion for the mission of a professional in early and pre-school education; To be qualified for taking responsibilities in the processes of further personal and professional affirmation of own professional profile while simultaneously promoting the importance of professional field of work; 					
Course contents:					
Professional ethics of teachers: Respecting childrens' rights (non-discrimination, confidentiality, privacy). Family respect. Teaching principles. Receiving gifts and other goods. Conflict of interests. Respecting school integrity. Ethics of scientific research - the authorship of scientific, expert papers and other documents. Representation of profession and keeping respectability of teaching profession. Public presentation. Ethical codex(es) of teachers.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops; Multimedia and Internet					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Participation in lessons, seminar paper writing					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation		Seminar / Workshop		Written exam
Continuous assessment	Oral exam		Individual tutoring		
Compulsory reading:					
Haskins, W. A., Ethos and Pedagogical Communication: Suggestions for Enhancing Credibility in the Classroom <i>Current Issues in Education</i> [On-line], 3(4). Available: http://cie.ed.asu.edu/volume3/number4/ .					
Gudjons, H. (1994) <i>Pedagogija: temeljna znanja</i> . Zagreb: Educa.					
Irović, S. (1999), <i>Učitelj kao dr. Jekyll i mr. Hyde (Dva lica učiteljeva poziva)</i> , U: Nastavnik – čimbenik kvalitete u odgoju i obrazovanju, The Teacher as a Contributor to Quality in Education, Zbornik radova međunarodnoga znanstvenoga kolokvija, (Ur. Rosić, V.), Sveučilište u Rijeci, Filozofski fakultet, Rijeka, str. 382-395.					
Babić, N. Irović, S. (2003). <i>Edukacija vrijednosti i vrijednosti u edukaciji</i> , Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva, Vrgoč, Hrvoje (ur.). Zagreb : Hrvatski pedagoško-književni zbor, 2003. 268- 276.					
Lenzen, D. (2002) <i>Vodič za studij znanosti o odgoju - što može, što želi</i> . Zagreb: Educa.					
Pejović, S. (2002) <i>Skok s mosta: Odgoj između prosvjetne politike i međuljudskog odnosa</i> (1. izdanje), Zagreb: Alinea.					
Polić, M. (1995) Obrazovanje učitelja za budućnost. <i>Metodički ogledi</i> , Zagreb, vol. 6, sv. 1, br. 10/1995, str. 75-79.					
Polić, M. (1991) <i>Deprofesionalizacija učiteljskog poziva</i> . Zbornik radova Učitelj za inovacijsku školu, Institut za pedagojska istraživanja OOUR Pedagojske znanosti, studije i izvještaji 39, Zagreb 1991, str. 545.					
Additional reading:					
Campbell E. (2000) <i>Professional Ethics in Teaching: towards the development of a code of practice</i> , Cambridge Journal of Education 1 June 2000, vol. 30, no. 2, pp. 203-221(19)					
Irović, S. (1998) <i>Interaktivni pristup u vrtiću</i> , U: Kvaliteta u odgoju i obrazovanju, The Quality in Education and Teaching, Zbornik radova međunarodnog znanstvenog kolokvija, (Ur. Rosić, V.), Sveučilište u Rijeci, Pedagoški fakultet, Rijeka, str.269 – 278.					
Strike, K. A., Soltis, J. F. (1998) <i>Thinking About Education: The Ethics of Teaching</i> , 3rd Edition, Teachers College Press					
Nietfield, L., Enders, C. K., An Examination of Student Teacher Beliefs: Interrelationships Between Hope, Self-Efficacy, Goal-Orientations, and Beliefs About Learning. <i>Current Issues in Education</i> [On-line], 6(5). Available: http://cie.ed.asu.edu/volume6/number5/					

Course code	PPE8010	Course	Preschool-based experience IV	Study programme	Graduate university studies of early and per-school education
Course status		mandatory			
Instructor		Mr. sc. Ranka Jindra, senior lecturer			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					4
Number of classes(separately L, S, P) in a semester					0+0+3
Course objectives:					
To qualify students for independent application of expert – methodological knowledge and skills, as well as for the reflection and improvement of pre-school theory and practice.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To demonstrate a higher level of knowledge and understanding by the ability of analysing, synthesizing and evaluating in the field of theory and practice of early and pre-school education;					
To apply modern technologies in professional and scientific development;					
To demonstrate and apply the ability of qualitatively higher level of interpretation and evaluation of research data within professional and scientific field of work;					
To achieve further development of abilities of the application of knowledge in practice by reflection and evaluation of own practice;					
To develop leadership ability on the level of independent functioning and team work in interdisciplinary teams of experts that function in the field of early and pre-school education;					
To demonstrate the ability of research task construction that will be solved by practical research, identification of adequate methods, as well as the analysis and interpretation of results;					
To identify and critically reflect the continuity and discontinuity between the knowledge and its application in a concrete educational practice and the ways of its influence on the quality of final effects of institutionalized early and pre-school education.					
Course contents:					
Plan and programme for educational group					
Educators' documentation					
Annual plan and programme of a kindergarten (planning, realization, evaluation)					
Independent daily practical lectures					
Participating in the creation of techniques of planning and programming: strategic planning, middle-term planning, short-term planning, operative planning, network planning.					
Leadership strategies and concepts					
Organization of seminars, assemblies, expert and scientific meetings in cooperation with other institutions;					
Organization of action research and projects directed at internal changes;					
Cooperation with parents – hold a parents' meeting with mentor's leadership, school for parents					
Individual counselling work with parents					
Application of one of the alternative approaches in contemporary public and private kindergartens in the Republic of Croatia.					
Active and independent participation in the creation of scientific-cognitive developmental field of children					
Work on the building of supporting relationships with children – work on socialization with simultaneous individualization of their sociality;					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops;					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Regular attendance of practical lessons. The student keeps a diary of Preschool-based experience about the realized practice. The stated contents are written down in the diary.					
Monitoring and evaluation of students with ECTS quota					
Regular attendance	Active participation		Seminar / Workshop		Written exam
Practical application of knowledge	Oral exam		Writing a Preschool-based experience diary		Mentor's report on the realized Preschool-based experience
Compulsory reading:					
Kelly M. J. (1997). Upravljanje ukupnom kvalitetom. Zagreb: Potecom.					
Goldberg:S. (2003) Razvojne igre za predškolsko dijete. Zagreb: Ostvarenje d.o.o.					
Bunčić, Ivković, Janković, Penava. (1998) Igrom do sebe. Zagreb: Alinea.					
Matijević, M.(2001), Alternativne škole, Zagreb, Tipex.					
Matijević, M.ur. (1994), Prilozi razvoju pluralizma u odgoju i školstvu, Zagreb, Institut za pedagoška istraživanja Filozofskog fakulteta u Zagrebu.					
Resman, M. (2000). Savjetodavni rad u vrtiću i školi. Zagreb: HPKZ.					
Senge, P. M. (2001). Peta disciplina: principi i praksa učeće organizacije. Zagreb: Mozaik knjiga.					
Mougniotte, A. (1995). Odgajati za demokraciju. Zagreb: Educa.					
Juul, J. (1995). Razgovori s obiteljima : perspektive i procesi. Zagreb: Alinea.					
Juul; J. (1995),Vaše kompetentno dijete, Zagreb. Educa					
Bruner, J. (2000). Kultura obrazovanja. Zagreb: Educa.					
Covey, S. R. (1999). Uspješno vođenje na temeljima načela. Zagreb: Mozaik knjiga.					

Course code	PPE0100	Course	Preschool-based experience V	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Mr. sc. Ranka Jindra, senior lecturer			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					4
Number of classes(separately L, S, P) in a semester					0+0+3
Course objectives:					
To qualify students for independent application of expert – methodological knowledge and skills, as well as for the reflection and improvement of pre-school theory and practice.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To demonstrate a higher level of knowledge and understanding by the ability of analysing, synthesizing and evaluating in the field of theory and practice of early and pre-school education; To apply modern technologies in professional and scientific development; To demonstrate and apply the ability of qualitatively higher level of interpretation and evaluation of research data within professional and scientific field of work; To achieve further development of abilities of the application of knowledge in practice by reflection and evaluation of own practice; To develop leadership ability on the level of independent functioning and team work in interdisciplinary teams of experts that function in the field of early and pre-school education; To demonstrate the ability of research task construction that will be solved by practical research, identification of adequate methods, as well as the analysis and interpretation of results; To identify and critically reflect the continuity and discontinuity between the knowledge and its application in a concrete educational practice and the ways of its influence on the quality of final effects of institutionalized early and pre-school education.					
Course contents					
Plan and programme for educational group Educators' documentation Annual plan and programme of a kindergarten (planning, realization, evaluation) Independent daily practical lectures Active and independent participation in the formation of research-cognitive developmental field with children Counselling work with parents Research on play in pre-school education Working on projects with teacher's tutoring Subject of a kindergarten innovation process (educators, head-teacher, expert associates, parents, children); Examining standpoints towards the changes; Qualifying for expert analysis and active/reflective relation towards the development of personal career and the career of other professional workers, indicating processes, procedures, reorganizational measures and modern concepts of business excellency, as well as motivating for cooperative partnership relationships of kindergarten, parents and the environment. Innovative kindergarten/kindergarten as childrens' house; Making decisions on the changes in kindergarten; Evaluation and self-evaluation of work and results of the kindergarten Kindergarten development vision; Carriers of developmental functions in kindergarten and their roles; Developmental planning, realization and evaluation; Team work in the function of development vision; External evaluation of management and successfulness (educational inspection, counselling service, media...); Strategy and methods of quality system management					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops;					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Regular attendance of practical lessons. The student keeps a diary of Preschool-based experience about the realized practice. The stated contents are written down in the diary.					
Monitoring and evaluation of students with ECTS quota					
Regular practice attendance	Active participation	Seminar / Workshop	Written exam		
Practical application of knowledge	Oral exam	Writing a Preschool-based experience diary	Mentor's report on the realized Preschool-based experience		
Compulsory reading:					
Kelly M. J. (1997). Upravljanje ukupnom kvalitetom. Zagreb: Potecom. Goldberg:S. (2003) Razvojne igre za predškolsko dijete. Zagreb: Ostvarenje d.o.o. Bunčić, Ivković, Janković, Penava. (1998) Igrom do sebe. Zagreb: Alinea. Matijević, M.(2001), Alternativne škole, Zagreb, Tipex. Juul, J. (1995). Razgovori s obiteljima : perspektive i procesi. Zagreb: Alinea. Juul; J. (1995),Vaše kompetentno dijete, Zagreb. Educa Bićanić, J. (2001). Vježbanje životnih vještina. Zagreb: Alinea. Covey, S. R. (1999). Uspješno vođenje na temeljima načela. Zagreb: Mozaik knjiga.					

Course code	PPS9001	Course	Psychology of deviant experiences and behaviour in childhood and adolescence	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr.sc Slavka Galić, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes(separately L, S, P) in a semester				2+2+0	
Course objectives:					
Understanding of basic psycho-pathology concepts. Introduction to deviant experiences and behaviour in childhood and adolescence.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To recognize the symptoms that can indicate deviant experiences and behaviour in childhood and adolescence.					
Course contents:					
Disorders that are usually diagnosed in infant age, childhood or adolescence. Disorders of under-controlled behaviour and disorders of over-controlled behaviour. Mental retardation. Learning disorders. Motor skills disorders. Communication disorders. Pervasive developmental disorders. Attention deficit and Disorders with violent behaviour. Nutrition disorders and Feeding disorders in infant age or early childhood. Twitching. Elimination disorders. Other disorders of infant age, childhood or adolescence.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops;					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Regular lectures and seminar attendance. Writing and presentation of seminar paper. Exam.					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation		Seminar / Workshop		Written exam
Continuous assessment	Oral exam		Individual tutoring		
Compulsory reading:					
Davison, G. C., Neale, J. M. (2002). <i>Psihologija abnormalnog doživljavanja i ponašanja</i> . Jastrebarsko: Slap.					
Čturić, N. (1995). <i>Zabrinjava me moje dijete</i> . Zagreb: Školska knjiga.					
Kocijan-Hercigonja, D. (1996). <i>Moje se dijete mijenja - u čemu je problem</i> . Zagreb: Školska knjiga.					
Kocijan-Hercigonja, D., Buljan Flander, G. , Vučković, D. (2004). <i>Hiperaktivno dijete : uznemireni roditelji i odgajatelji</i> . Jastrebarsko: Naklada Slap.					
Additional reading:					
Kocijan-Hercigonja, D. i sur. (2000). <i>Mentalna retardacija: biologijske osnove, klasifikacija i mentalno-zdrastveni problemi</i> . Jastrebarsko: Slap.					
Vulić-Prtorić, A. (2004). <i>Depresivnost u djece i adolescenata</i> . Jastrebarsko: Naklada Slap.					

Course code	PPS8001	Course	Psychology of encouragement of children's development	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Mirjana Duran, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					6
Number of classes(separately L, S, P) in a semester					2+2+0
Course objectives:					
To operationalize the possibilities of social interaction as a constructive development factor.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
The ability of creation psychologically organized activities that serve the function of optimum childrens' development.					
Course contents:					
The students will get to know the possibilities, as well as some procedure and techniques of encouraging children's development based on the acquired knowledge in developmental psychology about bodily, motor, perceptive, cognitive, moral, emotional and social development.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops;					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation	Seminar / Workshop	Written exam		
Continuous assessment	Oral exam	Individual tutoring			
Compulsory reading:					
Katz, L. G. i D.E. McClellan (2003). <i>Poticanje razvoja dječje socijalne kompetencije</i> . Zagreb: Educa.					
Milanović, M. (1997). <i>Pomozimo im da rastu</i> . Zagreb: Ministarstvo prosvijete i športa.					
Buljan Flander, G. (2004). <i>Odgajam li dobro svoje dijete</i> . Zagreb: Marko M.					
Ignjatović- Savić, N. (1993) <i>Čuvari osmeha . Psihološke radionice za podsticanje razvoja dece (a i odraslih)</i> . Beograd: Nova (UNICEF)					
Additional reading:					
Stokes Szanton, E. Kurikulum za jaslice : razvono-primjereni program za djecu od rođenja do 3 godine Zagreb:Udruga roditelja <i>Korak po korak</i> .					
Hansen, A. K. Kaufman, R.K., Walsh, B. K. Kurikulim za vrtiće: razvono primjereni program za djecu od 3-6 godina. Zagreb:Udruga roditelja <i>Korak po korak</i> .					
Živković, Ž, Brajković, S. (2002). <i>Slagalica, 101 suradnička igra</i> . Đakovo: Tempo d.o.o.					

Course code	PIN7001	Course	Internet in early and pre-school education	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr.sc. Margita Pavleковиć, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					2
Number of classes(separately L, S, P) in a semester					1+0+2
Course objectives:					
To prepare students for using information technologies in classes. To face students with the application of the Internet service in near future in the area of early and pre-school education. To familiarize them with Internet use rules, Internet manners, and to direct them at the efficient Internet searching and finding the needed information. To introduce students to the flaws in Internet security. To increase the level of ethics in using the Internet.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
After a successful completion of the course the student will be able to:					
1. search the Internet					
2. use Internet services					
3. communicate via e-mail					
4. communicate on-line					
5. select valid (verified) information sources from the Internet					
6. to upload independently created contents on the Internet					
Course contents:					
To qualify students for independent and correct use of the Internet, as well as for editing Web environment appropriate for young and pre-school children. Introducing to the significance of the Internet as a medium for young and pre-school children. The role of electronic mail in communication.					
Course organisation and knowledge acquisition:					
Lectures, practice, Internet and multimedia, individual tutoring.					
Course organisation and knowledge acquisition (additional remarks):					
The lessons will be held in a specialized IT classroom. A student will individually work on an adequately equipped computer and independently apply ICTs. Additional clarifications and instructions will be given by individual tutoring and e-communication with the teacher. Teaching materials and current information on the subject will be published on the web. The anticipated way of lessons conduction and knowledge acquisition should, apart from its basic function, encourage the development of communication and contents flow, and in this way make students aware of the adavanatages of the ICT tools application.					
STUDENTS' OBLIGATIONS					
A student is expected to attend and actively participate in lectures and practice in IT classrrom. The students will independently and/or in groups write seminar papers.					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation		Seminar / Workshop		Written exam
Continuous assessment	Oral exam		Individual tutoring		
Compulsory reading:					
Ikic, Z. ,Gvozdanović, T., Internet, e-mail, web - Kako koristiti?, Pro-Mil, 2004.					
Additional reading:					
Levine, R.J., Levine J, M. Baroudi, C.The Internet for Dummies, For Dummies; 9 edition, 2003					

6.1.1. Course A programmes of Graduate university studies of early and pre-school education – Elective module

Course code	PPE7101	Course	Play in education	Study programme	Graduate university studies of early and pre-schol education
Course status		mandatory			
Instructor		Dr. sc. Stanislava Irović, professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	5
Number of classes(separately L, S, P) in a semester				2+1+1	2+1+0
Course objectives:					
Introduction to developmental and educational potentials of playing, cognitions on the adult role in childrens' play, acquisition of knowledge and skills of encouraging and leading play.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To posses learning capacity as a pre-condition for generating new ideas and for adaptability to new situations; to demonstrate the possession of personal qualities and dispositions and their reflection on the development of professional field of work; to be qualified for the development of a creative dimensions of own professional role; to build the encouraging relations with children, socializing them with simultaneous individualization of their sociality;					
Course contents:					
Play in learning and teaching of a pre-school child; educational potentials of play; Playing interaction – adults – child, child –child/children; types of games – free and directed, symbolic and didactic game; roles and responsibilities of adults (parent, pre-school teacher) in childrens' play – adult as co-player, mediator, participating observer; Interventions of pre-school teacher in childrens' play – nature, purpose, types; Structuring of playing space, playing materials; Pre-school teacher as play designer; Research on play in pre-school education.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops; Independent work; Multimedia and Internet					
Course organisation and knowledge acquisition (additional remarks): individual tutoring					
STUDENTS' OBLIGATIONS					
To design a didactic game, to make playing material. To implement a game with a group of pre-school children, to analyse the implementation and the effects of the game.					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation	Seminar / Workshop		Written exam	
Continuous assessment	Oral exam	Individual tutoring			
Compulsory reading:					
Bunčić, Ivković, Janković, Penava. (1998) Igrom do sebe. Zagreb: Alinea.					
Čudina-Obradović, M. (2001) Dosadno mi je, što da radim. Zagreb: Školska knjiga.					
Einon,D., (2004) Igre učilice. Zagreb: Profil international.					
Garvey, C. (1990). Play. Cambridge, MA: Harvard University Press.					
Goldberg:S. (2003) Razvojne igre za predškolsko dijete. Zagreb: Ostvarenje d.o.o.					
Babić, N. Irović, S. (2004). Djeca i odrasli u igri. Rastimo zajedno. Babić, Nada, Irović, Stanislava. Redžep-Borak Zora (ur) Osijek. 2004. 15-24.					
Maleš, D., Stričević I. (1991) Druženje djece i odraslih. Zagreb: Školska knjiga.					
Šagud, M. (2002). Odgajatelj u dječjoj igri, Zagreb, Školske novine.					
Additional reading:					
Bennet, S., Bennet, R. (2001) 365 dana bez televizije - igre za svaki dan u godini. Zagreb: Mozaik knjiga.					
Bognar, L. (1986) Igra u nastavi na početku školovanja. Zagreb: Školska knjiga.					
Čudina-Obradović, M. (1997) Igrom do čitanja. Zagreb: FotoMarketing.					
Irović, S. (2001) Tangram – context for peer interaction. Play and Toys Today. Erfurt : Universität Erfurt. Multimedia.					
Moyles, J. R. (2005) Just Playing?: Role and Status of Play in Early Childhood Education, Amazon.co.uk					
Peteh, M. (2003) Igrajmo se papirom Zagreb: Alinea.					
Silberg,J. (2003) Igre mozgalice. Zagreb: Profil international.					
Slunjski, E. (2003) Neobične igre običnim materijalima. Varaždin: Stanek d.o.o.					
Veronek, G.S., (2000) Upoznajmo se: komunikacijske igre djece, roditelja i učitelja. Zagreb: Profil international.					

Course code	PPE8001	Course	Programmes for working with children with special needs	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Nada Babić, professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					5
Number of classes(separately L, S, P) in a semester					2+0+2
Course objectives:					
To introduce students to the modern cognitions on the possibilities of early education of children with different difficulties in development and of gifted children.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
Possession of basic knowledge on designing individual pedagogical-rehabilitational programmes for children with difficulties in development and gifted children (considering the level of support); Independent application of individual programmes; individual creation of adapted didactic material; The ability of monitoring and documenting a child's development; Knowing basic principles of giftedness identification; Creation of individual programmes considering the type of giftedness.					
Course contents:					
Developmental starting points for designing individual programmes (special, adapted programmes); Non-formative and formative evaluation (monitoring lists, observation); Cooperation with parents; Cooperation with expert teams; Fields of individual programmes – care of oneself, knowing near and broader environment, communication, everyday life activities, socialization; Levels of support considering the type and stage of difficulty; Basic sensory-motor stimulation; Alternative forms of communication; Basic behavioural modifications (considering the type and stage of difficulty); Encouraging and support of the play of a child with developmental difficulties; Gifted child with developmental difficulties (identification, monitoring, pedagogical implications) Approaches to giftedness interpretation; Defining giftedness; Identification of the gifted; Prevalent forms of giftedness; Gifted child in kindergarten; Modern concepts of giftedness and their implications for pedagogical practice; The needs of gifted children; Individual programmes considering the type of giftedness					
Course organisation and knowledge acquisition:					
Lectures; Practice					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Students are obliged to attend lessons and practice, and to create a monitoring list for a child, and pass the exam.					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation		Seminar / Workshop	Written exam	
Continuous assessment	Oral exam		Individual tutoring	Preschool-based experience	
Compulsory reading:					
Cvetkovic-Lay, J., Sekulic-Majurec, A. (1998). <i>Darovito je , što ću s njim?</i> Zagreb: Alinea					
Čudina-Obradovic, M. (1990). <i>Nadarenost: Razumijevanje, prepoznavanje, razvijanje</i> . Zagreb: Školska knjiga.					
Greenspan, S. I., Wieder, S. (2003). <i>Dijete s posebnim potrebama</i> . Lekenik: Ostvarenje.					
Kiš-Glavaš, L., Teodorović, B., Levandovski, D. (1997). <i>Program bazične perceptivno-motoričke stimulacije</i> . Zagreb: Fakultet za defektologiju.					
Levandovski, D., Teodorović, B. (1989). <i>Program rada s djecom s teškoćama u razvoju</i> . Zagreb: Fakultet za defektologiju.					
Levandovski, D., Teodorović, B. (1991). <i>Kako poticati dijete s mentalnom retardacijom (priručnik za roditelje)</i> . Zagreb: Fakultet za defektologiju.					
Škrinjar, J., Teodorović, B. (1997). Modifikacija ponašanja u radu s osobama s većim teškoćama u učenju . Zagreb: Defektološka biblioteka.					
Additional reading:					
Beštelak, V., Radovanović, S. (2002). Program alternativnog sustava komunikacije putem slike. U: Teodorović, B. (ur.) <i>Kvaliteta života osoba s posebnim potrebama</i> . Varaždin: Savez defektologa Hrvatske. 49-57.					
Đidara, Lj., Vrbčić, V. (2004). Primjena kompjutorskih programa u rehabilitaciji djece s većim teškoćama u razvoju. U: Đurek, V. (ur.) <i>Dobra edukacijsko-rehabilitacijska praksa za 21. stoljeće</i> . Trakošćan: Savez defektologa Hrvatske. 215-224					
1999; 1; 215					
Harrower, J. K. (1999). Educational Inclusion of Children with Severe Disabilities. <i>Journal of Positive Behavior Interventions</i> . 1. 4. 215-230.					
Levandovski, D., Bratković, D., (1997): <i>Program rehabilitacije putem pokreta</i> . Zagreb: Fakultet za defektologiju.					

Course code	PPE0011	Course	Modern strategies in educational process	Study programme	Graduate studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Anelka Peko, associate professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					4
Broj sati (P, S, V) po semestru					2+0+2
Course objectives:					
Students will be qualified for critical problem solving, contrasting alternative opinions and making premeditated and founded decisions. Students will be qualified for the application of frame system for thinking about teaching and learning through which they will structure teaching strategies into a coherent teaching model.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To increase the ability of critical thinking, critical reflection, taking responsibility for own learning, forming independent opinions, appreciating other's opinions. To present practical strategies of early education based on philosophically persistent and theoretically founded theses. To place early education within general frame system of teaching according to which decisions on teaching are managed. To qualify the attendants for taking responsibility in developing educational process directed at the individual, as well as for the qualification for strategies that enable that, encouragement of contemplating childrens' thinking and learning and improvement of strategies based on this contemplation. To encourage children's self-esteem on the basis of successful programme implementation in own educational environment. To prepare activities based on the learned strategies using the existing curriculum and available materials. To implement different strategies in their educational work and to develop a personal working style.					
Course contents:					
Learn how to teach. What is critical thinking and how to encourage it? Application of research in educational work. Question as thinking encouragement. Cooperative learning as a form of active learning. Forms of cooperative learning. Verbal methods supporting symmetric communication. Visual methods in the strategies of early education. How to cooperate successfully? Questioning of critical thinking. Critical reading. Methods of critical thinking in planning and realization of educational work. Research of teaching and learning methods.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops; independent tasks, individual tutoring, multimedia and the Internet, mentor work, field work					
Course organisation and knowledge acquisition (additional remarks):					
The course combines teaching, seminar, individual tasks, workshops and project methods. Already in the part of the teaching process anticipated as lectures, the students will participate through seminar papers, individual tasks, individual tutoring, project work with teacher's counselling. One of the modalities of the teaching process will be students' projects and their presentations.					
STUDENTS' OBLIGATIONS					
To participate in lessons and to perform teaching obligations (preparation for lectures and seminars: active participation in discussions). To pass an oral exam.					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation		Seminar / Workshop		Written exam
Continuous assessment	Oral exam		Individual tutoring		
Compulsory reading:					
Peko, A., Pintarić, A. (1999), Uvod u didaktiku hrvatskoga jezika, Sveučilište J.J. Strossmayera u Osijeku, Pedagoški fakultet, Osijek.					
Marzano, J. R., Pickering J. D., Pollock E. J., (2006) Nastavne strategije, Zagreb: Educa.					
Munjiza, E., Peko, A., Sablić, M., (2007), Projektno učenje, Sveučilište J.J. Strossmayera u Osijeku, Filozofski fakultet u Osijeku, Učiteljski fakultet u Osijeku, Osijek.					
Terhart, E. (2001), Metode poučavanja i učenja, Educa, Zagreb					
Additional reading:					
Cotrell, S. (2005), Critical Thinking Skills. Palgrave MacMillan					
Steele, J. L., Meredith, K. S., Temple, C. (1998), Okviri sustav kritičkog mišljenja u cjelini nastavnog programa. Vodič kroz projekt I., Institut otvoreno društvo Hrvatske, Zagreb					
Steele, J. L., Meredith, K. S., Temple, C. (1998), Metode za promicanje kritičkog mišljenja. Vodič kroz Projekt II., Institut otvoreno društvo Hrvatske, Zagreb					
Steele, J. L., Meredith, K. S., Temple, C. (1998), Čitanje, pisanje i diskusija u svakom predmetu. Vodič kroz projekt III., Institut otvoreno društvo Hrvatske, Zagreb					
Steele, J. L., Meredith, K. S., Temple, C. (1998), Nove strategije za promicanje kritičkog mišljenja, Vodič kroz projekt IV., Institut otvoreno društvo Hrvatske, Zagreb					
Steele, J. L., Meredith, K. S., Temple, C. (1998), Suradničko učenje. Vodič kroz projekt V., Institut otvoreno društvo Hrvatske, Zagreb					
Temple, C., Steele, J. L., Meredith, S. K. (1998), Planiranje nastavnog sata i ocjene, Vodič kroz projekt VI., Institut otvoreno društvo Hrvatske, Zagreb					
http://www.standards.dfes.gov.uk/thinkingskills					

Course code	PPS9101	Course	Psychology of children's play	Study programme	Graduate university studies of early and pre-school education
Course code	PPS7001	Course	Selected topics from adult psychology	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Mirjana Duran, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes(separately L, S, P) in a semester				2+2+0	
Course objectives:					
To introduce students to psychological processes in adult age.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
Understanding of psychological processes in adult age. Application of knowledge.					
Course contents:					
Developmental changes in adult age. Indicator of development in adult age. Adaptation processes in adult age. Life satisfaction. Tolerance. Burning at work. Stress. Dedication in adult age. Partner relationships. Family.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops;					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Regular attendance at lectures and seminars. Creation and presentation of seminar paper. Exam taking.					
Monitoring and evaluation of students with ECTS quota					
Attendance	Active participation		Seminar / Workshop		Written exam
Continuous assessment	Oral exam		Individual tutoring		
Compulsory reading:					
Lacković-Grgin, K., Čubela Adorić, V. (ur.) (2006). <i>Odabrane teme iz psihologije odraslih</i> . Jastrebarsko: Naklada Slap.					
Berk, L.E. (2008). <i>Psihologija cjeloživotnog razvoja</i> . Jastrebarsko: Naklada Slap.					
Krizmanić, M., Kolesarić, V. (2005). <i>Tolerancija u svakidašnjem životu – Psihologija tolerancije</i> . Jastrebarsko: Naklada Slap.					
Additional reading:					
Čudina-Obradović, M., Obradović, J. (2006). <i>Psihologija braka i obitelji</i> . Zagreb: Golden marketing – Tehnička knjiga.					
Krizmanić, M. (2009). <i>Tkanje života</i> . Zagreb: Profil.					

Course status	elective		
Instructor	Dr. sc. Mirjana Duran, assistant professor		
ECTS credits and course organisation:			
	Winter semester	Summer semester	
ECTS credits(student load index)	4		
Number of classes(separately L, S, P) in a semester	2+2+0		
Course objectives:			
Acquiring knowledge about play and its role in the development of a pre-school child.			
Expected outcomes (development of general and specific competences - knowledge/skills):			
Qualifying students for successful application of acquired knowledge in different forms of pre-school education. Understanding of the adult role in keeping and encouraging of play as one of the leading activities in childhood.			
Course contents:			
Theories of play. The next development zone and play. Developmental role of play in human ontogenesis. Play in relation to the motor, perceptive, cognitive, speech, moral, emotional and social development. Structure of play. Games classification. Functional play and its role in the development. Symbolic play. Functions of the symbolic play. Symbolic play and symbolic function. Games with rules. Intergenerational mediation of culture and childrens' subculture. Play in different cultures. Playing heritage of children in Slavonia. Educator and children's play.			
Course organisation and knowledge acquisition:			
Lectures; Seminars and workshops;			
Expected outcomes (development of general and specific competences - knowledge/skills):			
STUDENTS' OBLIGATIONS			
Participation in classes. Writing a seminar paper. Exam.			
Monitoring and evaluation of students with ECTS quota			
Attendance	Active participation	Seminar / Workshop	Written exam
Continuous assessment	Oral exam	Individual tutoring	
Compulsory reading:			
Duran, M. (Treće prošireno izdanje 2003). <i>Dijete i igra</i> . Jastrebarsko: Naklada Slap.			
Duran, M., Plut, D., Mitrović, M. (1988). <i>Simbolička igra i stvaralaštvo</i> . Beograd: Zavod za udžbenike i nastavna sredstva.			
Additional reading:			
Caillois, R.(1979). <i>Igre i ljudi</i> . Beograd: Nolit.			

6.1.2. Course B programmes of Graduate university students of early and pre-school education – Elective module

Course code	PPD7001	Course	Natural science	Study programme	Graduate university studies of early and pre-school education
Course status	mandatory				
Instructor	Dr. sc. Irella Bogut, assistant professor				

ECTS credits and course organisation:			
		Winter semester	Summer semester
ECTS credits(student load index)		5	
Number of classes(separately L, S, P) in a semester		2+1+1	
Course contents:			
Nature science contents are directed at cognitive and practical activities with the aim of developing interest and abilities for independent learning about environment and their application in early child education.			
Expected outcomes (development of general and specific competences - knowledge/skills):			
Students acquire basic knowledge on chemical and physical changes in the frames of nature changes, they acquire basic skills needed for the implementation of the simplest experiments in biology, physics and chemistry.			
Course contents:			
<p>Lectures. Animate and inanimate nature. Chemical changes. Materials produced by humans; concrete, lime, glass. Energy sources from nutrients. Alternative energy sources. Products of organic chemical industry. Nutritious products. Preservation of sustaining food. Problems of soil, water and atmosphere pollution. Chemical structure of living beings. Cell – basic structure as life unit. Basic concepts from genetics and molecular biology. Autotroph flowering plant – structure and function. Heterotroph organisms – structure and function. Humans and their health. Ecology basics. Ecological factors: abiotic (air, water, soil, warmth) and biological. The human influence on nature and nature protection.</p> <p>Seminar. Air and air forming substances, atmosphere phenomena. Water in nature; soft and hard water, drinking water, oxygen, hydrogen – production, characteristics, and use. Products of anorganic and organic chemistry industry. Problems of soil, water and atmosphere pollution, “greenhouse” effect, ozone holes. Motion – path, speed, acceleration. Wave motion – sound and light.</p> <p>Practice. Lab equipment and glass, caution measures while doing experiments. Experiments with water: solutions, freezing point, boiling point, water anomaly, water purification. Gasses: capacity share of oxygen in air, production of oxygen and its characteristics, fire extinguishing gas, mineral water gas and lungs gas. Air humidity. Soil structure and characteristics. Oil characteristics. Fire protection and fire extinguishing. Warmth – life condition. Temperature and thermometer. Standing wave of sound. Light bulb strength. Working of electrical current. Magnet characteristics, compass. Light break-up, lenses, glasses, binoculars and telescope. Microscope and working with it. Life in a drop of water. Onion skin cell and epithelial cells from oral cavity. Chloroplasts from a leaf. Microscoping of stomata, plant hair and shells from butterfly’s wings. Parts of a seed, germinability and germination conditions. Structure and function of stalk and root. Flower and blooming. Pollen microscoping.</p>			
Course organisation and knowledge acquisition:			
Lectures; Seminars and practice;			
Course organisation and knowledge acquisition (additional remarks):			
The lesson from this course are performed in the form of lectures and seminars, and for the successful implementation of the lessons a classroom is needed, that enables the use of modern teaching technology (multimedia projector, Internet).			
STUDENTS’ OBLIGATIONS			
Regular active participation in classes, especially in Preschool-based experience.			
Monitoring and evaluation of students with ECTS quota			
Attendance	Active participation	Seminar / Workshop	Written exam
Continuous assessment	Practice Oral exam	Individual tutoring	
Compulsory reading:			
Delić, A., Vijić, N. (2004): Prirodoslovlje. Školska knjiga, Zagreb			
Bogut, I., Džumlija, S., Lukačević, K., Marceljak-Ilić, M. (2008): Biologija 1. Alfa d.d., Zagreb.			
Ančić, V., Bogut, I., Džumlija, S. (2008): Od molekule do organizma. Alfa d.d., Zagreb			
Bačić, T., Erben, R., Krajačić, M. (2003): Raznolikost živog svijeta. Školska knjiga, Zagreb			
Additional reading:			
Kovačević, Lj., Popović, Z. (2008): Kemija 1, Alfa d.d., Zagreb.			
Kovačević, Lj., Pavlović, G. (2008): Kemija 2, Alfa d.d., Zagreb.			
Paar, V. (2004): Fizika 4, Školska knjiga, Zagreb.			
Priroda, Časopis za popularizaciju prirodnih znanosti, Hrvatsko prirodoslovno društvo, Zagreb. http://priroda.irb.hr/			
Course code	PPD7001	Course	Ecology sustainable development for Study programme Graduate university studies of early and pre-school education
Course status		mandatory	
Instructor		Dr. sc. Irella Bogut, assistant professor	
ECTS credits and course organisation:			
		Winter semester	Summer semester

ECTS credits(student load index)				5	
Number of classes(separately L, S, P) in a semester				2+0+2	
Course objectives:					
Acquiring knowledge, skills and abilities needed for observation, analysis and interpretation of facts related to ecology, as well as using that information in the realization of effective nature protection. Students will acquire knowledge on biological and scenic diversity of Croatia, protected parts of nature, areas of special natural value, as well as forms and possibilities of the implementation of their protection. They will get to know nature protection laws, activities of the State directorate for nature protection and the attempts of numerous other institutions and organization involved in the nature protection in the Republic of Croatia.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
Students will be qualified for active promotion of nature protection in education. They will be able to implement projects directed at the protection of natural values in their immediate environment.					
Course contents:					
The concept of ecology and its significance. The development of ecological science. Basic life processes and ecological factors (abiotic and biological). Ecological organizational levels. Continental and aquatic eco-systems. Nutrition relations in biocenosis. Soil, sea, water, air pollution and protection. Garbage disposal. Recycling. Protection of ecological eco-systems and bio-diversity. Biological and scenic diversity of Croatia. Protected parts of nature (strict natural reserves, national parks, parks of nature). Nature protection – basic principles. Law regulations on nature protection. Measures and procedures in nature protection. Promotion of nature protection in education. People and nature.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops;					
Course organisation and knowledge acquisition (additional remarks):					
The lesson from this course are performed in the form of lectures and seminars, and for the successful implementation of the lessons a classroom is needed, that enables the use of modern teaching technology (multimedia projector, Internet).					
STUDENTS' OBLIGATIONS					
Regular active participation in classes and project work, as well as a seminar paper.					
Monitoring and evaluation of students with ECTS quota					
Attendance		Active participation Project		Seminar / Workshop	
Written exam					
Continuous assessment		Oral exam		Individual tutoring	
Compulsory reading: Zakon o zaštiti prirode. Narodne novine 70/05. Glavač, V. (1999): Uvod u globalnu ekologiju, Državna uprava za zaštitu prirode i okoliša i Hrvatske šume, Zagreb. Čivić, K. i sur. (2004): Crveni popis ugroženih biljaka i životinja Hrvatske. Državni zavod za zaštitu prirode, Zagreb, 1-112.					
Additional reading: Šugar, I. ur. (1994): Crvena knjiga biljnih vrsta Republike Hrvatske. Ministarstvo graditeljstva i zaštite okoliša, Zavod za zaštitu prirode, Zagreb, 1-522. Vidaković, P. (1989): Nacionalni parkovi i turizam. Institut za turizam, Zagreb. Müller, H. (2004): Turizam i ekologija – povezanost i područja djelovanja. Masmmedia, Zagreb. Kamenjarin, J. (2005.). Zaštita prirode (interna skripta), Visoka učiteljska škola, Split (dostupno i na CD mediju). Skupina autora (1995). Zaštita okoliša u pravnom sustavu Republike Hrvatske. Zagreb: Odbor za prostorno uređenje i zaštitu okoliša Sabora RH. "Narodne novine", službeni list Republike Hrvatske, Zakoni i pravilnici koji obrađuju pitanja navedena u nastavnom programu; Nacionalna strategija zaštite okoliša; Nacionalni plan djelovanja za okoliš Dokumenti Europske Unije koji se odnose na predmet nastavnog programa					
Course code	PPD9001	Course	Research in nature	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Edita Borić, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	4
Number of classes(separately L, S, P) in a semester				2+0+2	2+1+1

Course objectives:			
Encouraging of research and experiential learning at early and pre-school age. Outdoor learning: familiarizing with efficient strategies of teaching and learning about the homeland outside classroom; development of awareness on the fact that out-class experience can have a positive effect on learning about environment and nature; development of planning and organizational abilities, as well as of strategies of risky management that requires teaching and learning outdoors. The course is by its nature interdisciplinary, and it corresponds with modern trends in educators' education who regard nature education an important aspect of basic education. To train the attendants for modern interpretation of actual ecological problems (in local environment) in school and broader, as well as a high quality organization of outdoor classes.			
Expected outcomes (development of general and specific competences - knowledge/skills):			
<ul style="list-style-type: none"> To develop the inclination towards team work, interaction and cooperation based on partnership relationships; To show the ability of continuous evaluation and self-evaluation of own work; To demonstrate the knowledge of basic sciences and their disciplines that are used to interpret the regularities and processes in the professional field of work on theoretical and practical level; 			
Course contents:			
Approaches to nature research. Research methods in natural science. Observing nature in nature. Demonstration in nature and of nature. Examples of research in nature. Project work. Creation of homeland projects. Poster. Outdoor research. Organization, implementation and research outside classroom. Processing of collected materials and result analysis. Research connected to different habitats. Water, soil, air, sense, sound research. Activities in nature. Trips and excursions organization (park, zoo, garden, stream, museum, library, gallery...)			
Course organisation and knowledge acquisition:			
Lectures; Seminars; Individual tutoring, Independent tasks			
Course organisation and knowledge acquisition (additional remarks):			
STUDENTS' OBLIGATIONS			
Students are obliged to actively participate in classes, implement the acquired knowledge and experience on concrete contents, students are obliged to create own research in the form of a mini project.			
Monitoring and evaluation of students with ECTS quota			
Attendance	Active participation	Seminar / Workshop	Written exam
Continuous assessment	Oral exam	Individual tutoring	Project
Compulsory reading:			
De Zan, I. (1994): Istraživačka nastava biologije, Školske novine, Zagreb			
Kranjčev, B.(1985): Uvođenje Učenika u istraživački rad, Školska knjiga, Zagreb			
Munjiza, E., Peko, A., Sablić, M. (2007). Projektno učenje. Osijek: Filozofski fakultet i Učiteljski fakultet Slunjk, E. (2006): Kad djeca istražuju, Stanek, Varaždin			
Additional reading:			
Borć, E., Peko, A., Vujnović, M. (2002): Učiti o prirodi iz prirode, str. 93-100. Split			
Borić, E., Peko, A., Novoselić, D. (2001): Iskustveno učenje u nastavi biologije, str. 405-412. Maribor			

Course code	PPD7010	Course	Environmental history	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. sc. Damir Matanović, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				5	
Number of classes(separately L, S, P) in a semester				2+1+1	
Course contents:					
To indicate the position of human race in natural environment through history to students. Through the definition					

of key history periods point at the inter-relation of people and nature. Build the awareness of the forms of interactions humans-nature based on the mentioned.			
Expected outcomes (development of general and specific competences - knowledge/skills):			
To possess the ability of decision making appropriate to situations; to develop the inclination towards team work, interaction and cooperation based on partnership relationships; to demonstrate the ability for continuous evaluation and self-evaluation of own work; to develop abilities of reflective practitioner who continuously evaluates the effects of own achievements;			
Course contents:			
Concept and definition, development and structure of eco-history, Approach to historical topic as issues of human race identity formation; Key periods in hisotry and relation humans-history in them, Key periods of Croatian history and relation humans-nature in them, Mutual influences			
Course organisation and knowledge acquisition:			
Lectures; Seminars and workshops; Independent tasks; Multimedia and Internet; Field work			
Course organisation and knowledge acquisition (additional remarks):			
Individual tutoring; Independent tasks			
STUDENTS' OBLIGATIONS			
Students are obligatory to actively participate in lessons and seminars.			
Monitoring and evaluation of students with ECTS quota			
Lectures	Seminari i radionice	Kinesiology practice	Multimedia and Internet
Long-distance learning	Individual tutoring	Laboratory practice	Field work
Compulsory reading:			
D. Roksandić (ur.), Ekohistorija, Zagreb 2008.			
Additional reading:			
Zbornik s skupa o ekohistoriji Podravine, Koprivnica 2007.			

Course code	PPD8010	Course	Croatian national heritage	Study programme	Graduate university studies of early and pre-school education
Course status	mandatory				
Instructor	Dr. Sc. Damir Matanović, assistant professor				
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					5
Number of classes(separately L, S, P) in a semester					2+0+2
Course objectives:					
To introduce elements of Croatian national heritage. To build students' awareness of the values of national					

identity through definition of key historical periods in Croatian history and through analysis of basic elements of Croatian national heritage. To introduce key notions and events in Croatian history, ethnology, literature and architecture.			
Expected outcomes (development of general and specific competences - knowledge/skills):			
To have decision making skills; to develop tendency to engage in team work through interaction and cooperation based on the partnership relations; to show competences to continuously evaluate and self-evaluate; to develop the ability of a reflexive practitioner who continuously evaluates the effects of her/his accomplishments.			
Course contents:			
Notion, definition, development, and structure of historiography, ethnology, literature, and architecture. Approach to historical subjects as the issue of national identity creation. Key periods in Croatian history. Inter-related influences. The state of heritage today and the vision of future.			
Course organisation and knowledge acquisition:			
Lectures; Seminars and workshops; Individual tasks; Multimedia and Internet; Field work			
Course organisation and knowledge acquisition (additional remarks):			
Counselling; Individual tasks			
STUDENTS' OBLIGATIONS			
Students are obliged to actively participate in lectures and seminars.			
<i>Monitoring and evaluation of students with the share of ECTS credits</i>			
Lectures	Seminars and workshops	Kinesiology practice	Multimedia and internet
Distance learning	Counselling	Laboratory practice	Field work
Compulsory reading			
J. Horvat, 1000 godina hrvatske kulture, Zagreb			
Additional reading			
M. Gavazzi, Godina dana hrvatskih narodnih običaja, Zagreb 1991.			
M. Gavazzi, Pregled etnografije Hrvata, Zagreb 1940.			

6.2. Programmes of free elective courses from elective courses at Graduate studies of early and pre-school education

Course code	IPSS001	Course	Tradition of spontaneous children and youth culture	Study programme	Graduate university studies of early and pre-school education
Course code	SIM0010	Course	Children grieving	Study programme	Graduate university studies of early and pre-school education
Course status	elective				
Instructor	Dr. Sc. Mirjana Duran, assistant professor				
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					4
Number of classes(separately L, S, P) in a semester					2+1+0
Course objectives:					
Familiarise students with the spontaneous culture of children and youth and their role in growing up. Research of creations belonging to spontaneous children's culture in Slavonia.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
Knowing and understanding of children and youth's subculture. Preservation and fostering of this heritage.					
Course contents:					
Culture for children and children's culture. Individual and collective creativity of children and youth. Children and youth subculture. Relation of folk and children's spontaneous culture. Children's subculture genres and their function in childhood. Intercultural research. Fostering of traditional genres of children and youth.					
Course organisation and knowledge acquisition:					
Lectures; Seminars					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
In-class participation. Research participation. Seminar paper. Oral exam.					
<i>Monitoring and evaluation of students with the share of ECTS credits</i>					
Attendance	In-class activity		Seminar / Workshop		Written exam
Continuous knowledge assessment	Oral exam		Counselling		
Compulsory reading:					
Duran, M. (2003). <i>Tradicija spontane kulture djece i mladih: spomenar i dnevnik</i> . Jastrebarsko: Naklada Slap.					
Duran, M. (2009). <i>Tradicija spontane kulture djece i mladih: Praznovjerice za razonodu</i> . Jastrebarsko: Naklada Slap					
Duran, M. (2003). <i>Dijete i igra</i> . Jastrebarsko: Naklada Slap.					
Additional reading:					
Duran, M., Irović, S.(1994). <i>Ratni leksikon osječke djece</i> . U: Šikić, N., Žužul, M. , Fatorini,I. (ur.) <i>Stradanje djece u domovinskom ratu</i> . Jastrebarsko: Naklada Slap.					
Bronner, S. J. (1998). <i>American Children's Folklore</i> . Arkansas: August house/ Little Rock.					

Course status	elective		
Instructor	Dr. Sc. Slavka Galić, assistant professor		
ECTS credits and course organisation:			
	Winter semester	Summer semester	
ECTS credits(student load index)		4	
Number of classes(separately L, S, P) in a semester		2+1+0	
Course objectives:			
To gain basic knowledge of children's reactions to grieving and the ways to help them.			
Expected outcomes (development of general and specific competences - knowledge/skills):			
To know how to help a child after the loss.			
Course contents:			
Grieving - a natural process after a loss. Death and crisis situations on different levels of development. How children see death. Taking care of children in the grieving situations and crisis. The role of kindergarten and school. Therapy for children in grief or crisis.			
Course organisation and knowledge acquisition:			
Lectures; Seminars			
Course organisation and knowledge acquisition (additional remarks):			
STUDENTS' OBLIGATIONS			
In-class participation. Seminar paper. Exam.			
Monitoring and evaluation of students with the share of ECTS credits			
Attendance	Activity in class	Seminar / Workshop	Written exam
Continuous knowledge assessment	Oral exam	Counselling	
Compulsory reading:			
Dyregrov, A. (2001). <i>Tugovanje u djece</i> . Zagreb: Educa.			
Kuterovac, G. (1994). <i>Žalovanje zbog gubitka u ratu</i> . U: Šikić, N., Žužul, M. , Fatorini,I.(ur.) <i>Stradanje djece u domovinskom ratu</i> . Jastrebarsko: Naklada Slap			
Additional reading:			
Arambašić, L. (2005). <i>Gubitak, tugovanje, podrška</i> . Jastrebarsko: Naklada Slap.			

Course code	IPS9001	Course	Psychology of giftedness	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Mirjana Duran, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes(separately L, S, P) in a semester				2+1+0	
Course objectives:					
To familiarise with the characteristics of gifted children and to apply the knowledge within the pre-school system frames.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
Basic knowledge of gifted children. Applying the knowledge while working with pre-school children.					
Course contents:					
Defining giftedness. Research of giftedness. Characteristics of gifted children. Early signs of giftedness. Needs of gifted children. The role of pre-school educator- Encouraging giftedness in pre-school age. Monitoring of gifted children. Gifted child and its family.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Regular attendance at lectures and seminars, active participation. Writing and presentation of seminar paper. Exam.					
<i>Monitoring and evaluation of students with the share of ECTS credits</i>					
Attendance	In-class activity		Seminar / Workshop		Written exam
Continuous knowledge assessment	Oral exam		Counselling		
Compulsory reading:					
Cvetković Lay, J. (2002). <i>Darovito je, što ću sa sobom?</i> Zagreb: Alinea.					
Cvetković Lay, J., Sekulić Majurec, A. (1998). <i>Darovito je, što ću s njim?</i> Zagreb: Alinea.					
Čudina-Obradović, M. (1991). <i>Nadarenost: razumijevanje, prepoznavanje, razvijanje.</i> Zagreb: Školska knjiga.					
Additional reading:					
Cvetković Lay, J. (2002). <i>Ja hoću i mogu više – Priručnik za odgoj darovite djece (3-8).</i> Zagreb: Alinea.					
Koren, I. (1989). <i>Kako prepoznati i identificirati nadarenog učenika.</i> Zagreb: Školske novine.					
Vlahović-Štetić, V. (Ur.) (2005). <i>Daroviti učenici: teorijski pristup i primjena u školi.</i> Institut za društvena istraživanja u Zagrebu.					

Course code	SIM0011	Course	Intercultural education in early and pre-school education	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Anđelka Peko, associate professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes(separately L, S, P) in a semester				2+1+0	
Course objectives:					
To introduce students to multiculturalism and interculturalism as social issues: their genealogy, post-modern impetuses, globalisation influences, spreading, controversies, resistances, and perspectives of multicultural democracy. Critical questioning of social implications of interculturalism in education. To train students for a professional approach to the promotion of human rights and intercultural education principles, as well as their implementation in praxis. Besides that, the aim of this course is to motivate students to participate actively in public life, with the special accent on their professional role.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To demonstrate the acceptance of differences and multiculturalism; to gain knowledge of intercultural education theories, which enable them to interpret the laws, phenomena and processes in the professional field of work on theoretical and practical level; to build supporting relations with children, socialising them and at the same time individualising their sociability; to demonstrate the ability to create educational context in kindergarten equal and suitable to all regardless of their socio-cultural and economical status; to build close, trustful and reciprocal relations with parents, regardless of their socio-cultural and economical status by developing partnership relations; to actively get engaged in reaching the quality and more intensive involvement of the local community in the life of a kindergarten; to develop the abilities to analyse and synthesise, to learn by solving problems; to encourage and develop critical thinking in children; to encourage and implement methods that support cooperative and team work; to analyse and evaluate the literature dealing with this area, as well as recent trends in the development of the area.					
Course contents:					
Theoretical basis of anthropological, sociological, demographic, and cultural and politology approaches to multicultural phenomena. Interculturalism on the traces of post-modern and globalisation trends and changes. Interculturalism and identity (I - we - they) - prejudices, stereotypes, distances: historical, national, religious, cultural, and linguistic - among pluralism, isolation and assimilation. Education in multicultural societies: formal institutions, media, leisure time, tourism, business communication, etc. Intercultural education as plural understanding, appreciation, tolerance, friendship, peace and citizen rights. Intercultural education and communication in conflict and asymmetric relations. Intercultural harmonisation of European education. Intercultural pedagogy as educational theory and the concept of transcurricular pedagogy. Intercultural states and perspectives of Croatian educational system. Intercultural curriculum as the strategy of educational praxis: methodology and structure. New educator profile: an intercultural mediator and social integrator.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops; individual tasks, counselling, multimedia and internet, mentor tutoring, field work					
Course organisation and knowledge acquisition (additional remarks): The course combines the method of lectures, seminars and individual tasks, workshops and projects. Even in the lectures, students will participate with the seminar papers, individual tasks, counselling, and project work, with the professor's tutorship. Students' projects and their presentations will be one of the learning process modalities.					
STUDENTS' OBLIGATIONS					
To participate in classes and to perform everyday tasks (preparation for lectures and seminars: active participation in discussions). To prepare and lay out the programme schema (project outline) of the involvement of children in activities promoting intercultural education, respecting the differences and tolerance development. To pass the oral exam.					
Monitoring and evaluation of students with the share of ECTS credits					
Attendance	Activity in class	Seminar / Workshop		Written exam	
Continuous knowledge assessment	Oral exam	Counselling			
Compulsory reading:					
Perotti, A. (1995), Pledoaje za interkulturalni odgoj. Zagreb: Educa.					
Izazovi obrazovanja u multikulturalnim sredinama (2009). Ur: Peko, A., Mlinarević, V., Osijek: Sveučilište J.J. Strossmayera u Osijeku, Učiteljski fakultet.					
Sablić, M. (2005), Socijalna distanca srednjoškolaca istočne Slavonije prema pojedincima različitih nacionalnih skupina, Napredak, 1(146), str. 27-37.					
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.					
Additional reading:					
Multicultural Reality and Perspectives in Croatia. (1997), Ed. V. Katunarić. Zagreb: Interkultura.					
Munjiza, E., Peko, A. (2004), Gledišta mladih u multikulturalnoj istočnoj Slavoniji. Zagreb: Napredak 145(3)305.-319.					
Peko, A., Munjiza, E. (2002), Polazišta u obrazovanju mladih za multikulturalnost u istočnoj Slavoniji. Zagreb: Napredak 3(1)178.-186.					

Course code	SIM0022	Course	Functional styles in language communication	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Dubravka Smajić, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes(separately L, S, P) in a semester				1+0+2	
Course objectives:					
To provide students with insight into Croatian standard language as the language of multifunctional public communication and into the features and rules of particular functional style and its substyles. To assist students in mastering the scientific and administrative style, and the spoken and written Croatian standard language within these styles.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To be able to interpret functional stratification of language; to differ the standard language styles from the general language styles (which do not belong to the standard language), to sort the texts belonging to different functional styles, to develop the ability of efficient use of functional language in public - spoken and in writing.					
Course contents:					
Style, the criteria of good style. Linguistic and sociolinguistic rules, standard language features, multifunctional feature of Croatian standard language, relation of functional styles and Croatian standard language, functional styles: the Belle Lettres style, oratorical style, publicistic style, the style of official documents, scientific style, some features for distinguishing among functional styles (the most important ones), lexis and norm, text and functional styles (on the example of scientific style), how to express yourself clearly.					
Course organisation and knowledge acquisition:					
Lectures, practice, workshops, individual tasks					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
To attend lectures and practice regularly. To participate actively in written and spoken practice, discussions, linguistic phenomena research.					
Monitoring and evaluation of students with the share of ECTS credits					
Attendance	Activity in class		Seminar / Workshop	Written exam	
Continuous knowledge assessment	Oral exam		Counselling		
Compulsory reading:					
Babić, S., Finka, B., Mogoš, M. (2004) <i>Hrvatski pravopis</i> . Zagreb: Školska knjiga.					
Frančić, A., Hudaček, L., Mihaljević, M. (2005) <i>Norma i normativnost u hrvatskome standardnom jeziku</i> . Zagreb: Hrvatska sveučilišna naklada.					
Langer, I., Schulz von Thun, F., Tausch, R. (2003) <i>Kako se razumljivo izražavati</i> . Zagreb: Erudita.					
<i>Rječnik hrvatskoga jezika</i> (2000) ur. Šonje, J. Zagreb: Leksikografski zavod „Miroslav Krleža“, Školska knjiga.					
Silić, J. (2006) <i>Funkcionalni stilovi hrvatskoga jezika</i> . Zagreb: Disput.					
Težak, S., Babić, S. (2007) <i>Gramatika hrvatskog jezika</i> . Zagreb: Školska knjiga.					
Additional reading:					
Kovačević, M., Badurina, L. (2001) <i>Raslojavanje jezične stvarnosti</i> . Rijeka: Izdavački centar.					
Silić, J., Pranjković, I. (2007) <i>Gramatika hrvatskoga jezika: za gimnazije i visoka učilišta</i> . Zagreb: Školska knjiga.					
Škarić, I., (2000) <i>Temeljni suvremenoga govornišva</i> . Zagreb: Školska knjiga.					

Course code	SIM0023	Course	Bible in children's literature	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Ana Pintarić, professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					4
Number of classes(separately L, S, P) in a semester					2+1+0
Course objectives:					
To introduce students to the Biblical stories and literature pieces in Croatian and world literature on comparative level.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To enable students to perform comparative interpretation of Biblical and literature pieces (prose, poetry, drama) on the thematic, aesthetic and ethic level.					
Course contents:					
Interpretations contain comparative approach to Biblical (mostly the New Testament) and literary works. Literary pieces encompass a selection of poetry, prose and drama works in Croatian and world literature. Course topics: 1. Motive of love in Bible and Andersen's stories and fairytales 2. Pilgrimage of love in Osar Wilde stories 3. Proselytization of Nator's King Albus 4. Two heroines: Judith and Mile Gojslavica. 5. Biblical stories as the model of education 6. Spiritual and material values of Ivana Brlić-Mažuranić's stories 7. Faith in fairytales and stories of Josip Cvrtilo 8. Homeland and faith in poems by Vinko Nikolić 9. Literary pilgrimage to the Lady of Aljmaš 10. Poet Antun Branko Šimić from the tragic to jovial human existence 11. Job's faith of the Bosnian queen Katarina Kosača Kotromanić 12. To be children - drama by Karol Wojtyła "In front of the goldsmith's shop" 13. There was no place for them in the shelter - Vukovar childhood of the nun Mariangela Žigrić 14. Lord's call to the sacred profession in the collections "Vukovar memories" and "They joy of existence".					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops					
Course organisation and knowledge acquisition (additional remarks): Students are taught during lectures and seminar workshops. Students' participation will be monitored (comments, questions, additional information ...). Participation in seminar courses is monitored: development of a seminar paper, presentation, participation in the presentations of others (comments, questions, additional information...). During courses the familiarity with literature is monitored and valued. Student has passed the exam if he/she has successfully passed two partial exams and has written and presented seminar paper. The first partial exam encompasses topics 1 to 7, the second one topics 8-14.					
STUDENTS' OBLIGATIONS					
Attendance. Successfully having passed two partial exams. Successfully having written and presented the seminar paper.					
Monitoring and evaluation of students with the share of ECTS credits					
Attendance	Activity in class	Seminar / Workshop		Written exam	
Continuous knowledge assessment	Oral exam	Counselling			
Compulsory literature Pintarić, Ana, Biblija i književnost – interpretacije, Filozofski fakultet Osijek, 2009 Additional reading: Jeruzalemska Biblija, Kršćanska sadašnjost, Zagreb, 1994 (and other editions) Hranjec, Stjepan, Kršćanska izvorišta dječje književnosti, Alfa, Zagreb, 2003 Zlatni danci 5 – Kršćanstvo i dječja književnost, zbornik, Filozofski fakultet, Osijek, 2004					

Course code	IHR1001	Course	Public speaking	Study programme	Graduate university studies of early and pre-school education
Course status		mandatory			
Instructor		Dr. Sc. Irena Vodopija, associate professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes(separately L, S, P) in a semester				2+1+0	
Course objectives:					
This course should provide students with detailed insight into relevant readings, give them knowledge of formal and informal types of public speech and types of speech acts, and make them aware of the need to cultivate public speech.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
Based on the acquired knowledge, student will be able to critically read and know the literature. They will be able to recognise the basic types of speech acts and distinguish them. Each student will be able to prepare, plan, organise, and hold a public speech (professional-popular lecture).					
Course contents:					
Language and speech, verbal and non-verbal. Private and public speech. Formal and informal speech types. Functional styles in public speech. Style as information. Register. Casual speech and careful speech. Literary norm divergences. Conscious and unconscious divergence. Orthoepic, lexical, grammatical and stylistic irregularities. Speech types. Standard speech, dialect, sociolect, idiolect.					
Course organisation and knowledge acquisition:					
lectures practice					
Course organisation and knowledge acquisition (additional remarks):					
The course will be based on constant interpersonal communication to encourage and perfect public speech in classes.					
STUDENTS' OBLIGATIONS					
Students are obliged to attend lectures and practice classes regularly. During lectures, and especially practice classes, they should actively participate in oral communication and produce different types of public speech.					
Monitoring and evaluation of students with the share of ECTS credits					
Attendance	Active participation		Seminar / Workshop		Written exam
Continuous knowledge assessment	Oral exam		Individual counselling		
Compulsory reading:					
Adubato, S. Foy DiGeronimo. 2004. <i>Govorite iz srca. Budite svoji i postignite rezultate</i> . Alinea. Zagreb.					
Boban, V. 2003. <i>Počela govorne komunikacije</i> . Pales. Zagreb.					
Brajša, P. 1996. <i>Umijeće razgovora</i> . C.A.S.H. Zagreb.					
Šego, J. 2005. <i>Kako postati uspješan govornik</i> . Priručnik retorike za učenike i studente. Zagreb.					
Škarić, I. 2000. <i>Temeljci suvremenog govorništva</i> . Školska knjiga. Zagreb.					
Additional reading:					
Miljković, D., Rijavec, M. 1999. <i>Kako (se) dobro prezentirati?</i> IEP. Zagreb.					
Brajša, P. 1996. <i>Umijeće svadanja</i> . Svađam se, dakle postojim. C.A.S.H. Zagreb.					
Carnegie, D. 1990. <i>Kako svladati govorno umijeće ili kako steći samopouzdanje</i> . Psihologija učenja, knj. III., VI. Izdanje. Prosvjeta Draganić. Zagreb.					
Gnjato, V. 1995. <i>Sastanci – interesno komuniciranje</i> . IV. Izmijenjeno i dopunjeno izdanje. Alinea. Zagreb.					
Gottesman, D., Mauro, B. 2006. <i>Umijeće javnog nastupa. Osvojite govornicu koristeći se glumačkim vještinama</i> . Naklada Jesenski i Turk. Zagreb.					

Course code	IHR9001	Course	Croatian language cultural heritage	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Irena Vodopija, associate professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes(separately L, S, P) in a semester				2+1+0	
Course objectives:					
To give students insight into different forms and types of cultural heritage, above all the linguistic one. Students will be given a short summary of linguistic heritage, from the monumental and literary to the recorded folk heritage.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
The acquired knowledge will give students opportunity to understand regional identity and its heritage. It will also enable them for critical thinking. Students will be able to analyse, judge, compare and apply linguistic heritage in the education of children of early and pre-school age. The use of linguistic heritage in the education of early and pre-school age children.					
Course contents:					
The notion of heritage. Linguistic and cultural heritage. The protection of heritage. Linguistic heritage for children; artistic and folk one. The language of artistic and folk heritage. The role of pre-school institution in the preservation of heritage. Heritage as an impetus for child's linguistic development.					
Course organisation and knowledge acquisition:					
lectures seminars					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Students are obliged to attend lectures and seminars, participate in them actively and write a seminar paper.					
Monitoring and evaluation of students with the share of ECTS credits					
Attendance	Active participation		Seminar / Workshop		Written exam
Continuous knowledge assessment	Oral exam		Individual counselling		
Compulsory reading:					
Botica, S. 1998. <i>Lijepa naša baština</i> . Hrvatska sveučilišna naklada. Zagreb.					
Bratulić, J., Damjanović, S. 2005. <i>Hrvatska pisana baština</i> . Veda. Zagreb.					
Hekman, J. 1997. <i>Hrvatska jezična baština</i> . Matica hrvatska. Zagreb.					
<i>Hrvatska jezična baština</i> . 2002. Ex Libris. Zagreb.					
Malić, D. 2002. <i>Na izvorima hrvatskoga jezika</i> . Matica hrvatska. Zagreb.					
Vončina, J. 1988. <i>Jezična baština</i> . Književni krug. Split.					
Additional reading:					
Chastel, A. <i>Pojam baštine</i> , Pogledi, 18 (1988), 3-4, str. 709.-723.					
Danolić, J. <i>Jezična baština: od „crta“ i „reza“ do hrvatskog rječnika</i> , Hrvatska revija, časopis Matice hrvatske 44(1994), 2/3 (174/175), str. 407.-413.					
Gavazzi, M. 1991. <i>Godinu dana hrvatskih narodnih običaja</i> . Zagreb.					
Kekez, J. 1988. <i>Prva hrvatska rečenica</i> . Matica hrvatska. Zagreb.					
Lozica, I. 2001. <i>Poganska baština</i> . Golden marketing. Zagreb.					

Course code	ILIS011	Course	Protection and communication of visual heritage in kindergarten	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Doc. Art. Mr. Sc Davorka Brešan			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes(separately L, S, P) in a semester				2+1+0	
Course objectives:					
To make students aware of the care for art heritage in the sense of its protection and communication as the basic museological function. To help students realise the value of children's art pieces, damage prevention, creation of the art collections works, communication and modern technologies.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To apply the acquired knowledge and practical experiences in the process of deciding on the forms and ways of collecting, preserving and presenting children's works of art. To apply the protection of children's art pieces as one of the basic tasks in the function of their preservation for the upcoming generations and communicating their messages to all of us. To have the competences valuable in the evaluation and creation of kindergarten collections, archiving, preservation, presentation and research.					
Course contents:					
Children pieces of art as museum pieces and the criteria of their evaluation. Suggestions of documentation completion. Communication of children's art heritage in schools and kindergartens. Preservation and presentation of children's pieces of art. Traditional communication, virtual galleries.					
Course organisation and knowledge acquisition:					
Lectures, practices, seminars, individual exercises and exhibitions					
Course organisation and knowledge acquisition (additional remarks):					
The course combines methods of lectures, seminars, individual exercises and exhibitions. In the lectures, students will already participate in the individual education through research of given material. Students will learn through seminar papers and individual exercises, as well as individual counselling with the instructor. One of the modalities of teaching process will be students' in-class presentation of their individually created collections of children's pieces of art.					
STUDENTS' OBLIGATIONS					
Students actively participate in all forms of class work; they attend lectures and seminar classes regularly and perform given tasks: writing of a seminar paper, preparing a collection of children arts pieces and taking the oral exam.					
Monitoring and evaluation of students with the share of ECTS credits					
Attendance 10%	Active participation 10%	Seminar / Individual work 30%	Written exam		
Continuous knowledge assessment	Oral exam 40%	Individual counselling 10%			
Compulsory reading					
Marojević, I., Uvod u muzeologiju. Zagreb:Zavod za informacijske studije, 1993.					
Vujić, Ž., Izložba u školi ili (I) škola na izložbi. Rijeka: Proljetna škola školskih knjižničara, 1998.					
Marojević, I., Škole i kulturna baština. Rijeka: Proljetna škola knjižničara, 1998.					
Lazlo, Ž., Preventivna zaštita. Zagreb: Muzejski dokumentacijski centar, 2001.					
Additional reading					
Vijesti muzealaca i konzervatora, Zagreb: 2-3, vol. 18., 1988.					

Course code	SIM0029	Course	Puppetry games	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Doc. Art. Mira Perić Kraljik, BA actress			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes (separately L, S, P) in a semester				1 + 0 + 2	
Course objectives:					
To acquire basic knowledge of puppet play. To acquire basic knowledge of puppet types, creation and animation of puppets. To develop creative abilities in the area of puppet expression. The implementation of puppet use in the educational process.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To have decision making skills; to demonstrate ability to adjust to new and unexpected situations in the way which implies active implementation of acquired knowledge, skills and competences; to be able to develop creative dimension of their professional role; to encourage and develop constant need for quality; to be familiar with and understand the latest scientific findings on the nature of child's development and learning in early childhood and the ways to cultivate and socialize them; to demonstrate the knowledge of efficient strategies to encourage the child's general developmental scopes in early childhood; to build supporting relations with children, by socialising them and at the same time individualising their social efficiency; to efficiently construct educational context as encouraging and developmental, to make it suit every child's needs, according to its abilities, possibilities, needs and interests, making it a basis of the integrated educational practice.					
Course contents:					
Puppetry introduction. Puppetry today. Pre-school child and the puppet. Puppet world. The alphabet of puppet play. Creating a puppet. Dramaturgically planned puppet games with a self-made puppet. Improvised puppet monologue and dialogue. The alphabet of puppet techniques with different types of puppets. Introduction to the basics of puppetry. Basic puppet games: puppet dramaturgy, puppet direction, creation and animation of puppets for kindergartens as follows: <i>guignol</i> , marionette, stick puppets, paddle puppets, combination of puppets, puppet-shadows, masks, paper (newspaper), scenery in puppetry, music. Puppets made in <i>papier-mâché</i> technique. Animation of body parts (arms, fingers, feet, legs, belly). Animation of everyday objects. Animation of different material. Animation research is conducted through a made-up story with the non-spoken plot, and through the construction of relations based on the problems among defined characters with expressive relations through five basic emotions (love, fear, sadness, anger, jealousy). Puppet play for kindergartens (etude) is based on the puppet dramaturgical basis of non-verbal communication (or of combined verbal and non-verbal one). Puppet play with self-made puppets is adjusted to the psycho-physical abilities of pre-school children. Methodology of puppet use in different educational situations.					
Course organisation and knowledge acquisition:					
lectures, workshops					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Individual and group puppet etudes: etude of body parts animation, etude of everyday objects animation, etude of different material animation, etude of self-made puppet animation according to the type and adjusted to children's needs. Student is obliged to dramaturgically plan and perform different puppet plays in the environment. To make/create a puppet, dramaturgically plan and direct a short puppet miniature (etude) adapted to pre-school children.					
Monitoring and evaluation of students with the share of ECTS credits					
Attendance	Active participation		Seminar / Workshop		
Continuous knowledge assessment	Oral exam		Individual counselling		
Compulsory reading					
Jurkovski, H., (2007), <i>Teorija lutkarstva</i> , Subotica: Međunarodni festival pozorišta za decu Bastašić, Z., (1988), <i>Lutka ima i srce i pamet</i> , Zagreb: Školska knjiga Pokrivka, V., (1978), <i>Dijete i scenska lutka</i> , Zagreb: Školska knjiga Glibo, R., (2000), <i>Lutkarstvo i scenska kultura</i> , Zagreb: Ekološki glasnik Nikolin, V. i su., (1965), <i>Uvod u lutkarstvo</i> , Beograd UNIMA, Komisija Lutka u obrazovanju (2004), <i>Lutka...divnog li čuda</i> , ur.: Majaron, E., Kroflin, L., Zagreb: MČUK					
Additional reading					
Jurkovski, H., (2006), <i>Metamorfoze pozorišta lutaka u XX veku</i> (pozorište predmeta str.250), Subotica: Pionir					

Course code	SIM0016	Course	Acquiring music literacy skills	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Pavel Rojko, professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes (separately L, S, P) in a semester				1+0+2	
Course objectives:					
To teach students to sing simple melodies according to musical notation.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
After the successfully completed course student will be able to:					
<ul style="list-style-type: none"> • note down the audibly presented rhythm, • to perform rhythmic pattern according to the musical notation in simple (duple, triple, quadruple) time signatures, • sing a simple melody according to musical notation 					
Course contents:					
To cover different rhythmic figures in duple, triple and quadruple time signatures. Upbeat. Learning general major key - diatonic scale. Relative notation. Absolute notation. Moving in C-major. Intonational moving in other keys. Singing of simple melodies according to musical notation: J. Lulić: <i>Ide jesen</i> , J. Kaplan: <i>Lutkina uspavanka</i> , L. Lesičkova: <i>Lastavica</i> , xxx <i>Proljeće</i> , xxx <i>Golubovi</i> , Narodna: <i>Igra mlinara</i> , Narodna: <i>Zibu zibalka</i> , Slovačka: <i>Pliva riba</i> , J. Kaplan: <i>Mjesečev pjesnik</i> , P. Stupel: <i>Nova godina</i> , J. Pomahač: <i>Žaba</i> , Slovačka narodna: <i>Mišići</i> , J. Kaplan: <i>Patkina pjesma</i> , Narodna: <i>Igra kolo</i> , L. Mav: <i>Cicibani</i> , J. Kaplan: <i>Moje selo</i> , H. Nedjalkov: <i>Jesen</i> , P. Stupel: <i>Pada lišće</i> , J. Bitenc: <i>Hi, konjiću</i> , <i>Gusak i guske</i> , <i>Kolo</i> , P. Gostič: <i>Medo Brundo</i> , <i>Tra la la</i> , J. Kuhar: <i>Guslice</i> , N. Njirić: <i>Gledajte me</i> , Š. Đuričić: <i>Vrabac</i> .					
Course organisation and knowledge acquisition:					
Practice					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Students are obliged to attend classes regularly and actively.					
Monitoring and evaluation of students with the share of ECTS credits					
Attendance	Active participation	Seminar / Workshop		Written exam	
Continuous knowledge assessment	Oral exam	Individual counselling			
Compulsory reading:					
Đuričić, Š./Đerfi-Bošnjak, V. (1982) <i>Zbirka pjesama, igara s pjevanjem i brojalica za predškolsku djecu</i> . Osijek: Centar za predškolski odgoj.					
Manasteriotti, V. (1990) <i>Zbornik pjesama i igara za djecu: priručnik muzičkog odgoja</i> . Zagreb: Školska knjiga.					
Reich, T.(1994) <i>Glazbena čitanka</i> . Zagreb: Školska knjiga.					
Additional reading:					
Brdarić, R. (1986) <i>Brojalice i pjesme iz Slavonije i Baranje</i> . Osijek: Zavod za prosvjetno-pedagošku službu za područje zajednice općina Osijek.					
Lazarin, Branko (1992) <i>Solfeggio 1: udžbenik za učenike 1. razreda osnovne glazbene škole</i> . Zagreb: Školska knjiga.					
Rojko, Pavel (1982) <i>Psihološke osnove intonacije i ritma</i> . Zagreb: Muzička akademija-Croatia concert.					
Rojko, Pavel (1999) <i>Solfeggio kao učenje glazbenoga jezika</i> . <i>Tonovi</i> , 33, 14-31.					
Rojko, Pavel (2004) <i>Metodika glazbene nastave – praksa I.dio</i> . Zagreb: Jakša Zlutar.					
Rojko, Pavel (2007) <i>Znanje o glazbi nasuprot glazbenom znanju</i> . <i>Tonovi</i> , 49, 71-91.					

Course code	SIM0017	Course	Choir	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Pavel Rojko, professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes (separately L,S,P) in a semester				1+0+2	
Course objectives:					
Teach students to sing in a two part choir or a three part choir and to lead a children's vocal ensemble.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
After the successfully completed course students will be able to:					
<ul style="list-style-type: none"> • sing in tune with other singers in a two part choir or a three part choir • participate in choir performance of five to seven two/three part choir compositions of different authors, • introduce pre-school children into the activity of joint music production 					
Course contents:					
Singing of five to seven two/three part choral compositions of different authors: J. Des Prez: <i>Ave Maria</i> , L. Marenzio: <i>Degli occhi il dolce giro, Amate mi, ben mio</i> , I. Lukačić: <i>Moteti</i> , G. B. Pergolesi: <i>Stabat Mater, br. 1 i 8, Gdje je onaj cvijetak žuti</i> , S. Bach: <i>Ah, što volim</i> , W. A. Mozart: <i>Uspavanka, Gle igre li krasne</i> , Grandval: <i>Radosti sela</i> , Anonimus (XVII.-XVIII. St.): <i>Dona nobis pacem</i> (kanon), L. Van Beethoven: <i>Oda radosti</i> , L. van Beethoven: <i>Zapjevaj</i> (kanon), J. Brahms: <i>Patuljak Sanko, Laku noć</i> V. Lisinski: <i>Oj talasi</i> , J. Gotovac: <i>Majka uz kolijevku</i> , V. Žganec: <i>Lehku noć</i> , J. Vrhovski: <i>Zelena ljuljačka</i> , J. Kaplan: <i>Šuma</i> , P. Gotovac: <i>Vozila se barka, Crn-bel</i> , L. Županović: <i>Šeboj</i> , J. Magdić: <i>Tiha tiha pjesma</i> , V. Tomerlin: <i>V jeseni</i> , D. Fio: <i>Dalmatinska suita</i> , S. Zlatić: <i>Pleši, pleši črni kos</i> , Narodna iz Dalmacije: <i>Dobra večer ružo moja</i> , Narodne pjesme iz Slavonije: <i>Sitna kiša pada, Išla je djevojka, Djevojka Mara tri vijenca plela</i> . Through active participation in choir singing, students will learn about breathing in singing (diaphragm function), the creation of tone, vocal posture, phrasing, dynamic colouring and other vital elements of choral singing.					
Course organisation and knowledge acquisition:					
Choral singing and performing of all exercises needed: exercises for correct breathing and voice posture.					
Course organisation and knowledge acquisition (additional remarks):					
All students taking the course take part in the choral singing as a single group.					
STUDENTS' OBLIGATIONS					
Students are obliged to actively and regularly participate in classes and public choir performances.					
Monitoring and evaluation of students with the share of ECTS credits					
Attendance	Active participation	Seminar / Workshop		Written exam	
Continuous knowledge assessment	Oral exam	Individual counselling		Public choir performances	
Compulsory reading:					
Lhotka-Kalinski,I. (1975) <i>Umjetnost pjevanja</i> . Zagreb: Školska knjiga.					
Završki, J. (1979) <i>Metodičke upute za rad s dječjim zborom u općeobrazovnim školama</i> . Zagreb: Školska knjiga.					
Additional reading:					
Andrašec, F. (1981) <i>Hrvatske popijevke iz Međimurja</i> . Čakovec: Zrinski.					
Ivančir, Z. (1985) <i>Slavko Zlatić-Izabrani zborovi</i> . Zagreb: Kulturno-prosvjetni sabor Hrvatske.					
Janko, N. (1993) <i>Naš kanat je lip: zbirka nagrađenih skladbi</i> . Poreč: Narodno sveučilište Poreč.					
Jerković, J. (1999) <i>Osnove dirigiranja I</i> . Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku.					
Lhotka, F. (1981) <i>Dirigiranje</i> . Zagreb: Školska knjiga.					
Njikoš, J. (1988) <i>Gori lampa nasrid Vinkovaca</i> . Privlaka: Kulturno informativni centar „Privlaka“.					
Pettan, H. (1970) <i>Devet stoljeća višeglasne zborne glazbe</i> . Zagreb: Prosvjetni sabor Hrvatske.					
Pettan, H. (1972) <i>Devet stoljeća višeglasne zborne glazbe</i> . Zagreb: Prosvjetni sabor Hrvatske.					
Plamenac, D. (1975) <i>Ivan Lukačić-Odabrani moteti</i> . Zagreb: Hrvatski glazbeni zavod.					
Ruža, D. (2002) <i>Josip Vrhovski-Zborovi</i> . Varaždin: TIVA.					
Sindičić, Z. (1990) <i>Zagrebačke praižvedbe</i> . Zagreb: Kulturno-prosvjetni sabor Hrvatske.					
Tomašek, A. (1986) <i>Josip Kaplan. Skica umjetničkog portreta</i> . Ronjgi: Kulturno-prosvjetno društvo „Ivan Matetić Ronjgov“.					

Course code	SIM0018	Course	Children's play in Slavonia in the 18 th and 19 th century	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Damir Matanović, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits (student load index)				4	
Number of classes (separately L, S, P) in a semester				2+1+0	
Course objectives:					
To draw students' attention to the position and role of Croatia and Croatian people in European history. To raise students' awareness of national identity values through definition of basic historical eras from Croatian and European history. To introduce students to key notions from Croatian and European history.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To have decision making skills; to develop tendency to engage in team work through interaction and cooperation based on partnership relations; to show competences to continuously evaluate and self-evaluate; to develop the ability of a reflexive practitioner who continuously evaluates the effects of her/his accomplishments.					
Course contents:					
Notion, definition, development and structure of historiography, Approach to history topics as the issue of national identity creation, Key periods in European history, Key periods in Croatian history, Inter-related influences, Today's position of the Republic of Croatia in Europe and in the world.					
Course organisation and knowledge acquisition:					
Lectures; Seminars and workshops; Individual tasks; Multimedia and internet; Field work					
Course organisation and knowledge acquisition (additional remarks):					
Individual counselling; Individual tasks					
STUDENTS' OBLIGATIONS					
Students are obliged to actively participate in lectures and seminars.					
<i>Monitoring and evaluation of students with the share of ECTS credits</i>					
Lectures	Seminars and workshops	Kinesiology practice	Multimedia and Internet		
Distance learning	Individual counselling	Laboratory practice	Field work		
Compulsory reading					
N. Budak, M. Strecha, Habsburzi i hrvati, Zagreb 2007 I. Goldstein, Hrvatska povijest, Zagreb 2006					
Additional reading					
J. Horvat, 1000 godina hrvatske kulture, Zagreb					

Course code	SIM0019	Course	Workshop of history artefacts	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Damir Matanović, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes (separately L, S, P) in a semester				2+1+0	
<i>Course objectives:</i>					
The aim of this course is to introduce students to the elements of Croatian national heritage. In cooperation with museums, the key periods of Croatian history will be defined through concrete examples. The most important artefacts, which symbolize general Croatian and regional history, will be chosen and created in cooperation with museum custodians to present certain historical period vividly. Thus, students will be motivated to approach historical subjects more seriously, and will be able, after having received the university diploma, to familiarise pre-school children with the national and local history and to raise the awareness of their national identity.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
To have decision making skills; to develop tendency to engage in team work through interaction and cooperation based on the partnership relations; to show competences to continuously evaluate and self-evaluate their own work; to develop the abilities of reflexive practitioners who continuously evaluate the effects of their accomplishments.					
Course contents:					
Notion and definition, development and structure of historiography, ethnology, literature and architecture, Approaching historical topics as the issues of national identity raising, Key periods in Croatian history, Museum visits, Cooperation with museum staff, Historical artefacts creation.					
Course organisation and knowledge acquisition:					
lectures; seminars and workshops, individual tasks, multimedia and internet, field work					
Course organisation and knowledge acquisition (additional remarks):					
individual counselling; individual tasks					
STUDENTS' OBLIGATIONS					
Students are obliged to actively participate in lectures and seminars					
<i>Monitoring and evaluation of students with the share of ECTS credits</i>					
Lectures	Seminars and workshops	Kinesiology practice	Multimedia and internet		
Distance learning	Individual counselling	Laboratorijske vježbe	Terenska nastava		
Compulsory reading					
J. Horvat, 1000 godina hrvatske kulture, Zagreb					
Additional reading					
Z. Toldi, Dječje igračke iz Muzeja broskog Posavlja, Slavonski Brod 1996.					

Course code	IPDS001	Course	Knowing plants and animals	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Irella Bogut, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits (student load index)				4	
Number of classes (separately L, S, P) in a semester				2+0+1	
Course objectives:					
To deepen the knowledge of different sorts of plants and animals that can be found near houses and kindergartens. To familiarise students with the biocenology relations of organisms in the most important communities in Croatia. To familiarise students with the interesting specimen in the plant and animal world. Gaining this knowledge, to develop interest and independent implementation of knowledge in pre-school educator praxis. The course is related to courses Science, Nature protection and Growing plants.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
Students will be able to recognise the most usual groups of plants and animals in Croatia. They will recognise the protected animal and plant species. They will differ between edible and poisonous organisms and they will use literature in order to find out about different animal and plant sorts.					
Course contents:					
The most important plant and animal groups in Croatia. Biological diversity. The basis of vertical and horizontal distribution of biocenoses in Croatia. Protected plants and animals. Curative and poisonous organisms for people and animals. Organisms important in cattle-breeding, horticulture, forestry, fishery, mariculture. Weeds, pest, and rational food production. Hunting and fishing. Garden plants and home plants. Kindergarten and garden. Aquarium and terrarium. Interesting organisms and the organisms suitable for the education of pre-school children.					
Course organisation and knowledge acquisition:					
Lectures; Seminars;					
Course organisation and knowledge acquisition (additional remarks):					
During the course the following visits will be organised: visit to the zoo, the malacological museum, and the greenery.					
STUDENTS' OBLIGATIONS					
Active participation in classes and writing an individual seminar paper.					
<i>Monitoring and evaluation of students with the share of ECTS credits</i>					
Attendance 1	In-class activity		Seminar / Workshop 1		Written exam
Continuous knowledge assessment 1	Oral exam		Counselling		
Compulsory reading:					
Bačić, T., Erben, R., Krajačić, M. (2003): Raznolikost živoga svijeta. Školska knjiga, Zagreb.					
Domac, R. (1996): Flora Hrvatske. Priručnik za određivanje bilja. Školska knjiga, Zagreb.					
Burnie, D. (ur.) (2005): Životinje. Mozaik knjiga, Zagreb.					
Izdanja Državnog zavoda za zaštitu prirode: Crveni popis ugroženih biljaka i životinja Hrvatske.					
Additional reading:					
Durrell, G. (1990): Svijet prirode. Grafički zavod Hrvatske, Zagreb.					
Heinzel, H. i sur. (1999): Ptice Hrvatske i Europe. Hrvatsko ornitološko društvo, Zagreb.					
Mikuska, J., Mikuska, T., Romulić, M. (2002): Ptice. Vodič kroz biološku raznolikost Kopačkog rita. Kopački rit: Matica hrvatska Osijek; Javna ustanova Park prirode Kopački rit.					
Vevers G. I sur., Vujnović, D. (ur.) (1990): Veliki atlas životinja. Mladinska knjiga, Ljubljana – Zagreb.					
Izdanja državnog zavoda za zaštitu prirode: Crvena knjiga morskih riba Hrvatske, Crvena knjiga vretenaca Hrvatske, Crvena knjiga vodozemac i gmazova Hrvatske, Crvena knjiga slatkovodnih riba Hrvatske, Crvena knjiga vaskularne flore Hrvatske.					

Course code	SIM0021	Course	Games in education for environment	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Edita Borić, assistant professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					4
Number of classes (separately L, S, P) in a semester					2+1+0
Course objectives:					
To enable students to creatively plan, prepare and realize different game-like activities, helpful for the realization of education for environment in kindergarten; to develop skills of creative generation of eco activities aimed at the realization of educational values related to preservation and environment protection; to develop independence, creativity, and critical thinking; to develop abilities for the implementation of knowledge aimed at the realization of ecological educational values through games about and in the environment.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
<ul style="list-style-type: none"> • to have capacity for learning as a precondition for generation of new ideas and for adaptability to new situations; • to improve in studying through independent and continuous work and different sources and learning strategies; • to develop abilities of a reflexive practitioner who continuously evaluates effects of his/her achievements 					
Course contents:					
The role of play in science and environment education. Planning and preparation of games. Determining and planning games competences. Self-evaluation in games. Grouping and choice of games. Indoor games. Outdoor games. Word games. Observation games. Games with pen and paper. Searching games, Presentation of games.					
Course organisation and knowledge acquisition:					
Lectures; Seminar and workshops					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Active participation in classes and writing a seminar paper. Realization of individual tasks.					
<i>Monitoring and evaluation of students with the share of ECTS credits</i>					
Attendance	Activity in class		Seminar / Workshop	Written exam	
Continuous knowledge assessment	Oral exam		Counselling	Project	
Compulsory reading:					
Allue, J.M. (2003), Velika knjiga igara, 250 igara za sve uzraste. Zagreb: Profil					
Andrews, G.(2007), 100 znanstvenih pokusa. Zagreb: Neretva					
Gerald, B.(2008), 1000 uzbudljivih eksperimenata. Zagreb: Mozaik knjiga					
Slunjk, E. (2006): Kad djeca istražuju, Stanek, Varaždin					
Additional reading:					
Bennett, S. , Bennett, R. (2001), 365 dana bez televizije. Zagreb: Mozaik knjiga					
Blanc, G. (2005). Stvarajte i igrajte se reciklirajući. Zagreb : Neretva					
Grinberg, D. (2005), Pokusi - ljudsko tijelo, Zagreb : Školska knjiga					
Guenther, T.(2007), 1000 zabavnih igara. Zagreb: Mozaik knjiga					

Course code	SIM0024	Course	Traditional games in kinesiology	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Ivan Prskalo, professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)					4
Number of classes (separately L, S, P) in a semester					1+0+2
Course objectives:					
To familiarise students with and to train them for the programming and implementation of traditional kinesiology activities of pre-school children.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
Students will achieve competences necessary for the implementation of traditional kinesiology activities in their work with pre-school children.					
Course contents:					
The notion and definition of traditional kinesiology activities. Aims and tasks of traditional kinesiology activities. Structure and content of traditional kinesiology activities. Implementation of traditional kinesiology activities in different organisational forms of physical education teaching. Programming and implementation of traditional kinesiology activities. Integration of traditional kinesiology activities in other areas of pre-school education. Research methodology in the area of traditional kinesiology activities.					
Course organisation and knowledge acquisition:					
Lectures; practice and workshops;					
Course organisation and knowledge acquisition (additional remarks):					
Traditional activities through praxis classes in the immediate work with children.					
STUDENTS' OBLIGATIONS					
Students are obliged to regularly and actively participate in all forms of work prescribed by this programme.					
<i>Monitoring and evaluation of students with the share of ECTS credits</i>					
Attendance	Activity in class		Practice/ Workshop		Written exam
Continuous knowledge assessment	Oral exam		Counselling		
Compulsory reading:					
1. Kalish, S.(2000). Fitness za djecu, Gopal, Zagreb.					
2. Knežević, G. (1993). Naše kolo veliko. Zagreb: Ethno d.o.o.					
3. Milanović, D. i sur.(1997.). Priručnik za sportske trenere, FFK, Zagreb					
Additional reading:					
1. Manasteriotti, V. (1982). Zbornik pjesama i igara za djecu. Zagreb: Školska knjiga.					
2. Duran, M. (2001). Dijete i igra. Zagreb: Naklada Slap.					

Course code	SIM0027	Course	Winter activities	Study programme	Graduate university studies of early and pre-school education
Course status		elective			
Instructor		Dr. Sc. Ivan Prskalo, professor			
ECTS credits and course organisation:					
				Winter semester	Summer semester
ECTS credits(student load index)				4	
Number of classes(separately L, S, P) in a semester				1+0+2	
Course objectives:					
To familiarise students with winter holidays organisation and to train them to implement contents related to winter holidays.					
Expected outcomes (development of general and specific competences - knowledge/skills):					
Students will be able to implement the above mention contents individually.					
Course contents:					
Organisation of life and work at winter holidays. Outdoor activities; hiking and running on snow and ice; games on snow and ice, hiking, field trips, competitions, skiing, skating. Activities in closed spaces; socialising games, basic games, relay games, activities with music, methods of children animation during the whole stay. Proceedings for the proper and safe stay in the mountains and giving first aid to yourself and injured people.					
Course organisation and knowledge acquisition:					
The classes will take place in nature at available locations.					
Lectures; Seminars and workshops;					
Course organisation and knowledge acquisition (additional remarks):					
STUDENTS' OBLIGATIONS					
Student is obliged to regularly attend classes and actively participate outside the domicile area at the assumed premises.					
Monitoring and evaluation of students with the share of ECTS credits					
Attendance	Activities in class	Seminar / Workshop	Written exam		
Continuous knowledge assessment	Oral exam	Counselling			
Compulsory reading:					
1. Gama, K.: Sve o skijanju, Mladost, 1982					
2. Matković, B.: Skijanje, Školska knjiga, 1996					
3. Matković B., Ferenčak S. Žvan M.: Skijajmo zajedno, Zagreb 2004					
4. Findak V., Stela I.: Izvannastavne i izvanškolske aktivnosti u tjelesnoj i zdravstvenoj kulturi. Zagreb 1985					

7. ALPHABETICAL LIST OF INSTRUCTORS

Babić, Nada
Bogut, Irella
Borić, Edita
Brešan, Davorka'
Duran, Mirjana
Galić, Slavka
Filipović, Vera
Irović, Stanislava
Jindra, Ranka
Matanović, Damir
Mlinarević, Vesnica
Putnik, Manuela
Pavleković, Margita
Peko, Anđelka
Perić-Kraljik, Mira
Pintarić, Ana
Prskalo, Ivan
Radišić, Mirna
Rojko Pavel
Smajić, Dubravka
Šimović, Vladimir
Uzelac, Vinka

8. BIOGRAPHIES OF INSTRUCTORS

Dr. Sc. Nada Babić, professor

Institution: Faculty of Philosophy in Osijek

E-mail address: nbabic@ffos.hr; web page: www.ffos.hr

Born on February 10, 1946 in Popovac, Beli Manastir, Croatia, she graduated from Teacher's School in 1965. She completed the Faculty of Philosophy in Belgrade in 1971. In 1979 she became the Master of Science in Pedagogy at the Faculty of Philosophy in Zagreb. At the same Faculty, in 1986, she obtained her PhD with the thesis *The influence of the speech of adults on the speech and practical activities of children in pre-school institutions* and became the Doctor of Social Sciences and Humanities in Pedagogy.

From 1965 to 1972 she worked in Primary school in Josipovac near Osijek as a teacher. From 1972 to 1998 she worked at the Faculty of Pedagogy in Osijek, first as a lecturer, then senior lecturer, assistant professor, associate professor and finally professor at Pre-school Education Department and Pedagogy Studies. She instructed the following courses: Pre-school pedagogy, Pre-school education methodology I, and Pedagogical communication (elective course). From 1999 she worked at the Pre-school Education Department of Teacher Training College in Osijek. There she instructed the above mentioned courses, and at the Faculty of Philosophy in Osijek she instructed the Methodology of Pedagogical Research.

From 2000 to 2003 she was the dean assistant of the Teacher Training College.

On two occasions from 1977 to 1983 (in 1977 for three months and in 1982/83 for ten months) she engaged in scientific and professional education in pre-school pedagogy and developmental psychology in Moscow at the Moscow Institute of Pedagogy and Scientific-Research Institute of General and Developmental Psychology.

From 1982 she actively participated in scientific projects as the assistant researcher, and as the chief researcher in projects: Certain aspects of communicative model of pre-school education (5-07-123, from 1991-1996), Developmental effects of interaction with parents and educators on the child's autonomy (122002, from 1996-2001) and Constructivism and developmentally suitable pre-school (0245001, from 2002.-), former Ministry of Science and Technology of the Republic of Croatia.

As professor she participated in the creation of teaching plan and study programmes of pre-school education, pedagogy studies, and elective programmes. Her interest areas are social-cultural theory of learning and teaching, social interaction and contemporary childhood in institutional conditions.

As an advocator of interdisciplinary approach, she has been working on its realization in teaching and scientific work.

She has published three books and numerous scientific and professional articles in Croatian and international conference proceedings and journals.

In 2005 she won Ivan Filipović Award for her scientific and professional work - for the promotion of pedagogical theory and praxis.

Dr. Sc. Irella Bogut, assistant professor

Institution: Faculty of Teacher Education in Osijek

E-mail address: ibogut@ufos.hr

Irella Bogut was born on July 5, 1971 in Osijek where she completed primary school, secondary school of natural sciences and mathematics, and in 1996 the studies of biology and chemistry at the Faculty of Philosophy (University of J.J. Strossmayer in Osijek). In 1996 and 1997 she worked in the Centre for mosquito monitoring "Culex" in Osijek as a biologist - expert assistant. On January 1, 1998 she started to work as the junior research assistant at the Institute for Biology of the Faculty of Pedagogy in Osijek as a scientific novice on the project "Protection of waters in the reserve Kopački rit." She became Master of Science at the Biology department of the Faculty of Natural Sciences and Mathematics, University of Zagreb in 2000, with the thesis "Functional role of the aquatic free living Nematods in the sediment of eulitoral of Sakadaš Lake". On May 15 of the same year she was elected research assistant. In 2005 she obtained her PhD at the Biology Department of the Faculty of Natural Sciences and Mathematics, Zagreb with the thesis: "Functional structure of microfauna and meiofauna in macrofit communities of Kopački rit." She was elected higher assistant in October 2005. In December 2007 she was elected scientific assistant in natural sciences, biology, general biology. In January 2008 she held the inaugural dissertation "The origin and development of life on Earth" at the Faculty of Teacher Education, University of J.J. Strossmayer in Osijek and she was elected assistant professor.

From the academic year 1999/2000 to 2007/2008, at the Institute (later Department), she participated in courses Practicum - Invertebral organisms, Practicum - Theory of organic evolution; Seminar - Evolution, Seminar - Biology of sea, Field work 2 - Zoology, Practicum - Protozoans, and she instructed Theory of Organic Evolution. Since 2008/2009 she has been teaching Science 1, Science 2, Knowing plants and animals, School hygiene, Ecology education, and Field work at the Faculty of Teacher Education and she has been the instructor of the course Scouts and School. At the Department of Biology, as a guest lecturer, she has been teaching the course Embryology and Evolution of Organic Systems. She is a researcher on projects of Croatian MSES "Protection of waters in the reserve Kopački rit - interactions of Danube and flooded area", "The orientation of science classes towards the achievement levels of students" and the project of Croatian water "Revitalisation of the Križnic area".

She has published more than 30 scientific and expert papers. She has taken part in more than 20 international and Croatian scientific and professional conferences. She has published five scientific-popular articles. She is the author and co-author of three textbooks, two workbooks, two methodical teachers' books for grammar schools and high schools, and the students' handbook for field work. She has reviewed papers in a number of scientific and professional journals, and science and biology textbooks and workbooks for primary and secondary schools, as well as **higher** education teaching material.

Scientific papers that prove the competences for course conduct:

- Barišić, I., Bogut, I., Borić, E. (2005): Education for schools at the Kopački Rit Nature Park in Croatia. *Periodicum biologorum*, 107(1), 123-127.
- Bogut, I., Galir, A., Čerba, D., Vidaković, J. (2007): The Ponto-Caspian invader, *Limnomysis benedeni* (Czerniavsky, 1882), a new species in the fauna of Croatia. *Crustaceana*, 80(7), 817-826.
- Bogut, I., Vidaković, J., Palijan, G., Čerba, D. (2007): Benthic macroinvertebrates associated with four species of macrophytes. *Biologia, Bratislava*. 62(5), 600-606.
- Palijan, G., Bogut, I., Vidaković, J. (2008): The impact of inundation-isolation cycles on the bacterioplankton in the Danube River floodplain. *Polish Journal of Ecology*, 56 (3), 391-403.
- Čerba, D., Bogut, I., Vidaković, J., Palijan, G. (2009): Invertebrates in *Myriophyllum spicatum* L. stands in Lake Sakadaš, Croatia. *Ekologia-Bratislava*. 28(1), 94-105

Dr. Sc. Edita Borić, assistant professor

Institution: Faculty of Teacher Education in Osijek

E-mail address: eboric@ufos.hr

She was born in 1962 in Feričanci, Croatia. She completed primary and secondary school in Osijek. She completed the studies of biology and chemistry at the Faculty of Pedagogy in Osijek in 1985 and became the teacher of biology and chemistry. She obtained her Master of Science degree at the Faculty of Natural Sciences and Mathematics in Zagreb, in natural sciences, biology, microbiology. She obtained her Doctoral degree in 1998 at the Biotechnological Faculty, Biology Department of the University of Ljubljana in biology- biology methodology with the thesis "Education for environment in primary school".

She started to work in 1985 in primary schools (Valpovo, Markušica, Laslovo) and secondary schools (Valpovo and Osijek). In the school years 1985/86 and 1986/87 she taught the subjects: science, biology, chemistry, first aid, and domestic science in primary schools, and biology, microbiology, biochemistry and chemistry in secondary schools. In 1987 she started to work at Biology Department of The Faculty of Pedagogy in Osijek, University of J.J. Strossmayer, first as a trainee-researcher, and from 1991 as the assistant in the course *Practicum in experimental biology teaching* and *Seminar in biology teaching methodology*.

In 2004 she was elected assistant professor in social sciences, education sciences, courses *Biology teaching methodology*, *Seminar in biology teaching methodology*, *Practicum in experimental biology teaching* and *Science teaching methodology*.

As the trainee researcher she took part in scientific project "Biological research of special zoological reserve Kopački rit", in microbiological research of water, sediment and ground. In 1996 she was involved in the project "Education for environment". She led the methodical part of the project called "Contemporary approach to education for environment". From 1997 to 2002 she was the assistant at scientific project "Protection of waters of the reserve Kopački rit". From 2003 to 2007 she was the head of project "Encouragement of ecological education of youth in Eastern Slavonia". Since 2007 she has been an assistant at the scientific project of Faculty of Natural Sciences and Mathematics in Zagreb "Competences in biology teaching". Since 2008 she has been the leader of scientific project "Orientation of science teaching towards the development levels of students".

She gives lectures regularly for the Biology Society in Osijek and Education and Teacher Training Agency. The scientific interests revolve around the following aspects of pedagogy: teaching communication, education of teachers on regional contents, evaluation of teaching, education for environment, ecology education, and implementation of pedagogy methodology in the scientific understandings of science.

She participated at the conference "Possibilities of pupils' research in biology for biology teachers".

Scientific papers that prove the competences for course conduct:

- Barišić, I., Bogut, I., Borić, E. (2005): Education for schools at the Kopački Rit Nature Park in Croatia. *Periodicum biologorum*, 107(1), 123-127. (*Scientific paper*)
- Borić, E., Jindra, R., Škugor, A. (2008): Razumijevanje i primjena sadržaja cjeloživotnog učenja za održivi razvoj. *Odgojne znanosti*, 10(2), 69-81. (*Original scientific paper*)
- Borić, E., Peko, A., Novoselić, D. (2001): Iskustveno učenje u nastavi biologije, str. 405-412., U: M. Kramar i M. Duh (eds.), *Knjiga referatov z mednarodnega znanstvenoga posveta "Didaktički in metodički vidiki prenovne in razvoja izobraževanja"*. Maribor, Pedagoška fakulteta Maribor. (*Scientific paper*)
- Borić, E., Peko, A., Vujnović, M. (2002): Učiti o prirodi iz prirode, str. 93-100., U: I. Hicela (ed.), *Zbornik radova stručno-znanstvenog skupa s međunarodnom suradnjom "2. dani osnovne škole Splitsko-dalmatinske županije"*. Split, Hrvatski pedagoško – književni zbor – Ogranak Split.
- Borić, E., Peko, A., Vujnović, M. (2002): Od riječi do djela u nastavi prirode i biologije (metode odgoja za okoliš), *Život i škola*, 7,117-124. (*Review paper*)

Doc. Art. Mr. Sc. Davorka Brešan

Institution: Faculty of Teacher Education in Osijek

E-mail address: ante.bresan@zg.t-com.hr; web page: www.ufos.hr

She was born in Šibenik where she completed primary school and grammar school.

At the Faculty of Philosophy in Zadar, Department in Split, she graduated in 1985 at the studies of Visual Art Education and Visual Art, and became the teacher of visual arts education and visual arts. Her graduation paper in history of arts "Srima and its importance for the typology on old-Christian architecture in Dalmatia", mentored by Prof. Dr. Tomislav Marasović and her graphic art piece mentored by prof. Petar Jakelić were both graded with an excellent mark.

She started her postgraduate studies in 1999/2000 at the Faculty of Philosophy in Zagreb, course Museology, and she obtained her master's degree on July 17, 2003 with the thesis "Protection and communication of visual art heritage in high schools of visual art in Croatia." Thus she received the academic rank of Master of Science in social science, information sciences.

She had been working in the profession for 26 years, ten years thereof she worked in primary schools, nine in grammar school and the last eight years in the Ministry of Education and Sports, Institute for the Improvement of Education, as the higher school supervisor for visual art education and visual art for the Republic of Croatia. As the Institute for Education of the Republic of Croatia became independent on December 1, 2003, she was named senior advisor for visual arts education and visual arts for primary schools, grammar schools, and high visual art schools of the Republic of Croatia. On the national level, she is the organiser and the head of numerous seminars for the professional education of teachers and professors in Croatia.

In 2000 she designed and organised the National Exhibition and Competition in Visual Art Creativity «LIK» for the primary school pupils, which has been held six times since then. In 2001 she started the National Exhibition and Competition of Visual Arts and Design in Croatia. She has written many forewords for the exhibition catalogues at the state level, «LIK» and high schools of visual art in Croatia, and other exhibitions. She is the regular member of the Croatian Society of Artists and she has been an artist (sculpture and graphics) for 26 years. As the associate at the International Children's Festival in Šibenik, as well as many museums and galleries, she has worked as a designer and exhibition designer for many years, also creating scenes for different plays, and preparing art and graphic design of different publications. For the Medical Academy of Croatia she has illustrated the book cover «Blizanačka trudnoća». In 2000, at the premises of A.G.Matoš school in Zagreb, she made the memorial for the soldiers from Maksimir killed in homeland war. Occasionally she takes part in the exhibitions «Sea, People and Coast». In 2005 she was elected the artistic-teaching assistant professor in art, visual arts, course Visual Arts Education and Methodology of Visual Arts, and she got full-time position at Teacher Training College Osijek.

Scientific papers to prove course competence:

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

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

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

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

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

Priručnik likovnih pojmova i reprodukcija za osnovnu školu, ISBN: 953-178-709-3. Zagreb 2006.

Likovna mapa za osnovnu školu: 953-178-662-3, Zagreb, 2005.

Visokoškolski udžbenik: *Dječja likovna kreativnost od prve do desete godine*, Sveučilište J. J. Strossmayera u Osijeku, Učiteljski fakultet u Osijeku, ISBN: 978-953-6965-14-4, Osijek, 2008.

Od 2003. godine upisana u Upisnik znanstvenih radnika pod brojem: 257006.

Dr. Sc. Mirjana Duran, assistant professor

Institution: Faculty of Teacher Education in Osijek

E-mail address: mduran@ufos.hr, web page: www.ufos.hr

She was born in Novi Pavljani, Bjelovar, in 1948. She completed primary school and grammar school in Osijek. In 1972 she graduated psychology as the first course and sociology as the second course at the Faculty of Philosophy in Zagreb. At the Faculty of Philosophy in Belgrade in 1984 she presented her master's paper in the area of developmental psychology with the thesis *Differences in symbolic games among children of different socio-cultural backgrounds* (Committee: prof. dr. sc. Ivan Ivić, prof. dr. sc. Vera Smiljanić, prof. dr. sc. Ksenija Radoš). In 1994 at the Faculty of Philosophy in Zagreb she presented her doctoral thesis named *Game, game tradition and some aspects of cognitive development* (Committee: prof. dr. sc. Slavko Kljajić, prof. dr. sc. Katica Lacković Grgin, prof. dr. sc. Ludvik Horvat).

As the scholar of the Republican Secretariat for education, culture and physical culture she was on a ten-month education (from October 1980 to June 1981) in the laboratory for developmental psychology of the Science and Research Institute for Pre-school Education in Moscow.

She was involved in programmes of education by following associations: AUSTRIAN STUDY CENTRE FOR PEACE AND CONFLICT RESOLUTION; STEP BY STEP; INTERNATIONAL RESCUE COMMITTEE.

By 1978 she worked as a psychologist. First she worked in the municipality Employment Institute (from May 10, 1972 to 25 July, 1972) where she was responsible for identification of gifted children along with prof. Ivan Koren. From May 26, 1972 to March 30, 1974 she worked in the Centre for Social Work in Bihać, and for the next four years, to 1978 in the Centre for Pre-school Education in Osijek. She started to work at the Faculty of Pedagogy on November 1, 1978, and after the reorganisation, in accord with the law of higher institutions, she became the member of Teacher Training College staff on March 1, 1999. She taught Psychology of education, Developmental psychology and Pedagogical Psychology. In 1993 she was the guest professor at the postgraduate course Developmental Psychology at the Faculty of Philosophy in Ljubljana, and in 1999 at the postgraduate course Pre-school Pedagogy at the Faculty of Philosophy in Zagreb.

She was the chief researcher at the scientific project *Structure of game* (6-06-035) from January 1991 to August 1995. Now, she is the chief researcher at the scientific project *Tradition of spontaneous culture of children and youth* (0245004).

In 1989 she received the psychology scientific award "Dr. Borislav Stevanović" for the book: Duran, M., Mitrović, M., Plut, D.(1988) *Simbolička igra i stvaralaštvo*. Beograd: Zavod za udžbenike i nastavna sredstva.

In 2003 she received the psychology award "Ramiro Bujas" for the book: Duran, M. (2003) *Dijete i igra*. Jastrebarsko: Naklada Slap

In 2000 she was elected permanent college professor. In 2005 she was elected assistant professor in the area social sciences, field psychology, branch developmental psychology.

Scientific papers to prove course competence:

Duran, M. (Treće prošireno izdanje 2003). *Dijete i igra*. Jastrebarsko: Naklada Slap. (Psiholojska nagrada Ramiro Bujas za osobito vrijedno psiholojsko znanstveno djelo)

Duran M. (2003). *Tradicija spontane kulture djece i mladih. Spomenar i dnevnik*. Jastrebarsko: Naklada Slap.

Duran, M., *Spomenar - tradicijski žanr spontane kulture djece i mladih*, Društvena istraživanja, 2004. br. 3 Izvorni znanstveni rad. UDK: 394-053.2/6(497.5)(091)"18/19" 316.723-053.2/.6 (497.5)(091)*18/19

Duran, M., (2004) *Može li simbolička igra biti pokazatelj razvojnih preteča metakognicije*. Suvremena psihologija br.2. 2004.

Duran, M., *Traditionelle Spiele in verschiedenen Kulturen* (Traditional play in different cultures.) World Play Conference, University Erfurt 2001. CD-ROM

Dr. sc. Slavka Galić, associate professor

Institutions: Faculty of Philosophy in Osijek

e-mail: slavka.galic@po.t-com.hr; web: www.ffos.hr

She was born in 1959 in Crna Lokva, Široki Brijeg (Bosnia and Herzegovina). She graduated psychology in 1983 at the Faculty of Philosophy in Zagreb. In 1994 she got master's degree in children's and adolescence psychiatry at the Faculty of Medicine in Zagreb. In 1999 she completed specialization in clinical psychology at the Psychology department of the Faculty of Philosophy in Zagreb. She got doctoral degree in 2008 at the Psychology department of the Faculty of Philosophy in Zagreb.

Since 1983 she was employed as a psychologist in the Medical centre, and after the reorganization of medical centres in General county hospital in Požega, as the head of the department for Clinical psychology in the office for Neurology, psychiatry and clinical psychology. She has been the internship mentor for clinical psychology mentorship at the Psychology department of the Faculty of Philosophy in Zagreb. Since 2004 she has been a lecturer on the course Clinical neuro-psychology at the Psychology department of the University in Zadar. Since 1 October, 2008 she has been assistant professor in social sciences, psychology, clinical psychology.

Scientific papers documenting the competence for course instructing:

Galić S. (1998). Povezanost rezultata na Bentonovim testovima i rezultata na Obojenim progresivnim matricama u djece, *Suvremena psihologija*, 1:61-72.

Galić S. (2007). Poremećaji konceptualnog mišljenja i izvršnih funkcija u shizofrenih osoba, *Suvremena psihologija*, 10:77-94.

Galić S. (2007). Wisconsin test razvrstavanja karata u diferencijalnoj dijagnostici shizofrenije i lezija mozga, *Suvremena psihologija*, 10:223-236.

Vulić-Prtorić A., Galić S., Coha R., Grubić M., Lopižić J., Padelin P. (2008). Anxiety in children with headaches, *Psychological Topics*, 16:201-224.

Vulić-Prtorić A., Galić S. (2003). Opsesivno-kompulzivni simptomi u djetinjstvu i adolescenciji. *Medica Jadertina*, 33:41-51.

Vulić-Prtorić A., Galić S. (2004). Stres i tjelesni simptomi anksioznosti u djece i adolescenata. *Medica Jadertina*, 34:5-13.

Galić S. (2002). *Neuropsihologijska procjena*, Jastrebarsko: Naklada Slap.

Dr. Sc. Stanislava Irović , professor

Institution: Faculty of Teacher Education in Osijek

E-mail address: sirovic@ffos.hr; web page: www.ufos.hr

She was born in Osijek on November 17, 1949. At the Osijek Pedagogy Academy she graduated Croatian language and literature in 1971, and in 1974 she completed the course of Pre-school education. She completed the studies of Pedagogy at the Faculty of Philosophy in Zagreb in 1978. She mastered at the Faculty of Philosophy in Zagreb in 1983 (in pedagogy, thesis Cognitive curiosity and intellectual emotions in pre-school education), and she obtained her PhD at the same faculty in 1992 (in pedagogy, thesis Communication educator - child and the cognitive curiosity of a pre-school child).

From 1972 to 1979 she was working at the Centre for Pre-school Education in Osijek as a pre-school educator, and from 1974 to 1979 as a mentor in the kindergarten-practicum, as well.

She worked at the Faculty of Pedagogy in Osijek from 1979 to 1997 as a lecturer, and then as an assistant professor, until elected associate professor in 2002.

She is the instructor of the course Methodology of Pedagogical Research and Methodology of Pre-school Education II on the Department for Pre-school Education of the Faculty of Pedagogy, or from 1999 Teacher Training College. She was the guest lecturer at the postgraduate studies of pedagogy at the Faculty of Philosophy in Zagreb. She was the member of committee board at the master's degree presentation (at the Faculty of Philosophy in Zagreb) In 2004/2005 as the part-time lecturer she taught General Pedagogy at the Faculty of Philosophy, Arts Academy, Department of Mathematics of the University in Osijek.

She is now the head of the pre-school section of the Faculty of Teacher Education.

She participated in around fifteen international scientific conferences and the scientific and expert conferences in Croatia. She published scientific and expert papers in the pedagogy periodicals and international and Croatian scientific and expert conference proceedings. She reviewed several scientific and expert monographs and articles; she was the chief editor (with N. Babić) of three collections of scientific and expert papers, and the member of organisational boards of scientific and expert conferences.

She is the co-author of the elaborate on university education and the system of promotion of pre-school educators, the author of the programmes for the courses at undergraduate studies of pre-school education and undergraduate and postgraduate studies of pedagogy.

She cooperated on four Croatian scientific-research projects. Children in war, head prof. dr. sc. Miomir Žužul; Some aspects of communication model of pre-school education (5-07-123), head prof. dr. sc. Nada Babić (1992-95.); Developmental effects of interaction with adults on child's autonomy (122002), head prof. dr. sc. Nada Babić (1997-99.); Constructivism and developmentally suitable pre-school praxis (0122002), head prof. dr. sc. Nada Babić.

She was elected professor in social sciences, educational sciences, pedagogy.

Scientific papers to prove course competence:

- Babić, N., Irović, S. (2000), *Strategije interaktivnoga učenja u izobrazbi studenata – budućih odgojitelja, učitelja*, U: Mednarodni znanstveni posvet Didaktični in metodični vidiki nadaljnega razvoja izobraževanja, Knjiga referatov, (ur. Kramar, M., Duh, M.), Univerza v Mariboru, Pedagoška fakulteta, Maribor, Slovenija, str. 270 –275.
- Babić, N., Irović, S. (2000) *The Value System and Parental Behaviour in Interaction with Children*, U: Social Educational Changes in Pre-school Education, Scientific publications dedicated to 150th anniversary of kindergarten in Lithuania and 100th anniversary of Lithuanian kindergarten, (Ur. Juodaityte, A.), Klaipėdos Universitetas, Klaipėda, Litvanija, str. 86 –91.
- Babić, N., Irović, S. (2001) *Educational and cultural identity*, U: Elementy techniki i sztuki w edukacji regionalnej dzieci w wieku przedszkolnym i wczesnoszkolnym (ed. Kraszewski, K.), Wydawnictwo Oświatowe FOSZE, Rzeszów – Kraków
- Babić, N. Irović, S. (2001) *Učenje i poučavanje u predškolskim programima u svjetlu konstruktivizma*, Napredak, 142 (1), 39 - 50
- Babić, N., Irović, S. (2003) *Suvremene informacijske tehnologije i edukacija*, Informatologija, 2003, 36, 1:8-14
- Babić, N. Irović, S. (2004). *Trideset godina obrazovanja predškolskih odgojitelja u Osijeku*, Sveučilište J. J. Strossmayera u Osijeku, Visoka učiteljska škola, Grafika d.o.o. Osijek.

Mr. Sc. Ranka Jindra, senior lecturer

Institution: Faculty of Teacher Education in Osijek

E-mail address: rjindra@ufos.hr ; web page: www.ufos.hr

Mr. Sc. Ranka Jindra (born Ivanović) was born in Osijek on July 11, 1959. She completed primary school and grammar school in Osijek in 1969.

At the Faculty of Philosophy in Zagreb she graduated in Pedagogy (A) and Sociology (B) in 1975.

She started the postgraduate studies in 1977, and became the master in 1981 with the master thesis "Jagoda Truhelka - pedagogical attitudes and view-points (1864 – 1957)".

She is fluent in English.

From 1996 to 1998 she completed the education to become a trainer of «Conflict management» (conflict management, lead dialogue, mediation, negotiation and management) in the organisation of Ars Publico - New Mexico - USA. Instructors: dr. Merle S. Lefkoff, dr. Rees Fullerton i Sharon Burde.

In 2001 she started the postgraduate studies (professional development) in Gestalt psychology, Institut fur Intergrative Gestalttherapie Wurzburg, FR Germany in the organisation of the Society for the Psychological help Zagreb. She is at the fourth year of the studies.

In 1975 she worked as a pedagogue in high school centre IPK (agriculture, wood and traffic high school) in Osijek. At the end of 1975 she worked at the Pedagogy Academy in Osijek as the assistant for courses Pedagogy and Didactics. In 1977 the Faculty of Pedagogy was founded, where she worked as the assistant for the area of pedagogical science at the Department of Common Studies.

In 1981 she was elected lecturer for the course General pedagogy at the Department of Common Studies at Faculty of Pedagogy in Osijek. In 1985 she was trusted the instruction of the course Special Pedagogy at the studies of Elementary teaching and Pre-school education. At the Faculty of Pedagogy in Osijek in 1987 the studies of Pedagogy were opened, where she taught the course School Pedagogy. She was the member of committee board for the presentation of graduation papers. She mentored Nikola Popović, who graduated in 1989 with thesis "Educational role of extracurricular activities in primary school." From 1992 to 1993 she lived with family in Switzerland. Since 1994 she has worked in the Centre for Peace, Non-violence and Human Rights Osijek. At the moment, she is the head of the programme Building of Peace and Community and Peace Education. She was the member of the editorial board of journal "Kultura mira" 2000 – 2002 (area Peace teams) publisher Centre for Peace, Non-violence and Human Rights Osijek, editor dr. Katarina Kruhonja. From 1997 she occasionally worked as the part-time lecturer at Faculty of Pedagogy in Osijek for Didactics for the study group Pedagogical Education. In 2001/2002 she worked as a part-time lecturer at Teacher Training College in Osijek, teaching elective 3rd year course Non-violent Communication. In 2004/2005 she taught another elective 4th year course Mediation in Schools. In the same year she took over the course Family Pedagogy at the studies of Pre-school Education.

She is the chief researcher in the research project "The influence of volunteers in creation of conditions for the building of peace and comunitiy in multiethnic societies", 2004-2007. Scientific associates at the project are professors from the Faculty of Philosophy, dr. Anđelka Peko and Emerik Munjiza. Research is financially supported by the National Institute for the Development of Civil Society of the Republic of Croatia.

Scientific and expert papers to prove the course competence:

- E. Munjiza, A. Peko i R. Jindra (2004.) » Zajednica» učiteljsko društvo za grad Osijek i osječko-valpovački kotar. Učiteljska škola u Osijeku: ravnatelji, profesori, maturanti:1893 – 1965. Hrvatska akademija znanosti i umjetnosti, Zavod za znanstveni i umjetnički rad.
- Jindra, R., Munjiza, E., Peko, A. (2007.) Utjecaj volontera u kreiranju uvjeta izgradnje mira i zajednice u multietničkim zajednicama. Centar za mir, nenasilje i ljudska prava Osijek.
- Borić, E. , Jindra, R. i Škugor, A. (2009.) Cjeloživotno učenje za održivi razvoj u studijskom programu/kurikulumu Učiteljskog fakulteta u Osijeku. Odogjne znanosti. Urednik dr. sc. Milan Matijević.
- Peko, A., Mlinarević, V. i Jindra, R. (2007.) Interkulturalno obrazovanje učitelja – što i kako poučavati. Međunarodni znanstveni i stručni skup: Izazovi obrazovanja u multikulturalnim sredinama. Učiteljski fakultet u Osijeku i Nansen Dijalog Centar Osijek.
- Jindra, R. (2008) Važnost radioničkog oblika rada. Znanstveni skup s međunarodnim sudjelovanjem. Međunarodna kolonija mladih Ernestinovo 2003-2008. Hrvatska akademija znanosti i umjetnosti i Zavod za znanstveni i umjetnički rad u Osijek.

Dr. Sc. Damir Matanović, assistant professor

Institution: Faculty of Teacher Education in Osijek

E-mail address: damir.matanovic2@sb.t-com.hr ; web page: www.ufos.hr

He was born on July 25, 1970 in Vinkovci. In 1989 he graduated from high school as informatics expert-programmer. He graduated at the History Department and the Comparative Literature Department at the Faculty of Philosophy in Zagreb in 1996. He became the Master of Science in 2000 at the Department of History and the Doctor of Science at the same department in 2003.

He started teaching in 1996 as the history professor at the Grammar School Zabok. From 1997 he worked at the Croatian History Institute. He transferred to the Branch for the History of Slavonia, Sermia and Baranya of the Croatian History Institute in 2004. Since 2008 he has been working at the Faculty of Teacher Education in Osijek.

He was elected assistant in 2000, senior assistant in 2004, scientific assistant in 2004 and assistant professor in 2005.

He has been the dean assistant for the international cooperation and conduct of the Faculty of Teacher Education in Osijek. He has been the head of the dislocated studies of the Faculty of Teacher Education in Slavonski Brod.

He has been the lecturer at the History Department of the Faculty of Philosophy in Osijek since 2000. In 2000/2001 he taught at Croatian Studies in Zagreb, where he teaches again today. He is also the teacher at the Postgraduate Doctoral Studies of History at the Croatian Studies in Zagreb.

Scientific papers to prove course competence:

Dvjesto pedeset godina grada Broda, Slavonski Brod 2003

Hrvatski sabor 1990 – 2007, Zagreb 2007

Grad na granici, Slavonski Brod 2008

Problem ukidanja vojnih komuniteta u Vojnoj krajini na primjerima Broda na Savi i Petrinje, Povijesni prilozi 31, Zagreb 2007., 183 - 195.

Nametnuta dvojnost: nastanak slobodnog vojnog komuniteta Vinkovci (1765.-1787.), Scrinia slavonica 6, Slavonski Brod 2006., 183 – 194.

Dr. Sc. Vesnica Mlinarević, assistant professor

Naziv ustanove: Učiteljski fakultet u Osijeku

E-mail adresa: vmmlinarevic@ufos.hr ; web stranica: www.ufos.hr

Dr. Sc. Vesnica Mlinarević was born on October 21, 1959 in Osijek. After grammar school, she completed the studies of Pre-school education at the Faculty of Pedagogy in Osijek and the studies of Pedagogy at the Faculty of Pedagogy in Osijek.

She worked at the Centre for Pre-school Education in Osijek and as the advisor at the Agency for Teacher Training and Education of the Ministry of Science, Education and Sports of the Republic of Croatia. As the advisor she organised and lectured at more than hundred expert seminars and conferences for educators, pedagogues, and head teachers of pre-school institutions, primary and secondary schools, on the county and national level. She is the president of the committee for national expert exams of pre-school educators in five counties in Slavonia.

She is the docent and dean assistant at the Faculty of Teacher Education in Osijek and part-time lecturer at the Faculty of Philosophy in Osijek and the Agency for Teacher Training and Education of the Republic of Croatia. She obtained her master's degree in 2004 at the Postgraduate studies of Pedagogy at the Faculty of Philosophy in Zagreb with thesis *Pedagogical implications of free time spending styles of teenagers*. She obtained her PhD degree in 2006 at the Faculty of Philosophy in Zagreb with thesis *Free time as the predictor of deviations in pupils' behaviour*.

She is the assistant at the project "Teaching directed at research and effects of the demands of contemporary teaching forms implementation" of the Ministry of Science, Education and Sports and the "Curriculum of Social Competences" of the Ministry of Science, Education and Sports of the Republic of Croatia.

She was the head of the dislocated studies of Pre-school Education in Vukovar. She is the member of Pedagogy Society of the Republic of Croatia and the Branch of Matica Hrvatska Osijek. She is the president of the Department of Matica Hrvatska Osijek for the organisation of free time of the youth in the city of Osijek.

Scientific papers to prove course competence:

Mlinarević, V. (2007): *Kultura slobodnog vremena srednjoškolaca*. Napredak, 148 (1), 54. - 70.

Mlinarević, V., Peko, A., Munjiza, E. (2007): *Slika obitelji u udžbenicima hrvatskoga jezika književnosti za mladu školsku dob*, Odgojne znanosti. 1 (13), vol. 9 (2007).

Mlinarević, V., Miliša, Z., Proroković, A. (2007): Slobodno vrijeme mladih u procesima modernizacije – usporedba slavonskih gradova i Zadra. *Pedagogijska istraživanja*, 4 (1), 2007. 81. 99.

Mlinarević, V., Buljubašić, V., Sablić, M. (2007): Promicanje odgojnih vrijednosti u mitovima i legendama u čitankama nižih razreda osnovne škole. U: Barić, E. i dr. (ur), *Zlatni danci 8, Mitovi i legende*. Osijek, Sveučilište Josipa Jurja Strossmayera u Osijeku, Filozofski fakultet u Osijeku, Filozofski fakultet Pečuh, Matica hrvatska Osijek, 173. - 187.

Mlinarević, V., Borić, E. (2007): Stručni razvoj učitelja kao pretpostavka suvremene škole. U: Previšić i sur. (ur), *Pedagogija – prema cjeloživotnom obrazovanju i društvu znanja*. Prvi kongres pedagoga Hrvatske, Zagreb. Hrvatsko pedagogijsko društvo. 421. - 431.

Peko, A. Mlinarević, V., Gajger, V. (2008): Položaj učenika u nastavi (jučer-danas-sutra) U: Uzelac, V. I Vujičić, L. (ur). *Cjeloživotno učenje za održivi razvoj*. Rijeka. Sveučilište u Rijeci, Učiteljski fakultet u Rijeci, 255. - 261.

Dr. Sc. Margita Pavleković, assistant professor

Institution: Faculty of Teacher Education in Osijek

E-mail address: mpavlekovic@ufos.hr; web page: www.ufos.hr

Dr. Sc. Margita Pavleković is an assistant professor at the Faculty of Teacher Education, University of J.J. Strossmayer in Osijek. She completed primary school and grammar school in Osijek. She graduated from and obtained PhD degree at the Mathematics Department of the Faculty of Natural Sciences and Mathematics in Zagreb.

Her main interest is the development of mathematical literacy and recognition, motivation, and education of mathematically gifted children. She started the *International Scientific Colloquium MATHEMATICS AND CHILDREN (How to teach and learn mathematics)*, she is the editor of the same conference proceedings. She is the member of Croatian Mathematical Society (CMS) and American Mathematical Society (AMS).

Scientific papers to prove course competences:

Pavleković, M., Zekić-Sušac, M., Đurđević, I., *A novel way for detecting children's mathematical gift by using the estimates of teachers, psychologists, expert systems, and students*, International Journal of Research in Education, Delhi, Vol.1. No.1, 2009, 13-30.

Pavlekovic, M., et al. *Comparison of intelligent systems in detecting a child's mathematical gift*. Computers and Education (2009), doi:10.1016/j.compedu.2009.01.007.

Books:

Pavleković, M., *MATEMATIKA I NADARENI UČENICI*, Element, Zagreb, 2009(190 p.)

Pavleković, M., *Metodika nastave matematike s informatikom I*, (drugo izdanje), Element, Zagreb, 2001, (307p.)

Pavleković, M., *Metodika nastave matematike s informatikom II*, Element, Zagreb, 1999, (203p.)

Dr. Sc. Anđelka Peko, associate professor

Institution: Faculty of Teacher Education in Osijek

E-mail address: apeco@ffos.hr ; web page: www.ufos.hr

Anđelka Peko was born in Priština on October 14, 1953. She completed primary and high school in Osijek. In 1976 she graduated from the Faculty of Philosophy in Sarajevo at the studies of Pedagogy and Psychology. She obtained her master's degree at the Faculty of Philosophy in Zagreb in 1985 (area pedagogy, thesis *Influence of communication in teaching at the anxiety of pupils in the third grades of high school*). In 1993 she obtained her PhD at the same Faculty (in pedagogy, thesis *Efficiency of experimental programme of teaching communication symmetry*).

From 1977 to 1979 she worked at high school CUO Braća Ribar as pedagogy professor. From 1979 to 1982 she worked at the Faculty of Pedagogy as the assistant of Didactics and Methodology of Mathematics. In 1983 she worked as a psychologist at primary school "Vrh Sućidar" in Split, where she moved due to family reasons. Since 1983 she has been working at the Faculty of Pedagogy in Osijek, i.e. Faculty of Philosophy since 2004. Several times during that period she had a function of the head of the pedagogical-psychological education. Since the foundation of the Pedagogy studies – she contributed to the foundation herself - she has been the chief of these studies.

In 1997 she was elected scientific-research rank of assistant professor in social sciences, educational sciences, didactics, which was confirmed in 2004. Since 2006 she has been the associate professor in social sciences, educational sciences, didactics. She has assisted in different scientific-research projects. From 1986 to 1990 on the project task No. (1.10.03.04.02) Influence of communication in teaching on the situation of high school students. In 1991 she was the researcher on the project Evaluation of educational process (5-07-063) with the subject: *Possibility of measuring verbal activity of teachers*. She was the chief researcher at project (122003) *Pedagogy help to children of the displaced and returned people*. During the same period she was the assistant on the project (122010) *Model of education in Croatian Podunavlje*. Since 2001 she has been the chief researcher on the project (1022003) *Teaching aimed at research and action*.

She has been the head of the project *Need for new position of pupil in and out of class* by the Ministry of Science, Education, and Sports.

Since October 2006 she has had the position of the dean of the Faculty of Teacher Education in Osijek. She is the vice president of the Croatian Pedagogy Society.

Her main scientific interests are: contemporary teaching strategies, position of pupils in and out of class.

Scientific papers to prove course competence:

Peko, A., Pintarić, A. (1999), Uvod u didaktiku hrvatskoga jezika. Sveučilište J.J. Strossmayera u Osijeku, Filozofski fakultet.

Peko, A. (1999), Obrazovanje u: Osnove suvremene pedagogije. Ur. Mijatović, A. Zagreb: HPKZ.

Munjiza, E., Peko, A., Sablić, M. (2007), Projektno učenje, Osijek: Filozofski fakultet, Učiteljski fakultet

Peko, A., Munjiza, E., Sablić, M. (2006), Poticanje aktivnosti učenika projektnom nastavom, Zagreb: Napredak 147 (4), 492 – 502.

Peko, A. (2008), Učiti kako poučavati. U: Pedagogija – prema cjeloživotnom obrazovanju i društvu znanja. Ur: Previšić i sur. Zagreb: HPD.

Peko, A., Mlinarević, V. (2009), Interkulturalno obrazovanje učitelja – što i kako poučavati. U: Izazovi obrazovanja u multikulturalnim sredinama, ur. Peko, A. i Mlinarević, V. Osijek: Sveučilište J.J. Strossmayera u Osijeku, Učiteljski fakultet.

Doc. Art. Mira Perić Kraljik

Institution: Faculty of Teacher Education in Osijek

E-mail address: mira.peric-kraljik@os.t-com.hr, mperic@ufos.hr ; web page: www.ufos.hr

She was born on May 1, 1961 in Tomašanci (Đakovo). She completed primary school in Višnjevac and high school in Osijek. In 1984 she graduated acting from the Academy of Drama Arts, Zagreb (area department Osijek). She is the champion actress of the Croatian National Theatre in Osijek.

Since 1992 she has been teaching at the Faculty of Teacher Education in Osijek the following courses: *Drama education, Children's drama and scene creativity, Puppetry, Creation of scene puppets*. She has designed the plan and programme for the elective course *Creation of scene puppets*. She is the president of the Department of Artistic Areas. Today she is the assistant professor. She has taught in Vinkovci, Vukovar, Slavonski Brod.

Scientific and expert papers to prove course competence:

Perić Kraljik, M. (2006). *O dramskim igrama za djecu predškolskog uzrasta*, In: *Život i škola* No. 15-16 (1-2/2006), Osijek

Perić Kraljik, M. (2007), *Lutkarske karike* (razgovor s prof. Edijem Majaronom – first part) In: *LuKa* No. 38/39, Vol 13, Zagrebačko kazalište lutaka

Perić Kraljik, M. (2008), *Lutkarske karike* (razgovor s prof. Edijem Majaronom – second part) In: *LuKa* No. 40/41, Vol 14, Zagrebačko kazalište lutaka

Perić Kraljik, M. (2008), *Nemojmo od lutke praviti fetiš* (interview with Vladimirom Predmerskym) In: *LuKa* No. 42/43, Vol 14, Zagrebačko kazalište lutaka

Perić Kraljik, M. (2009), *Dramske igre za djecu predškolske dobi*, Matica Hrvatska, Ogranak Osijek.

Dr. sc. Ana Pintarić, professor

Institution: Faculty of Philosophy Osijek

E-mail: apintaric@ffos.hr; web: www.ffos.hr

Ana Pintarić was born in Osijek in 1944. She is the instructor of the courses Croatian teaching methodology, Theory of teaching speaking and writing expression, Fairytales – comparison, Children's literature – theory, overview and interpretations. She was awarded the scientific degree of professor in humanities, linguistics and literature science, in 2004. In the previous period she has been a coordinator of fifteen (15) international scientific conferences: *Zlatni danci*, *Djeca u ratu i poslije rata*, *Gradovi: Osijek – Vukovar – Ilok*, *Skup o Josipu Paviševiću*, *300 godina studija filozofije u Osijeku*.

She wrote nine (9) books from the field of methodology and literature and ninety-two (92) scientific and expert papers. She is the editor-in-chief of *Život i škola*, the journal for theory and practice of teaching (Faculty of Philosophy Osijek).

She has reviewed multiple university and scientific books, as well as scientific papers.

She is the member of editing board of the journal for theological issues *Diacovensia* (Catholic Faculty of Theology, Đakovo) and *Hrvatski* (Croatian philologica association Zagreb). At the moment she is the dean of the Faculty of Philosophy in Osijek. She is a worker and a member of the Matica Hrvatska Osijek Board, as well as of Croatian Philological Association board. Upon Article 98 of the Constitution of the Republic of Croatia and upon the decision of the President of the Republic of Croatia she was awarded the Red Danice Hrvatske with the image of Ruđer Bošković.

Scientific papers documenting the competence for course instructing:

Pintarić, Ana: *Biblija i književnost - interpretacije*, Filozofski fakultet Osijek, Matica hrvatska Osijek, 2009., str. 237.

Pintarić, Ana: *Božji poziv na posvećeno zvanje u zbirkama «Vukovarske uspomene» i «Radost postojanja»*, Hrvatski, Hrvatsko filološko društvo, Zagreb, 2003., 85-96.

Pintarić, Ana: *Biblijske prisposode kao model odgoja u trilogiji Zlatni danci Jagode Truhelke*, u: *Zlatni danci 7- Obitelj u književnosti za djecu i mladež*, Filozofski fakultet Osijek, Filozofski fakultet Pečuh, Matica hrvatska Osijek, 2006., 141-156.

Pintarić, Ana, *Književno hodočašćenje Gospi Aljmaškoj – od Osijeka do Aljmaša*, u: *Alma Refugi Mater – Aljmaška Majka od Utočišta*, ur. Vlado Košić, Kršćanska sadašnjost i Hrvatski mariološki institut, Zagreb, 2007., 117-127.

Pintarić, Ana: *Gospode, tebi... Hosana – Hosana! – Antun Branko Šimić od tragičnoga do radosnoga ljudskog postojanja*, zbornik, ur. Vlado Pandžić, Matica hrvatska, Grude, 2008., 73 – 81.

Dr. Sc. Ivan Prskalo, professor

Institution: Faculty of Teacher Education in Zagreb

E-mail adresa: iprskalo@ufzg.hr; web stranica: www.ufzg.hr

Ivan Prskalo was born on July 15, 1959 in Sarajevo. He is Croatian, of Croatian citizenship, married and father of three children. He attended primary school and classical grammar school in Sarajevo and graduated in 1978. In 1979 he enrolled at the studies at the Faculty of Physical Education in Sarajevo and graduated in 1983 as the physical education teacher. After completion of the postgraduate studies on September 18, 1989 he defended his master paper, and on February 2, 1998 his PhD dissertation at the Kinesiology Faculty in Zagreb. Several years he worked as physical education teacher. From May 1, 1992 to August 31, 1994 he worked as the director assistant of the Republic Institute for International Scientific-technical and Cultural-educational Cooperation of Bosnia and Herzegovina in Sarajevo. In June 1996 he was elected lecturer for the scientific field kinesiology for the subject Physical and Health Education at the Faculty of Transport Science of the University of Zagreb. From December 15, 1998 to September 30, 2005 he worked at Teacher Training College in Petrinja as the instructor of the courses: *Basics of kinesiology* and *Methodology of physical and health culture*. On October 1, 1999 he became the dean assistant for teaching. On October 6, 2000 Rector Assembly of colleges of the Republic of Croatia confirmed him the rank of professor at college. From January 1, 2001 to September 30, 2005 he was the dean of Teacher Training College in Petrinja. On July 12, 2004 he was elected scientific-teaching rank of assistant professor for the social sciences, educational sciences - kinesiology for the courses *Basics of kinesiology* and *Kinesiology methodology*. On June 30, 2006 by the decision of Master board for the social sciences - educational sciences, he was elected scientific rank of higher scientific associate in social sciences - educational sciences. On November 20, 2007 Faculty council of the Faculty of Teacher Education in Zagreb elected him scientific-teaching rank of associate professor for social sciences, educational sciences - kinesiology for the courses *Basics of kinesiology* and *Kinesiology methodology* which was confirmed by the Council of social-humanistic area at the University in Zagreb January 23, 2008. From 2002 he taught at the scientific postgraduate studies of the Faculty of Kinesiology at the University of Zagreb, and from 2003/2004 he taught the course Basics of Kinesiology at the Teacher academy, later Faculty of Teacher Education in Zagreb, where he was in full-time position as an assistant professor, and from October 1, 2005 as an associate professor for the courses Kinesiology and Kinesiology methodology. At the moment, he is the chief of the Department for kinesiology education and head of the section for teacher studies. Since October 1, 2008 he has taught Kinesiology methodology 2 at the Kinesiology Faculty of the University of Zagreb. He is the guest professor at the University J. J. Strossmayer in Osijek and the University in Mostar. By the end of 2008, he had been working for 22 years. At the beginning of 2004 he was named member of professional committee for the approval of textbooks for the subject Physical Education. From June 2, 2003 he was the president of the Association of Kinesiologists of Teacher Studies and advisors-supervisors in Croatia. From February 25, 2005 to April 10, 2007 he was the member of National council for higher education. From June 28, 2005 to October 19, 2007 he was the member of National group for the monitoring of Bologna process. He is the member of Pedagogy standard council.

He has published more than 60 scientific papers, 10 summaries, 18 expert papers, five authored and three edited books. He was the researcher or assistant at projects: prof. dr. sc. Stjepan Heimer - Eurofit - Croatia (034001), prof. dr. sc. Stjepan Heimer - Osteoporozna - utjecaj ciljane tjelesne aktivnosti (0034203), prof. dr. sc. Marjeta Mišigoj Duraković - Studija utjecaja tjelovježbe na somatotipski i zdravstveni status (0034207), prof. dr. sc. Marjeta Mišigoj Duraković - Značaj razine tjelesne aktivnosti u prevenciji kroničnih srčanožilnih bolesti (034-0342282-2325), and he is the chief researcher at project Kineziološka edukacija u predškolskom odgoju i primarnome obrazovanju (227-2271694-1696). He has participated actively in numerous international and Croatian scientific and expert conferences. He speaks French actively, and he reads scientific and expert literature in English, German, Russian, and Italian. He is very computer-skilled and he follows and applies modern accomplishments in this area. He is enlisted in the Croatian Ministry of Science, Education and Sports list of scientists and researchers as number 236980. He is member of the Academy of Educational Sciences of the Republic of Croatia.

Scientific papers to prove course competence:

- Mišigoj-Duraković, M., Heimer, S., Matković, B., Ružić, L., Prskalo, I. (2000). Physical Activity of Urban Adult Population: Questionare Study. *CMJ* 41(4): 428-432.
- Prskalo, I., Findak, V. (2003). Metodčki organizacijski oblici rada u funkciji optimalizacije nastavnog procesa. *Napredak*. 144 (1):53-65.
- Prskalo, I., Findak, V., Babin, J. (2003). Uspješnost metoda učenja u nastavi tjelesne i zdravstvene kulture mlade školske dobi. *Napredak*. 144 (4):486-493.
- Findak, V., Prskalo, I., Pejčić, A. (2003). Additional exercise as an efficiency factor in physical education lessons. *Kinesiology*. 35 (2): 143-154.

Manuela Putnik, assistant

Institution: Faculty of Teacher Education

E-mail address: mputnik@ufos.hr; web page: www.ufos.hr

She was born on April 13, 1980 in Osijek. She attended primary school in Dalj to the year 1991, and because of the war and the occupation of Podunavlje, she completed her primary education in 1995 in Rheinzabern, Germany. She continued her education in Osijek, where in 1999 she completed Language grammar school, and on April 25, 2005 graduated English language and literature and German language and literature from the Faculty of Philosophy in Osijek. In the academic year 2006/2007 she started the postgraduate studies of Linguistics at the same Faculty.

In 2005/2006 she worked as the English and German teacher in primary school Vijenac in Osijek, and primary school Ivan Filipović in Osijek. In the same year she worked as a part time lecturer at the Department of German studies of the Faculty of Philosophy in Osijek for the following courses: Conversational practice of German language 1 and German language practice 1 and 2.

In 2006/2007 she worked at the primary school Vijenac, and as the part-time lecturer at the Department of German studies of the Faculty of Philosophy in the courses Conversational practice of German language 1 and 2.

Since July 1, 2007 she has worked as the assistant at the Faculty of Teacher Education in Osijek, where she has taught German as a foreign language I, II and III at Pre-school studies.

She translates different literary and professional texts, and teaches English and German language. She actively participates at scientific conferences and writes articles.

Scientific and professional articles to prove course competence:

Cimer S., Putnik, M. *Research on translation methods used by students of German when translating from German into Croatian (Part I - Most frequent methods)*. *Translatologia Pannonica*, Lendvai Endre (ur.), Pécs, 2007., 62-71.

Cimer S., Putnik, M. *Research on translation methods used by students of German when translating from German into Croatian (Part II - Least frequent methods)*. *Translatologia Pannonica*, Lendvai Endre (ur.), Pécs, 2007., p.72-80.

Mr. Mirna Radišić, senior lecturer

Institution: Faculty of Teacher Education

E-mail address: mradisic@ffos.hr ; web page: www.ufos.hr

Born: March 29, 1970 in Osijek

EDUCATION

2006 - enrolled postgraduate doctoral studies in SLA at the Faculty of Philosophy in Zagreb

2006 - mastered at the Faculty of Philosophy in Zagreb and became MA in SLA

2005 - completed a 50-class course "New Developments in ELT" at Hilderstone College, Broadstairs, Great Britain

2000 - enrolled postgraduate professional studies of SLA at the Faculty of Philosophy in Zagreb

1999/2000 - completed the «Advanced Teacher Training Course» organised by the Open Society Institute Croatia

1999/2000 - completed the seminar «Reading and writing for critical thinking» organised by the Open Society Institute Croatia

1997 - obtained a foreign language teaching licence

1995 - graduated from the Faculty of Pedagogy in Osijek and became the teacher of English and German language and literature

Working experience and rank elections

3/2005 - elected senior lecturer in humanities, linguistics, English studies

11/1999 - first elected as lecturer in humanities, linguistics, English studies

10/1999 - full-time position at the Teacher Training College in Osijek

10/1998-10/1999 - part-time lecturer at the Faculty of Pedagogy in Osijek

9/1996 -9/1998 - primary school Tar, position of English and German teacher for foreign language classes

11/1995 -7/1996 - Private School for Foreign Language Teaching Linigra, Zagreb, teacher of English and German language

1/1993 -11/1995 - part-time teacher at Private School for Foreign Language Teaching Linigra, Zagreb

Scientific and expert papers to prove the course competence:

Pavičić Takač, V. i Radišić M. (2007) Istraživanje strategija čitanja mlađih učenika engleskoga kao stranog jezika: izrada instrumenta. *Život i škola*, 17/1: 70-78.

Radišić, M. i Pavičić Takač, V. (2008) Using gestures to teach vocabulary for long-term retention. U: Sarter, H. (ed.) *Lehrerkompetenzen und Lernerfolge im frühen Fremdsprachenunterricht/Teacher competences and successful learning in Early Foreign Language Classrooms/ Compétences des enseignants et succès d'apprentissage en langues vivantes à l'école primaire*. Band 1. Shaker Verlag: Aachen.

Radišić, M. i Pavičić Takač, V. (in press) Odnos strategija čitanja i razumijevanja teksta u ranom učenju engleskog kao stranog jezika. In: Vodopija, I. (Ed.) *Dijete i jezik danas: Dijete i tekst*. Osijek: Sveučilište Josipa Jurja Strossmayera, Visoka učiteljska škola u Osijeku.

Vodopija, I. (Ed.) (2003) *Dijete i jezik danas : učitelj hrvatskoga jezika i učitelj stranoga jezika za učenike mlađe školske dobi : zbornik radova s međunarodnoga stručnoga i znanstvenoga skupa*, Osijek, Visoka učiteljska škola. /prijevod sažetaka Mirna Radišić /

Verin, E. i Radišić, M. (Ed.) (2007) *Foreign Languages at Primary Level: Training of Teachers, Reports and Conclusions*. Osijek: Učiteljski fakultet u Osijeku

Radišić, M., Pavičić Takač, V. i Bagarić, V. (Ed.) (2007) *Kompetencije učitelja i nastavnika stranoga jezika u osnovnoj školi u Republici Hrvatskoj*. Osijek: Učiteljski fakultet u Osijeku.

Dr. Sc. Pavel Rojko, professor

Institution: Music Academy in Zagreb

E-mail address: pavel.rojko@optinet.hr; web page: www.ufzg.hr

Pavel Rojko was born on January 1, 1944. He completed high musical school in Varaždin. Since 1965 he has lived in Zagreb where he completed studies of music - theoretical-teaching department - at the Music Academy in 1970, and in 1977 the studies of Psychology (A) and Pedagogy (A) at the Faculty of Philosophy in Zagreb. In 1988 he obtained his PhD in social-humanistic sciences, in the field of Pedagogy, with the topic related to music pedagogy at the Faculty of Philosophy in Zagreb.

Since 1971 he has worked at the Music academy in Zagreb, where he has instructed courses *Music pedagogy*, *Methodology of theoretical subjects teaching* and *Solfeggio*. At the moment he has the rank of professor.

He also teaches *Music pedagogy* at the postgraduate studies of music pedagogy, and in the last couple of years he has taught *Music psychology*, *Didactics* and *Pedagogy*.

As the guest professor, he teaches *Methodology of theoretical subjects teaching* at the Teacher Training College, of the University of J. J. Strossmayer in Osijek, and *Music psychology* and *Music pedagogy* at the University of Pula. For a short time, he used to teach Methodology of music culture teaching to the students of elementary teaching at the Teacher Training College (today Faculty of Teacher Education) in Zagreb.

He has mentored two successors for the course *Methodology of theoretical subjects teaching* in Osijek and Pula, who have partly or completely taken over the course instruction.

He participates in professional and scientific conferences in Croatia and abroad with his scientific papers, lectures, reports and other contributions.

As a professor, he has designed courses *Music pedagogy* and *Methodology of theoretical subjects teaching* and has written and/or almost all reference titles for these courses. He has reformed the *Solfeggio* teaching at the VIII. Department for music culture, transforming it into a modern course based on the music literature and deprived of any trace of formalism.

He is the originator, founder, author of teaching plan and the head of the interfaculty postgraduate studies of music pedagogy at the Music Academy and Faculty of Philosophy, where he has mentored all candidates, out of which four have already become masters. He has been teaching at the postgraduate studies at the Faculty of Philosophy and Faculty of Education and Rehabilitation in Zagreb.

Since 1998 he has been the chief editor of the music-pedagogical journal *Tonovi*. He has actively participated with his contributions in a number of foreign professional music-pedagogical conferences. He is the member of the European Association for Music at Schools (*EAS-Europäische Allianz Schulmusik*), and, also, official representative of Croatia in that organisation. He is also the member of International working community *MUSIC PEDAGOGY for south European countries (Ar Ge Süd - Internationale Arbeitsgemeinschaft für die südlichen Länder Europas)*. He is the member of *Croatian psychological society*. For many years he was the president and now he is the member of the national expert exams board, and the president of the Ministry of Education and Sports board for the evaluation of textbooks for general education. He is the associate at the design of teaching programmes (for music) for different types of school. He is the author of many reviews, overviews, professional and popular articles in *Školske novine* and *Tonovi*. He was the head of the board for the design of CNES for music teaching and he created the educational plan for subject *Music culture*.

Scientific papers to prove course competences:

Musikhören versus pädozentristische Unterschätzung der Musik. *Diskussion Musikpädagogik* 37/08 (Hildegard-Junker-Verlag, Altenmedingen, (Germany).

Umjetnost u odgoju i obrazovanju – common sense ili zabluda. In zborniku: Previšić, . i dr. (ed.) (2007) *Pedagogija. Prema cjeloživotnom obrazovanju I. svezak. Prvi kongres pedagoga Hrvatske*. Hrvatsko pedagoško društvo, p. 318-329.

Ideologisierte Musik – contradictio in adjecto, oder: Über die Unmöglichkeit Musik zu ideologisieren – U: Josef Sulz (Hrsg.) (2005). *Musikpädagogik nachgefragt. Ideologie und Identität in Europa. Festschrift anlässlich der 25. Tagung der Internationalen Arbeitsgemeinschaft für die südlichen Länder Europas (Ar-Ge Süd) 2003 In Bozen/Südtirol*. Anif/Salzburg: Verlag Mueller-Speiser, p. 46-51.

Metodika nastave glazbe – Praksa I. dio. Zagreb: Naklada *Jakša Zlatar*, 2004

Metodika nastave glazbe – Praksa II. dio. Zagreb: Naklada *Jakša Zlatar*, 2005

Nesporazumi oko glazbene pismenosti. HNOS i glazbena nastava u osnovnoj školi (1) *ŠN*, 17, 2. svibnja 2006, p. 6.

Glazbena pismenost – znanje ili vještina? HNOS i glazbena nastava (2)

Dr. Sc. Dubravka Smajić, assistant professor

Institution: Faculty of Teacher Education in Osijek

E-mail address: dsmajic@ufos.hr ; web page: www.ufos.hr

She was born in 1961 in Osijek, where she completed primary school and grammar school. She graduated from Faculty of Pedagogy in Osijek in 1984. From 1985 she worked at the practice centre for students of Faculty of Pedagogy - primary school Franjo Krežma - as a mentor to Croatian language students.

In 1997 she started to work at the Faculty of Pedagogy as a junior assistant for courses Croatian language and Language culture at the Faculty of Teacher Education and the Culture of speaking and writing, i.e Croatian Language at today's Studies of pre-school education.

Today, she is the docent at Teacher studies of the Faculty of Teacher Education in Osijek, and its dislocated studies in Slavonski Brod, conducting the courses *Croatian language* and *Language culture*.

At the Faculty of Philosophy in Zagreb, in 2001, she defended her philology master paper *Exclamation and its expressions in Croatian standard language*, mentored by Prof. Dr. Sc. Josip Silić. She was elected assistant in 2002. Mentored by Prof. Dr. Sc. Sanda Ham, she wrote the dissertation paper *Grammars of Mirko Divković* and defended it in 2006 at the faculty of Philosophy in Osijek, thereby obtaining the rank of senior assistant.

She assisted at the scientific project *Children and language learning*, started by Dr. Sc. Irena Vodopija. At the moment, she is an assistant at the scientific project of the head researcher Dr. Sc. Irena Vodopija *Croatian language as the constituent of national identity of bilingual minority communities*.

She is the member of Croatian Readers Society, Forum for the Freedom of Education and the Croatian Language Department of the Osijek branch of Matica Hrvatska. She is also the member of Organisational board of international professional and scientific conference *Child and language today* (from 2001 to today), and the editorial of four above mentioned conference proceedings.

She has held lectures for elementary teachers and Croatian teachers in Croatia and Hungary, and presented papers at the scientific and expert conferences in Osijek, Zagreb, Čakovec, Varaždin, and Pecs.

She has attended the educational programme *Reading and writing for critical thinking* of the Open Society Institute.

Scientific papers to prove course competence:

1. Obavijesno ustrojstvo usklične rečenice, *Jezik*, 49, no.4, Zagreb 2002., p. 125.-134. (ISSN 0021-6925)
2. Ljudevit Jonke o djelu Mirka Divkovića, *Jezik*, 54, no. 5, Zagreb 2007., p. 183.-193. (ISSN 0021-6925)
3. Nastava hrvatskoga jezika u osječkoj Učiteljskoj školi od 1900. do 1919. godine, In: *Učiteljska škola u Osijeku, ravnatelji, profesori i maturanti 1893.-1965.*, ed. Martinčić, Julio i Hackenberger, Dubravka, HAZU, Zagreb-Osijek, 2004., p.45.-54. (ISBN 953-154-630-4)
4. Uskličnost u udžbenicima hrvatskoga jezika za učenike mlađe školske dobi, Zbornik radova s međunarodnoga stručnoga i znanstvenoga skupa *Dijete i jezik danas - Učitelj hrvatskoga jezika i učitelj stranoga jezika za učenike mlađe školske dobi*, ur. Vodopija, Irena, Sveučilište J. J. Strossmayera u Osijeku, Visoka učiteljska škola, Osijek, 2003., p. 91.-100. (ISBN 953-6965-05-4)
5. Kako vrjednovati jezične pogriješke učenika drugoga razreda osnovne škole, suautorstvo s Irenom Vodopijom, Zbornik radova s međunarodnoga stručnoga i znanstvenoga skupa *Dijete i jezik danas – Dijete i višejezičnost; Vrjednovanje i samovrjednovanje u nastavi hrvatskoga i stranoga jezika za učenike mlađe školske dobi*, ed. Vodopija, Irena, Sveučilište J. J. Strossmayera u Osijeku, Učiteljski fakultet, Osijek, 2006., p. 263.-270. (ISBN 935-6965-08-9)

Dr.Sc. Irena Vodopija, associate professor

Institution: Faculty of Teacher Education in Osijek

E-mail address: ivodopija@ufos.hr ; web page: www.ufos.hr

She completed primary school and grammar school in Osijek. She graduated at the Faculty of Philosophy in Zagreb in literature and pedagogy. She obtained her Master's Degree in 1985, and the Doctor's Degree in humanistic sciences, field linguistics in 1991 at the Faculty of Philosophy in Zagreb, as well.

She started teaching at the Faculty of Pedagogy in Osijek in 1980, and after the separation of teacher studies and pre-school educator studies and the foundation of Teacher Training College in Osijek, she was the dean from 1998 to 2003. At the Teacher Training College and the Faculty of Philosophy in Osijek, as a docent, she instructed the courses Croatian language, Methodology of Croatian teaching and the Basics of communication.

In academic year 1993/1994 and 1994/1995 she taught as the guest professor at the Croatian department in Pecs.

Her special interests are directed towards the promotion and perfection of language activities. She has been the organizer of professional and scientific conferences *Child and language* and the editor of the same conference proceedings. She is the conductor of project *Child and language* and the carrier of project tasks in Tempus projects: *Communication competences in multilingual community* and *The future and the role of teachers*.

She has organized multiple scientific and expert conferences, and she has participated regularly in scientific Croatian language conferences in Pecs and Szombathely in Hungary.

She has been the instructor of the module Language communication at Postgraduate Specialist Interdisciplinary Study of Regional Cooperation and EU Integration at the University of J.J. Strossmayer.

She has been the member of Matica Hrvatska, Department for Croatian language of Osijek branch of MH.

She has been the president of Osijek Department of Croatian Readers' Association.

Most recent publications to prove course competence:

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

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

Vodopija, I. (2003) *Biti učitelj hrvatskoga ne samo na satu hrvatskoga*. U Dijete i jezik danas-učitelj hrvatskoga jezika i učitelj stranoga jezika za učenike mlađe školske dobi, Zbornik radova s međunarodnoga stručnoga i znanstvenoga skupa. Vodopija, I. (ur.). Osijek: Visoka učiteljska škola u Osijeku, p. 13-18.

Vodopija, I. (2004) *Čitateljske navike, interesi i svjetonazor mladih*. U Bognar, L., Hugo, M., Jerkelund, C., Munjiza, E., Peko, A., Vodopija I., Problemi mladih Slavonije i Baranje. Osijek: Filozofski fakultet i Visoka učiteljska škola u Osijeku, p. 111.-119.

Dr.Sc. Vinka Uzelac, professor

Institution: Faculty of Teacher Education in Rijeka

E-mail address: vinka.uzelac@ufri.hr ; web page: www.ufri.hr

She is professor and the dean of the Faculty of Teacher Education in Rijeka. She had worked at the Faculty of Philosophy in Rijeka and Teacher Training College in Rijeka. She is the winner of Ivan Filipović award in 2002 for the promotion of educator's profession. She is the head of several scientific projects in area of education science, field pedagogy. At the moment she conducts project "Ostvarivanje organizacije koja uči u obrazovanju učitelja i odgajatelja".

She is the author of several books and a number of scientific papers.

Five most recent papers relevant for the course conduct:

Uzelac, V. (2002), *Stanje i vizija obrazovanja studenata učiteljskih škola/nastavničkih fakulteta za okoliš*, Zagreb,

Uzelac, V. (1999), *Djeca i okoliš*, Rijeka

Uzelac, V. (2008), *Teorijsko-praktični okvir cjeloživotnog učenja za održivi razvoj*, Rijeka

Uzelac, V. (2001), *Obrazovanje studenata (budućih nastavnika likovnih umjetnosti)*, Zagreb,

Uzelac, V. (2003), *Obrazovanje za okoliš na studijima za učitelje razredne nastave i predškolskog odgoja*, Zagreb.

9. APPENDICES

Appendix 1 - Workload calculation of Undergraduate University Studies of Early and Pre-school Education plan (Table 1)

Appendix 2 – Financial evaluation of foundation of new higher education institutions and study programmes

Appendix 3 - The proportion of mandatory and elective courses in the plan of Undergraduate University Studies of Early and Pre-school Education (Chart 1)

Appendix 4 - Permissions

**FINANCIAL EVALUATION OF THE FOUNDATION OF NEW HIGHER EDUCATION
INSTITUTIONS AND STUDY PROGRAMMES**

I. Programme summary (main goals and results)

In accordance with the Bologna process, experience, possibilities and needs of our community we propose to implement **graduate university studies of early and pre-school** education, in duration of two (2) years, in total (120 ECTS credits), for qualifying of **Master of early and pre-school** education for education of young and pre-school children in different forms of pre-school institutions with special competences dependent on elective Course module. Graduate university studies of early and pre-school education is structured in modular manner and includes two (2) Courses. The first is **Mandatory course** including Basic courses module and Practical competences module, and the second is **Elective module** with Course A or B and Free elective courses module. Mandatory module carries totally 36% of the entire programme, while the Elective module carries 64% of the programme. A student takes in total 28 courses, and 25 exams.

We propose two (2) Courses, and students decide for one of them:

Course A – developmental qualifies a master of early and pre-school education for better understanding of regularities and the entirety of child development, as well as contemplating and solving complex pedagogical and psychological issues of early institutionalized education – planning, shaping developmentally appropriate learning and teaching, evaluation, reflection.

Course B – *ecology and national heritage* expands the knowledge of a master of early and pre-school education on modern ecological topics and preserving national heritage, and qualifies them for contemplating ecological topics and the importance of preserving national heritage through games and developmentally appropriate teaching.

Graduate university studies of early and pre-school education is completed by passing all exams and writing and presenting a final paper. Upon completion of two-year graduate studies, (120 ECTS credits), students are awarded the title of **master of early and pre-school education**.

Master of early and pre-school education is qualified for more complex working requirements in the field of early and pre-school education, pedagogical-psychological work in developmental-expert teams of a pre-school institution, professional jobs and leadership in expert-developmental Centres, student and trainee mentorship, organization and leadership of professional development of a University bachelor of early and pre-school education, research of educational practice, professional work on projects and processes of leading and communication among experts who are active within a pre-school institution and on different levels of educational system.

II. Premises for conduction of teaching activities (circle)

- a) rent
- b) building ownership – the renovation is in process**
- c) other

III. Is there the same or similar proposed studies at higher education institutions in Croatia

- a) yes
- b) no**

IV. Educational process results

- What is the job market demand for student profile who will complete the proposed studies in the year the studies foundation is proposed in.

a) number of employed students : _____

b) number of unemployed students: _____

c) total (a+b) available profile: 120

Tablica 1. Revenue and expenses – GRADUATE STUDIES

		2012.	2013.	2014.	2015.	2016.
6	Business revenue	2.534.476,00	3.103.923,60	3.680.865,96	4.145.830,06	4.619.384,45
63	Help from abroad (donations) and from subjects within state					
64	Possession revenue					
65	Administrative fee and special regulations revenue					
661	Own revenue (revenue realized by market business)	450.000,00	900.000,00	1.350.000,00	1.680.000,00	2.010.000,00
663	Legal entities and natural persons donations outside state					
664	Revenue from the budget for financing regular activities of budget users	2.084.476,00	2.203.923,60	2.330.865,96	2.465.830,06	2.609.384,45
3	Business expenses	1.984.476,00	2.098.923,60	2.220.615,96	2.350.067,56	2.487.833,82
31	Employee expenses (salaries, contributions and other employee expenses)	1.680.000,00	1.764.000,00	1.852.200,00	1.944.810,00	2.042.050,50
32	Material expenses (employment cost refund, material and energy, services expenses, and other)	304.476,00	334.923,60	368.415,96	405.257,56	445.783,32
34	Financial expenses (interests and other financial expenses)					
35	Subventions					
36	Help donated abroad and within state					
37	Citizens and households refunds via insurance and other refund					
38	Other expenses					
	Surplus/ deficit of business revenue (6-3)					
7	Revenue from selling non-financial possessions					
4	Revenue for supply with non-financial possessions buildings, facilities and equipment, vehicles, books, etc.)	100.000,00	105.000,00	110.250,00	115.762,50	121.550,63
	Surplus/deficit of non-financial possessions revenue (7-4)					
8	Financial possessions and debt income					
5	Financial possessions costs and debt repayment					
	Surplus/deficit of financial possessions and obligations income (8-5)					
	Revenue and income total	2.534.476,00	3.103.923,60	3.680.865,96	4.145.830,06	4.619.384,45
	Expenses and costs total	2.084.476,00	2.203.923,60	2.330.865,96	2.465.830,06	2.609.384,45
	Surplus/deficit of revenue and income	450.000,00	900.000,00	1.350.000,00	1.680.000,00	2.010.000,00

Table 2. Finance sources – GRADUATE STUDIES

	2012.	2013.	2014.	2015.	2016.
1. State	2.084.476,00	2.203.923,60	2.330.865,96	2.465.830,06	2.609.384,45
a) Ministry of Science, Education and Sports budget	2.084.476,00	2.203.923,60	2.330.865,96	2.465.830,06	2.609.384,45
b) Other responsible ministries and state institutions					
c) Local and regional authorities					
2. Own revenue	450.000,00	900.000,00	1.350.000,00	1.680.000,00	2.010.000,00
a) scholarship (student participation)	450.000,00	900.000,00	1.350.000,00	1.680.000,00	2.010.000,00
b) research projects					
c) publishing activity					
d) other own activities					
3. Donations					
4. Other					
5. Total(1+2+3+4)	2.534.476,00	3.103.923,60	3.680.865,96	4.145.830,06	4.619.384,45

Table 3. Teachers and students

	2012.	2013.	2014.	2015.	2016.
Total number of teachers	13	17	17	17	17
a) full-time teachers (FTE)*	12	14	14	14	14
b) 30% contract employment	1	3	3	3	3
c) 50% contract employment					
Total number of students	30	60	60	60	60
1) Regular	30	60	60	60	60
a) with Ministry of Science, Education and Sports support	20	40	40	40	40
b) cover their own expenses	10	20	20	20	20
2) Associate					

* Full time equivalent

Table 4. Teachers and students in programmes

	2012.	2013.	2014.	2015.	2016.
Total number of students in teaching programmes (a+b+c+d)	30	60	60	60	60
a) Programme I (name) Undergraduate	15	30	30	30	30
b) Programme II	15	30	30	30	30
c) Programme III					
d) Programme IV					
Total number of teachers in teaching programmes (a+b+c+d)	22	19	19	19	19
a) Programme I (name) Undergraduate	10	14	14	14	14
b) Programme II	11	15	15	15	15
c) Programme III					
d) Programme IV					

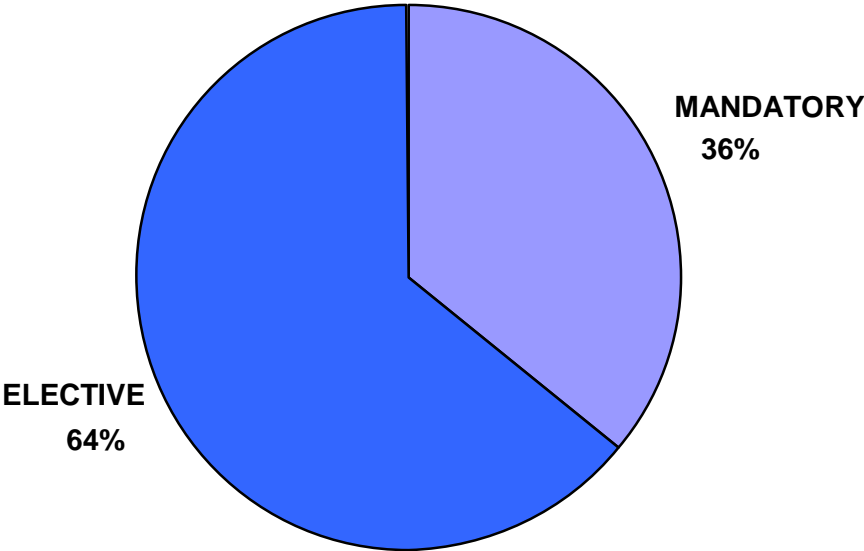
Table 5. Number of lessons per teacher in programmes GRADUATE STUDIES

Programmes	Broj sati u 2012.	Broj sati u 2013.	Broj sati u 2014.	Broj sati u 2015.	Broj sati u 2016.
Programme I	735	1500	1500	1500	1500
Total number of teachers	10	14	14	14	14
a) full-time teachers (FTE)*	9	11	11	11	11
b) 30% contract employment	1	3	3	3	3
c) 50% contract employment					
Programme II	750	1515	1515	1515	1515
Total number of teachers	11	15	15	15	15
a) full-time teachers (FTE)*	11	13	13	13	13
b) 30% contract employment	-	2	2	2	2
c) 50% contract employment					
Programme III					
Total number of teachers					
a) full-time teachers (FTE)*					
b) 30% contract employment					
c) 50% contract employment					
Programme IV					
Total number of teachers					
a) full-time teachers (FTE)*					
b) 30% contract employment					
c) 50% contract employment					
Total (I+II+III+IV)					
Total number of teachers					
a) full-time teachers (FTE)*					
b) 30% contract employment					
c) 50% contract employment					

Expert opinion of the Council on the proposals for foundation of new higher education institutions and initiatives of new study programmes:

- a) accepted
- b) requirement supplement (_____)
- c) not accepted

THE PROPORTION OF MANDATORY AND ELECTIVE COURSES IN THE GRADUATE UNIVERSITY STUDIES OF EARLY AND PRE-SCHOOL EDUCATION PLAN



THE PROPORTION OF MANDATORY AND ELECTIVE COURSES IN THE GRADUATE UNIVERSITY STUDIES OF EARLY AND PRE-SCHOOL EDUCATION PLAN

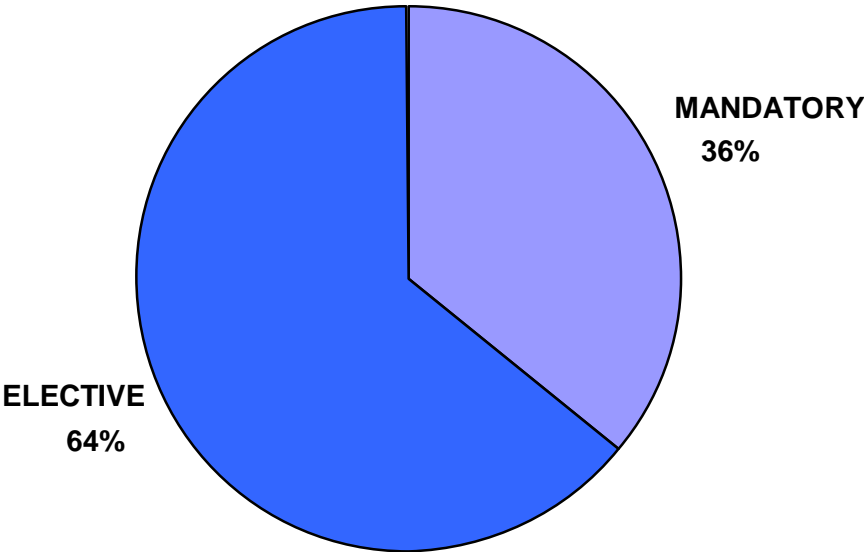


Chart 1

