



Courses offered in English

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1. Advanced Communicative Skills in English

COURSE CODE: 234353				
1. GENERAL INFORMATION				
1.1. Course teacher	Ivana Cindrić, PhD		1.6. Year of the study	3
1.2. Name of the course	Advanced Communicative Skills in English		1.7. ECTS credits	2
1.3. Associate teachers	Nikola Novaković		1.8. Type of instruction (number of hours L + E + S + e-learning)	0+0+30+e-learning
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.9. Expected enrolment in the course	45
1.5. Status of the course	x mandatory	elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - students will use strategies of successful spoken communication (active listening, interaction, speaking) - students will be able to express their thoughts and opinions through discussion and debate in complex language situations - students will acquire the appropriate expressions necessary to make communication happen - students will continuously develop and raise language awareness - students will develop accuracy and fluency in using English (the expected level of communicative competence is C1 according to the CEFR) 			
2.2. Enrolment requirements and/or entry competences required for the course	Passed Test of language skills and competences			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Students will:</p> <ul style="list-style-type: none"> - master the dictionary and phraseological corpus of English related to school, modern media, popular culture, child environment and childhood and early adolescence in general; - take responsibility for their own professional development and lifelong learning, analyse and evaluate their own work and their process of education and learning; - develop accuracy and fluency in written and oral communication in English at the C1 level according to the Common European framework of reference for languages. 			

2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>On completing the course students will be able to:</p> <ul style="list-style-type: none"> - use strategies of successful spoken communication (active listening, interaction, speaking); - express their thoughts and opinions in complex language situations; - appropriately express their opinion on an issue or topic; - use appropriate expressions which are necessary to make communication happen; - continuously develop and raise their language awareness; - use English accurately and fluently (at C1 level according to the CEFR); - apply successful vocabulary memorizing strategies. 									
2.5. Course content (syllabus)	<p>The aim of the course is to cover selected topics from C1 materials and to complement them with authentic texts (from newspapers, magazines, literature) in order to develop communicative competence of students. Vocabulary is expanded through work on collocations, idioms and phrasal verbs. Discussion and debate are used in class in connection with the topics. Advanced grammar structures are dealt with in class through communicative activities (articles, word formation, prepositions, word order, conditional clauses and other). Part of the classes are dedicated to content thematically linked to teaching English in the primary classroom (education, ecology, health, food, clothes, sports, weather, plants and animals) . Each student chooses two topics to present in class (as peer teaching) – one text and one grammar activity with accompanying tasks for students.</p>									
2.6. Format of instruction:	lectures <u>seminars and workshops</u> exercises online in entirety partial e-learning field work	<u>independent assignments</u> multimedia and the internet laboratory work with mentor <u>peer teaching (other)</u>	2.7. Comments:							
2.8. Student responsibilities	Regular attendance and active participation - 30 hours Preparing presentations of two topics - 6 hours Homework and preparation for class - 9 hours Independent learning and preparing for exam - 15 hours									
2.9. Monitoring student work	Class attendance	<u>YES</u>	NO	Research	YES	<u>NO</u>	Oral exam	YES	<u>NO</u>	
	Experimental work	YES	<u>NO</u>	Report	YES	<u>NO</u>	Homework	<u>YES</u>	NO	
	Essay	YES	<u>NO</u>	Seminar paper	YES	<u>NO</u>	Peer teaching	<u>YES</u>	NO	
	Preliminary exam	YES	<u>NO</u>	Practical work	YES	<u>NO</u>	(other)	YES	NO	
	Project	YES	<u>NO</u>	Written exam	<u>YES</u>	NO	ECTS credits (total)	2		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	

	Selected passages from: Jones, L. (2002): New Progress to Proficiency, Cambridge: CUP.	1	
	Newbrook, J, Wilson, J. (2001): New Proficiency Gold. Harlow: Pearson Longman.	1	
	McCarthy, M. and F. O'Dell (2002): English Vocabulary in Use (Advanced). Cambridge: CUP.	1	pdf
	Authentic language material: recent articles from newspapers and magazines, short passages from literary works		scan
	Recent English monolingual dictionary		
	Grammar handbook		
2.11. Optional literature	Cambridge Certificate of Proficiency in English 1, 2, 3, 4 - Examination Papers from University of Cambridge ESOL Examinations. Cambridge: CUP		
2.12. Other (as the proposer wishes to add)	The course is held entirely in English.		

2. ELT Methodology: Culture in Teaching English to Young Learners

COURSE CODE: 117814				
1. GENERAL INFORMATION				
1.1 Course teacher	Ivana Milković, PhD		1.6 Year of the study	5
1.2 Name of the course	ELT Methodology: Culture in Teaching English to Young Learners		1.7 ECTS credits	2
1.3 Associate teachers			1.8 Type of instruction (number of hours L + E + S + e-learning)	15+0+15+e-learning
1.4 Study programme (undergraduate, graduate, integrated)	integrated		1.9 Expected enrolment in the course	45
1.5 Status of the course	x mandatory	elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.1. Course objectives	- to enable students to create materials for teaching culture to young learners of English as a foreign language;			

	<ul style="list-style-type: none"> - to develop students' awareness of cultural symbols and ideas. and the ability of a positive critical approach to cultural diversity and differences.; - to empower students to create cross-curricular cultural activities and tasks for young learners of EFL. - to develop students' competence for using stories, rhymes, songs, and animation with young learners of EFL.
2.2. Enrolment requirements and/or entry competences required for the course	Students can attend the course after they have passed the following exams: Introduction to ELT Methodology, ELT Methodology: Young learners, Introduction to cultural studies, English-speaking cultures,
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Having completed their tasks in the course, the students will:</p> <ul style="list-style-type: none"> - acquire knowledge of the developmental characteristics of young learners; - acquire awareness of the importance to encourage a holistic development of children, taking into consideration the child's developmental characteristics, abilities, interests and the right to diversity; - be able to successfully teach classes in multicultural settings; - understand and respect all the stakeholders in the educational process and be able to establish quality communication and to cooperate and work in a team; - acquire theoretical and practical knowledge from the area of culture and intercultural language learning at an early age and apply this knowledge in the teaching of English in the primary environment.
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Having completed the course, the students will:</p> <ul style="list-style-type: none"> - acquire knowledge of topics and materials appropriate for use in the foreign language classroom throughout primary education; - develop the ability to critically evaluate teaching materials containing cultural content; - develop the ability to establish criteria for selecting cultural topics relevant to young learners of EFL; - master the methodological, linguistic and grammatical principles of teaching culture to young learners; - be able to improve intercultural communicative skills of learners; - be able to implement teaching culture in a cross-curricular way; - be able to promote a positive climate and interest for different cultures in the classroom.
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1 Introduction: show and tell activity 2 Terminology: young learners, culture, intercultural language learning 3 Language and cultural identity; European identity 4 Cultural awareness and intercultural competence 5 Models of intercultural learning in EFL 6 Stereotypes and teaching English as a foreign language to young learners 7 A comparative approach to teaching culture in EFL – cultural similarities and differences (names, family names, holidays, etc.)

	8 Culture in the primary EFL curriculum 9 An analysis of cultural topics in primary ELT coursebooks 10 Assessing intercultural competence 11 Teaching culture through literature (stories, rhymes, picture books and their use in the classroom) 12 Education for development 13 Education for peace and human rights; Children's rights 14 The role of source culture in teaching EFL to young learners 15 Conclusions; self-assessment, course evaluation									
2.6. Format of instruction:	<u>lectures</u> <u>seminars and workshops</u> <u>exercises</u> online in entirety <u>partial e-learning</u> field work			<u>independent assignments</u> multimedia and the internet laboratory work with mentor <u>consultations (other)</u>			2.7. Comments:			
2.8. Student responsibilities	Regular attendance and active participation - 30 hours Preparing for classes by reading required passages and following the media - 10 hours Preparing and delivering one presentation in class - 5 hours Preparing a culture lesson plan and presenting it in class - 5 hours Compiling the portfolio – 10 hours									
2.9. Monitoring student work	Class attendance	<u>YES</u>	NO	Research	YES	<u>NO</u>	Oral exam	YES	<u>NO</u>	
	Experimental work	YES	<u>NO</u>	Report	YES	<u>NO</u>	Homework	<u>YES</u>	NO	
	Essay	YES	<u>NO</u>	Seminar paper	YES	<u>NO</u>	Peer teaching	<u>YES</u>	NO	
	Preliminary exam	YES	<u>NO</u>	Practical work	YES	<u>NO</u>	(Presentation in	<u>YES</u>	NO	
	Project	YES	<u>NO</u>	Written exam	YES	<u>NO</u>	ECTS credits (total)	2		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library		Availability via other media	
	Selected passages from: Byram, M.(ur.)(2003). Intercultural competence. Strasbourg: Council of Europe.						1			
	Brewster, J., Ellis, G. and D. Girard (2002) The Primary English Teachers Guide, London: Penguin Group.						1			
	Gill, S. and M.Čankova (2003) Intercultural Activities. Oxford Basics, Oxford: OUP.						1			

	Sampedro, R. i Hillyard, S. (2008). Global Issues (ur. Alan Maley). Oxford: Oxford University Press.	1	
	Tomalin, B., Stempleski, S. (1993). Cultural awareness. Oxford: Oxford University Press.	1	
	Huber-Kriegler, M., Lazar I.& Strange,J. (2003) Mirrors and Windows - An intercultural communication textbook , Graz: Council of Europe.	10	
2.11. Optional literature	<p>Andraka, M. (2020). Strani jezik, udžbenik i kultura. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.</p> <p>Andraka, M., Petravić, A. (2007). Razvoj interkulturalne kompetencije u osnovnoškolskoj nastavi stranih jezika. U : Dijete i jezik danas - Zbornik radova s međunarodnoga stručnog skupa. Čakovec-Osijek, 27-48.</p> <p>Antunac, M. (2004) Pripovijetka u nastavi anglosaksonske kulture i civilizacije.- U: Strani jezici 33(1-2). Storyworks, časopis Čudina-Obradović, M. i D. Težak (1995). Mirotvorni razred : priručnik za učitelje o mirotvornom odgoju. Zagreb: Znamen.</p> <p>Deardorff , D. K. (2006). Identification and Assessment of Intercultural Competence. Journal of Studies in International Education 10 (3), 241-266.</p> <p>Petravić, A. (2016). Međukulturalna kompetencija u nastavi stranih jezika: od teorijskih koncepata do primjene. Zagreb: Školska knjiga</p> <p>Phillips, D., Burwood, S. and H. Dunford (1999) Projects with Young Learners, Oxford: OUP.</p> <p>Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. Annual Review of Applied Linguistics 24, 209-239.</p> <p>Vickov, G. (2016.) Hrvatska kultura u učenju stranog jezika.Zagreb: Hrvatska sveučilišna naklada/Filozofski fakultet u Splitu..</p>		
2.1. Other (as the proposer wishes to add)	The course is held entirely in English.		

3. Introduction to cultural studies

COURSE CODE: 57912			
1. GENERAL INFORMATION			
1.1. Course teacher	Kristina Cergol, PhD	1.6. Year of the study	2
1.2. Name of the course	Introduction to cultural studies	1.7. ECTS credits	4
1.3. Associate teachers	Silvija Hanžić Deda	1.8. Type of instruction (number of hours L + E + S + e-learning)	30+0+30+e-learning
1.4. Study programme (undergraduate, graduate, integrated)	integrated	1.9. Expected enrolment in the course	45

1.5. Status of the course	x mandatory	elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.1. Course objectives	<p>Students will become acquainted with the essence of cultural studies, the institutions, organisations and social categories involved in culture and civilisation.</p> <p>They will be able to grasp the causes and consequences of the development of modern society.</p> <p>They will master the terminology and specific linguistic features related to the course.</p> <p>They will develop the ability to use a positive critical approach when dealing with cultural differences.</p>			
2.1. Enrolment requirements and/or entry competences required for the course	Passed all required exams in the first year of English study (835)			
2.1. Learning outcomes at the level of the programme to which the course contributes	<p>Students will:</p> <ul style="list-style-type: none"> - be able to successfully teach classes in multicultural settings - acquire theoretical and practical cultural and intercultural knowledge and know how to apply that knowledge in teaching English - acquire the knowledge and skills necessary to carry out research, professional, and scientific work in the field of culture and in other areas related to teaching English as a foreign language - be able to plan, carry out and evaluate English language teaching and corresponding extracurricular activities at primary school level - understand and respect all the stakeholders in the educational process and be able to establish quality communication and acquire cooperative and teamwork skills 			
2.1. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>On completing the course students will:</p> <ul style="list-style-type: none"> - be able to apply knowledge of sociocultural similarities and differences between their own country and the countries whose language they learn, respect them and be able to apply that knowledge in new situations and contexts - become familiar with basic cultural topics and the relationship between culture and sociopolitical, educational, creative and other aspects of life in a particular milieu - be able to recognize and critically reflect on cultural and political aspect of various cultures in interaction - be able to use knowledge of sociocultural specificities of linguistic and non-linguistic communication and adapt it to intercultural communication by using appropriate models of behaviour in familiar situations and by trying out new models of behaviour in new, unfamiliar situations - have developed the awareness of the need to implement tolerant and emphatic behaviour in contacts with persons from different cultures as well as the awareness of the existence of stereotypes and prejudice and of the need to deconstruct them 			

	<ul style="list-style-type: none"> - be able to independently apply various strategies to sustain and re-establish interrupted communication and to avoid and/or overcome misunderstandings, including identifying and recognizing stereotypes and prejudices both about their own culture and other cultures - have developed awareness of the influence of their own culture on the perception of own and other cultures, awareness of the cultural condition of communicative and cultural patterns, and of the variety, changes and development as important elements of cultures - be able to encourage pupils' development of the awareness of harmful hasty generalizations and stereotypes 		
2.1. Course content (syllabus)	<ol style="list-style-type: none"> 1 Culture and civilisation – definitions, terminological nuances – similarities and differences; high-context vs. low-context cultures; big C and little c 2 Types of identity; cultural identity 3. Language, culture and society 4 Cultural differences – intercultural communication, culture shock and culture bumps 5 Globalisation – positive and negative aspects, effect of globalization on culture 6 Globalisation and language; English as a language of international communication – English as a lingua franca, the role of culture in ELF 7 Norms; political correctness and taboos 8 Cultural stereotypes and cultural awareness 9 Popular culture; minorities and subcultures 10 The United Nations Organisation, the role of UNESCO 11 Human rights and civil rights 12 Food and culture (glocalisation, McDonaldisation, celebrity chefs) 13 Influence of food on cultural events through history (e.g. slavery, the Boston TeaParty, the Salt March, and other) 14 Democracy; classical democracy and modern democracy; civil society and individual freedoms 15 History of Europe; the European Union, Cultural activities in the EU 		
2.1. Format of instruction:	<u>lectures</u> <u>seminars and workshops</u> <u>exercises</u> online in entirety <u>partial e-learning</u> field work	<u>independent assignments</u> multimedia and the internet laboratory work with mentor <u>consultations</u> (other)	2.1. Comments:
2.1. Student responsibilities	Regular attendance and active participation - 60 hours Preparing for classes by reading required passages and following the media - 15 hours Preparing and delivering one presentation in class and writing a paper on the same topic - 15 hours Independent learning and preparing for exam - 30 hours		

2.1. Monitoring student work	Class attendance	<u>YES</u>	<u>NO</u>	Research	YES	<u>NO</u>	Oral exam	YES	<u>NO</u>
	Experimental work	YES	<u>NO</u>	Report	YES	<u>NO</u>	Homework	<u>YES</u>	NO
	Essay	YES	<u>NO</u>	Seminar paper	<u>YES</u>	NO	Peer teaching	<u>YES</u>	NO
	Preliminary exam	YES	<u>NO</u>	Practical work	YES	<u>NO</u>	(Presentation in	<u>YES</u>	NO
	Project	YES	<u>NO</u>	Written exam	<u>YES</u>	NO	ECTS credits (total)	4	
2.1. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Selected passages from: Byram, M.(ur.)(2003). Intercultural competence. Strasbourg: Council of Europe.						1		
	Kramsch, C. (1998). Language and Culture. Oxford: Oxford University Press.						1		
	Sampedro, R. and S. Hillyard (2004) Global Issues, Oxford: OUP.						1		
	Tomalin, B. and S. Stempleski, (2003) Cultural Awareness, OUP.						1		
2.1. Optional literature	<p>Andraka, M. (2020). Strani jezik, udžbenik i kultura. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.</p> <p>Andraka, M. & Petravić, A. (2007). Razvoj interkulturalne kompetencije u osnovnoškolskoj nastavi stranih jezika. U : Dijete i jezik danas - Zbornik radova s međunarodnoga stručnog skupa. Čakovec-Osijek, str. 27-48.</p> <p>Čudina-Obradović, M. & Težak, D. (1995). Mirotvorni razred : priručnik za učitelje o mirotvornom odgoju. Zagreb: Znamen.</p> <p>Fountain, S. (1999). Education for Development: A Teacher's Resource for Global Learning, UNICEF.</p> <p>Graddol, D. (2006). English Next. The British Council. URL: http://www.britishcouncil.org/learning-research-english-next.pdf</p> <p>Hall, J. K. (2002) Teaching and Researching Language and Culture. London: pearson Longman.</p> <p>Ingelhart, R. & Norris P. (2003). Rising Tide: Gender Equality and Cultural Change around the World, Cambridge, Cambridge University Press.</p> <p>Kramsch, C. (1994). Context and Culture in Language Teaching, Oxford:OUP.</p> <p>Lázár, I. (2003). Incorporating intercultural communicative competence in language teacher education. Strasbourg: Council of Europe Publishing.</p> <p>Petravić, A. (2010). Udžbenik stranog jezika kao mjesto susreta kultura: slike stranoga i vlastitoga u hrvatskim udžbenicima njemačkog jezika. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu/Školska knjiga.</p> <p>Spencer-Oatey, Helen (2008). Culturally Speaking : Managing Rapport through talk across Cultures. London: Continuum.</p> <p>Valdes, J.M. (2001). Culture Bound (P.170-178). UK: Cambridge University Press.</p>								
2.1. Other (as the proposer wishes to add)	The course is held entirely in English.								

4. Research of child's music creativity

COURSE CODE: 131527				
1. GENERAL INFORMATION				
1.1. Course teacher	Professor Blaženka Bačlija Sušić, PhD		1.6. Year of the study	First year graduate program
1.2. Name of the course	Research of child's music creativity		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	15+0+15
1.4. Study programme (undergraduate, graduate, integrated)	Graduate study		1.9. Expected enrolment in the course	90
1.5. Status of the course	mandatory	elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	Exploring ways of encouraging musical creativity in preschool children			
2.2. Enrolment requirements and/or entry competences required for the course	There is no entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge grounding in the profession: decision making, critical and self-critical ability and problem-solving ability Openness to different ways of creative expression Adoption of new learning skills as a prerequisite for lifelong learning (informal, formal)			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Understanding the structure and purpose of educational systems and trends in the education of early and preschool children Competences of educators for conducting activities to encourage preschool children's musical creativity Ways of encouraging children's musical creativity Spontaneous improvisation as a basic form of children's musical creativity Activity of listening, imitating and recognition of sounds Body percussion as child's creative way of expression Encouraging children's musical creativity through the so-called activity of <i>Small Orchestra</i>			

	<p>Sung and rhythmic speech as the way of child's creative expression</p> <p>Encouraging musical creativity through activities of asking musical questions and completing unfinished musical phrases</p> <p>A child's creative singing as a spontaneous creative expression</p> <p>Activity of improvising a melody on existing verses and designing a text on an existing melody</p> <p>Sound story, fairy tale, fable and song as a way to encourage children's musical creativity</p> <p>Listening to music with dance and/or artistic expression as a child's creative expression</p> <p>Planning and practical implementation of research activities on different ways of encouraging children's musical creativity in kindergarten</p> <p>Evaluation and presentation of conducted research</p>								
2.5. Course content (syllabus)									
2.6. Format of instruction:	lectures seminars and workshops exercises online in entirety partial e-learning field work			independent assignments multimedia and the internet laboratory work with mentor (other)			2.7. Comments:		
2.8. Student responsibilities	<p>Regular attendance at lectures and active participation in classes for 15 hours (0.5 ECTS)</p> <p>Regular seminar attendance and active participation 15 hours (0.5ECTS)</p> <p>Independent implementation of activities in kindergarten that integrates different ways of encouraging children's musical creativity (1 ECTS)</p> <p>Presentation of results through seminars (1 ECTS)</p> <p>Total: 3 ECTS credits</p>								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Gospodnetić,H. (2015.) Metodika glazbene kulture za rad u dječjim vrtićima 1 i 2						DA		

	Bačlija Sušić, B. (2016). Spontana improvizacija kao sredstvo postizanja samoaktualizacije, optimalnih i vrhunskih iskustava u glazbenoj naobrazbi. Školski vjesnik, 65 (1), 95-115.		DA
	Bačlija Sušić, B. (2018). Dječje glazbeno stvaralaštvo: stvaralački i autotelični aspekt. Metodički ogledi, 25 (1), 63-83.		DA
	Bačlija Sušić, B. i Županić Benić, M. (2018). Preschool Teachers' Sensibility in Music and Visual Arts as a Foundation for Encouraging Creative Expression in Children. Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje, 20, Sp. Ed.3; 9		DA
	Mayesky, M. (2009). Creative activities for Young Children, Ninth Edition. Delmar: Cengage Learning		DA
	Blackburn, C. (2016). Communicative musicality: sound, pulse and rhythm in music and language. Birmingham city University		DA
2.11. Optional literature	Burnard, P., & Murphy, R. (2017). Teaching music creatively. Routledge.		
2.12. Other (as the proposer wishes to add)	Rogers, S. (Ed.). (2010). Rethinking play and pedagogy in early childhood education: Concepts, contexts and cultures. Routledge.		

5. Methods of Preschool Music Education 1

COURSE CODE: 117370				
1. GENERAL INFORMATION				
1.1. Course teacher	PhD. Blaženka Bačlija Sušić, Assistant professor		1.1. Year of the study	3.
1.2. Name of the course	Methods of Preschool Music Education 1		1.2. ECTS credits	4
1.3. Associate teachers	Josipa Kraljić, senior lecturer Branimir Magdalenić, senior lecturer dr.sc. Jelena Blašković, lecturer		1.3. Type of instruction (number of hours L + E + S + e-learning)	30+15+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate university Study of Early and Preschool Education		1.4. Expected enrolment in the course	80 Zagreb, Petrinja i Čakovec 30
1.5. Status of the course	compulsory	optional	1.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	To develop students' musical skills and knowledge for the practical implementation of musical activities in the immediate educational process in working with children of early and preschool age.			
2.2. Enrolment requirements	Passed subject exams: Music culture, Instrument 1 and Instrument 2.			
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding and developing the professional identity of the preschool teacher, and acting in accordance with ethical norms and the professional code. Awareness of the need to encourage the holistic development of the child.			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Ability to adapt the practice of craft education to the specifics of the individual development of the child, through the educational and cultural context of the early and preschool curriculum. Application and understanding of basic didactic principles in the field of Music Education. Knowledge and differentiation of basic types (forms) of music activities within the methodology of music education. Application of acquired knowledge and skills for conducting musical activities in the immediate educational process in working with children of early and preschool age.			

2.5. Course content (syllabus)	<p>Basics of music education methodology in kindergartens. Basic instructions for singing with children. Preschool teachers' preparing activities. Types (forms) and contents of music activities. Work styles in music activity. Methodical procedures in the activities of getting to know / adopting songs, nursery rhymes and active music listening. Selection of music literature (playlist). Body percussion and playing with percussions. Listening to music with movement and dancing. Singing games.</p>									
2.6. Format of instruction	lectures seminars and workshops practical activities online (100%) mixed e-learning field teaching			hands on assignments multimedia and network lab mentorship (other)			2.7. Comments			
2.8. Student responsibilities										
2.9. Monitoring students' work	Class attendance	YES		Research		NO	Oral exam	YES	NO	
	Experimental work		NO	Report		NO	(other)		NO	
	Essay		NO	Paperwork		NO	(other)		NO	
	Midterm exam		NO	Practical assignment	YES		(other)		NO	
	Project		NO	Test paper	YES		Number of ECTS points (total)	4		
2.10. Required literature (available in the library and/or via other media)	TITLE						Available in library	Available through other media /resources		
	Gospodnetić, H. (2015.) Metodika glazbene kulture za rad u dječjim vrtićima 1 i 2						YES			
	Marić, L.J., Goran, L.J. (2012.) Zapjevajmo radosno, priručnik za odgojitelje, studente i roditelje, Zagreb: Gloden Marketing-Tehnička knjiga						YES			
	Kraljić, J. (2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet							YES		

	Bačlija Sušić, B. (2016). Temeljni aspekti kognitivnih modela djetetova glazbenog razvoja. <i>Napredak</i> , 157 (1/2), 33-53.		YES
	Bačlija Sušić, B. (2018). Preschool Teachers' Music Competencies Based on Preschool Education Students' Self-Assessment. <i>Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje</i> , 20, Sp.Ed.1; 113-129.		YES
	Bačlija Sušić, B. (2016). Samoaktualizacija, optimalna i vrhunska iskustva kroz spontanu improvizaciju u glazbenoj naobrazbi. <i>Školski vjesnik</i> 65 (1)		
	Bačlija Sušić, B. (2017). Music Education for Every Child - Idea or reality ? <i>Revija za elementarno izobraževanje</i> , 10 (1), str. 85-97.		
	Bačlija Sušić, B. (2013). Sinkretizam u kontekstu spontane improvizacije u klavirskoj poduci. U <i>Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 3: interdisciplinarni pristup glazbi: istraživanje, praksa i obrazovanje Vidulin-Orbanić, Sabina</i> (ur		
	Bačlija Sušić Blaženka(2018). Dječje glazbeno stvaralaštvo: stvaralački i autotelični aspekt. <i>Metodički ogledi</i> 25(1), 63-85.		
	Bačlija Sušić, B. i Županić Benić, Marijana (2018). Preschool Teachers' Sensibility in Music and Visual Arts as a Foundation for Encouraging Creative Expression in Children. <i>Croatian Journal of Education : Hrvatski časopis za odgoj i obrazovanje</i> , 20.Sp.Ed.3; 93-105		
	Bačlija Sušić, B., Habe, K i Kudek Mirošević, J. (2019). The role of improvisation in higher music education. U: ICERI 2019, Proceedings 12th international conference of education, research and innovation. Gómez Chova, L. ; López Martínez, A. ; Candel Tor (p. 4473-4482)		
2.11. Optional literature	Sam,R. (1998.) <i>Glazbeni doživljaj u odgoju djeteta</i> , Rijeka: Glosa, d.o.o.		
2.12. Other (suggestions)	Snježana Dobrota (2012). <i>Uvod u suvremenu glazbenu pedagogiju</i> . Split: Filozofski fakultet u Splitu Denac, O.(2011.) <i>Z igro v čarobni svet glasbe</i> . Ljubljana: Mladinska knjiga Borota, B.(2013.) <i>Glasbene dejavnosti in vsebine</i> . Koper: Univerzitetna založba Annales		

6. Methods of Preschool Music Education 2

COURSE CODE: 117376				
1. GENERAL INFORMATION				
1.1. Course teacher	PhD. Blaženka Bačlija Sušić, Assistant professor		1.6. Year of the study	3.
1.2. Name of the course	Methods of Preschool Music Education 2		1.7. ECTS credits	2
1.3. Associate teachers	Josipa Kraljić, senior lecturer Branimir Magdalenić, senior lecturer Vesna Brebrić, mag. praesc. educ.		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+15+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate university Study of Early and Preschool Education		1.9. Expected enrolment in the course	80 Zagreb, Petrinja i Čakovec 30
1.5. Status of the course	compulsory	optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	To develop students' musical skills and knowledge for the practical implementation of musical activities in the immediate educational process in working with children of early and preschool age.			
2.2. Enrolment requirements	Passed exam in Music culture, Instrument 1, Instrument 2, Instrumental accompaniment with singing 1, Methods of Preschool Music Education 1			
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding and developing the professional identity of the preschool teacher and acting in accordance with ethical norms and the professional code. Awareness of the need to encourage the holistic development of the child.			

2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Application of acquired knowledge and skills for conducting musical activities in the immediate educational process in working with children of early and preschool age.</p> <p>Ability to adapt the practice of craft education to the specifics of the individual development of the child, through the educational and cultural context of the early and preschool curriculum.</p> <p>The use of different forms and ways of children's musical expression in the curricula of ECE.</p>									
2.5. Course content (syllabus)	<p>Passive listening to music.</p> <p>Active listening to music - movement and dance.</p> <p>Practical use of applications and puppets in the implementation of musical activities.</p> <p>Percussion activities.</p> <p>Choreography with music listening activity.</p> <p>Encouraging children's musical creativity.</p> <p>Recognition of musically gifted children in early and preschool age.</p>									
2.6. Format of instruction	lectures seminars and workshops practical activities online (100%) mixed e-learning field teaching			hands on assignments multimedia and network lab mentorship (other)			2.7. Comments			
2.8. Student responsibilities										
2.9. Monitoring students' work	Class attendance	YES		Research		NO	Oral exam	YES	NO	
	Experimental work		NO	Report		NO	(other)		NO	
	Essay		NO	Paperwork		NO	(other)		NO	
	Midterm exam		NO	Practical assignment	YES		(other)		NO	
	Project		NO	Test paper	YES		Number of ECTS points (total)	2		
2.10. Required literature (available in the library and/or via other media)	TITLE						Available in library	Available through other media /resources		
	Gospodnetić, H. (2015.) Metodika glazbene kulture za rad u dječjim vrtićima 1 i 2						YES			

	Marić,LJ.,Goran,LJ.(2012.) Zapjevajmo radosno, priručnik za odgojitelje, studente i roditelje, Zagreb: Gloden Marketing-Tehnička knjiga	YES	
	Kraljić, J.(2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet		YES
	Bačlija Sušić, B. i Fišer, N. (2016). Obogaćivanje glazbenog doživljaja i izražaja djece rane i predškolske dobi tradicijskim stvaralaštvom. Nova prisutnost, 14 (1), 107-124.		YES
	Bačlija Sušić, B. i Svalina, V. (2018). Competences of Educators and Teachers to Recognize and Develop Musical Talent. U: Challenges of Working with Gifted Pupils in European School Systems, Herzog, J. (ur.), (str. 25-43). Hamburg: Verlag Dr. Kovač.		YES
2.11. Optional literature	Goodkin, D. (2013). Play, Sing & Dance: An introduction to Orff Schulwerk, Miami, USA: Schott Music Corporation. Borota, B. (2013.) Glasbene dejavnosti in vsebine. Koper: Univerzitetna založba Annales		
2.12. Other (suggestions)	Denac, O.(2011.) Z igro v čarobni svet glasbe. Ljubljana: Mladinska knjiga		

7. Creative Teaching Activities in English 1

COURSE CODE: 52866			
1. GENERAL INFORMATION			
1.1. Course teacher	Ivana Cindrić, PhD	1.1. Year of the study	1
1.2. Name of the course	Creative Teaching Activities in English 1	1.2. ECTS credits	2
1.3. Associate teachers	Silvija Hanžić-Deda	1.3. Type of instruction (number of hours L + E + S + e-learning)	0+0+30
1.4. Study programme (undergraduate,	integrated	1.4. Expected enrolment in the course	50

graduate, integrated)				
1.5. Status of the course	mandatory		1.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.1. Course objectives	<p>To become acquainted with ways of creative expression using the corpus of authentic texts (rhymes, songs, games) appropriate for encouraging strategies and skills of creative thought and language creativity, communicative language skills, emotional intelligence and cognitive development in general among children of lower and upper primary school age.</p> <p>To raise awareness of the inseparability of language and culture and skill in mediating to children the readiness to accept differences and communicate in an intercultural context.</p> <p>To gain knowledge from the educational sciences regarding work with children for the purpose of encouraging childrens language and literary development.</p> <p>To raise awareness of importance of encouraging creative expression of children (of lower primary and upper primary age) for a harmonious growth and development and contribution of the creativity of the teacher to the quality of the educational process.</p> <p>To develop the skill to encourage an environment conducive to acquiring English language, early language and literary development and development of positive attitudes towards learning other languages.</p> <p>To develop the skill to adapt authentic literary texts to the demands of language development of children (lower and upper primary school age) and to develop competences and skills to create appropriate teaching materials for that purpose.</p> <p>To develop strategies and skills for independent organization and implementation of activities directed towards childrens speaking skills and skills of creative language expressions and creating a learning environment sensitive to children's differences.</p>			
2.2. Enrolment requirements and/or entry competences required for the course				
2.3. Learning outcomes at the level of the	<p>Students will:</p> <ul style="list-style-type: none"> - independently plan, implement, and assess English language teaching and carry out appropriate extra-curricular activities across the primary school and lower primary school in particular. 			

<p>programme to which the course contributes</p>	<ul style="list-style-type: none"> - acquire theoretical and practical knowledge in the area of foreign language teaching theory and English language teaching methodology and apply it in teaching - use the vocabulary and phraseological corpus of the English language related to school, modern media, popular culture, children's environment, and early adolescent age in general - be acquainted with and understand developmental characteristics of students in early and middle childhood periods - be able to manage a classroom in a multicultural setting
<p>2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Students will -</p> <ul style="list-style-type: none"> - develop positive attitudes towards acquisition of other languages; become aware of the inseparability of language and culture; ability to mediate readiness to accept differences and intercultural communication, - understand the importance of teacher's creativity for the quality of the educational process i.e. encourage creative expression in children in primary school for a balanced growth and development; knowledge of educational sciences for the purpose of encouraging children's language and literary development, i.e. creative linguistic expression. - develop a pool of strategies and skills for: independent organization and implementation of activities directed towards the development of a student's speaking skills and abilities of creative linguistic expression, and create an environment sensitive to children's differences, - create a corpus of authentic texts (rhymes, songs and games) appropriate for encouraging strategies and skills of creative thinking and language creativity, communicative language skills, emotional intelligence and cognitive development in general among primary school children, - adapt authentic literary texts to the demands of children's language development. - develop the skill to create and adapt teaching materials for the purpose of primary students' language development,
<p>2.5. Course content (syllabus)</p>	<p>RHYMES AND SONGS IN FLT: Introduction, Why use rhymes and songs; What to begin with; Teaching methodology – assessment HOW TO SELECT AND USE RHYMES AND SONGS: Approaches and methods; activities; teaching plan; organization of teaching RHYMES 1: Categories – examples; Cultural and historical background RHYMES 2: Narrative rhymes; Adaptations of original rhymes RHYMES 3: Rhyme, rhythm, repetition; Chants; Jazz chants RHYMES 4: Language and cognition; Tongue twisters; Limerick; Sense in nonsense; Creative thinking and writing SONGS 1: higher grades – Popular songs; Traditional songs SONGS 2: lower grades; Raffi, TPR RHYMES AND SONGS FOR SPECIAL OCCASIONS: Halloween; Christmas; Valentine's day; Easter; topics RHYMES AND SONGS: Language in context – vocabulary and grammar LANGUAGE GAMES: Why and how to use language games in ELT DIGITAL TOOLS in teaching and learning language – games, activities and applications RHYME, SONG AND CREATIVITY – strategies and activities for encouraging and developing creativity CREATIVE TEACHING SKILLS – PROJECT PRESENTATION: Rhymes (individual project); Songs (pairwork project); Games (group project)</p>

2.6. Format of instruction:	lectures seminars and workshops exercises online in entirety partial e-learning field work	independent assignments multimedia and the internet laboratory work with mentor (other)	2.7. Comments:							
2.8. Student responsibilities	Regular attendance and active participation Group and independent project presentations Assignments Reading requirements and note-taking Independent learning and preparing for the exam									
2.9. Monitoring student work	Class attendance	YES		Research	YES	NO	Oral exam		NO	
	Experimental work		NO	Report		NO	(other)	YES	NO	
	Essay		NO	Seminar paper		NO	(other)	YES	NO	
	Preliminary	YES	NO	Practical work	YES		(other)	YES	NO	
	Project	YES		Written exam	YES		ECTS credits (total)	2		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Brewster, J. Ellis, G. with Girard, D. The Primary English Teacher's Guide. London: Penguin English. (Chapters 12 & 13)									
	Vrhovac, Y. i suradnice (2019) Izazovi učenja stranoga jezika u osnovnoj školi. Zagreb: Naklada Ljevak. (selected chapters).									
	Halliwell, English in the Primary Classroom, pg. 16-17									
	Matterson, E. This Little Puffin. London: Puffin Books: Penguin Books. (Selection of rhymes and games)									
	Conn Beal, P. Hagen Nipp, S. Wee Sing & Play. LA: Price Stern Sloan (Selection of rhymes and games)							http://www.weesing.com/booksAudio.cfm		
	Papa, M. and Iantorno, G. Famous British and American Songs and Their Cultural Background. London: Longman. Selection of songs Murphey, T. Music and Song. Oxford: OUP. Introduction							http://www.teachingenglish.org.uk/article/kids-songs		

2.11. Optional literature	<p>Opie, I. and P. The Oxford Dictionary of Nursery Rhymes. Oxford: OUP. Reilly, V. and Ward, S. Very Young Learners. Oxford: OUP. Read, C. 500 Activities for the Primary Classroom. Oxford: Macmillan. Lewis, G. and G. Bedson. Games for Children. Oxford: OUP. Fisher, R. Games for Thinking. Oxford: Nash Pollock. Fisher, R. Teaching Children to Think. London: Simon Schuster.: http://www.teachingenglish.org.uk/article/kids-songs http://www.teachingenglish.org.uk/article/using-music-motivate-engage-teenage-learners-story-jean-monnet-broons-cup-song-project http://www.learnenglish.org.uk/kids/ http://www.teachingenglish.org.uk/</p>
2.12. Other (as the proposer wishes to add)	

8. Creative Teaching Activities in English 2

COURSE CODE: 57915			
1. GENERAL INFORMATION			
1.1. Course teacher	Ivana Cindrić, PhD		1.1. Year of the study 1
1.2. Name of the course	Creative Teaching Activities in English 2		1.2. ECTS credits 2
1.3. Associate teachers	Marko Gregurić		1.3. Type of instruction (number of hours L + E + S + e-learning) 0+0+30
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.4. Expected enrolment in the course 50
1.5. Status of the course	mandatory		1.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) 1
2. COURSE DESCRIPTION			

<p>2.1. Course objectives</p>	<p>To become acquainted with ways of creative expression using the corpus of authentic texts (rhymes, songs, games) appropriate for encouraging strategies and skills of creative thought and language creativity, communicative language skills, emotional intelligence and cognitive development in general among children of lower and upper primary school age.</p> <p>To raise awareness of the inseparability of language and culture and skill in mediating to children the readiness to accept differences and communicate in an intercultural context.</p> <p>To gain knowledge from the educational sciences regarding work with children for the purpose of encouraging children's language and literary development.</p> <p>To raise awareness of importance of encouraging creative expression of children (of lower primary and upper primary age) for a harmonious growth and development and contribution of the creativity of the teacher to the quality of the educational process..</p> <p>To develop the skill to encourage an environment conducive to acquiring English language, early language and literary development and development of positive attitudes towards learning other languages.</p> <p>To develop the skill to adapt authentic literary texts to the demands of language development of children (lower and upper primary school age) and to develop competences and skills to create appropriate teaching materials for that purpose.</p> <p>To develop strategies and skills for independent organization and implementation of activities directed towards children's speaking skills and skills of creative language expressions and creating a learning environment sensitive to children's differences.</p>
<p>2.2. Enrolment requirements and/or entry competences required for the course</p>	<p>Creative teaching activities in English 1</p>
<p>2.3. Learning outcomes at the level of the programme to which the course contributes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - independently plan, implement and assess English language teaching and carry out appropriate extra-curricular activities across the primary school and lower primary school in particular; - acquire theoretical and practical knowledge in the area of foreign language teaching theory and English language teaching methodology and apply it in teaching; - use the vocabulary and phraseological corpus of the English language related to school, modern media, popular culture, children's environment and early adolescent age in general; - be acquainted with and understand developmental characteristics of students in early and middle childhood periods; - be able to manage a classroom in a multicultural setting
<p>2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Students will -</p> <ul style="list-style-type: none"> - recognize the significance of promoting positive attitudes towards learning other languages; recognize the inseparability of language and cultures; mediate to children readiness to accept differences and intercultural communication,

	<ul style="list-style-type: none"> - understand the significance of teacher creativity for a quality teaching process, i.e. encourage primary school children’s creative expression for a balanced growth and development; knowledge from the educational sciences regarding work with children for the purpose of promoting language and literary development, i.e. creative language expression. - develop a corpus of strategies and skills for: independent organization and implementation of activities directed towards the development of children’s speaking skills and the ability to express oneself creatively and create an educational environment sensitive to children’s differences, - create a corpus of authentic texts (rhymes, songs and games) appropriate for encouraging strategies and skills for creative thinking and language creativity, communicative language skills, emotional intelligence and cognitive development in general among primary school children, - adapt authentic literary texts to the demands of primary school children’s language development. - create appropriate teaching materials for the purpose of developing primary school children’s language development. 		
2.5. Course content (syllabus)	<p>STORIES IN FLT: Introduction; Why use authentic stories; Thought, creativity and language; Stories and language skills SELECTING STORIES: Approaches and criteria; Educational and language aims TEACHING WITH STORIES: Methods, strategies and techniques; Activities; Teaching plan; Organization of teaching STORYTELLING: The skill of storytelling – strategies and techniques; Reading stories, Retelling stories LISTENING STORIES FOR SPECIAL OCCASSIONS: Halloween, Christmas and other special days EARLY LANGUAGE LEARNING AND THE PICTUREBOOK: Early language learning – the foundations for teaching language at an early primary school age; How to select and use a picturebook; Some relevant authors INTRODUCTION TO DRAMA DRAMA TECHNIQUES SOUND PROCESSING STORY DRAMATIZATION - multimedia dramatization of a short story STORY – LANGUAGE IN CONTEXT: language in context – vocabulary and grammar STORY & CURRICULUM: how to integrate a story with other school subjects; projects related to STORIES FOR DEVELOPING THINKING SKILLS: Thinking skills- creative thinking; Story – philosophy for children GRUPNI PROJEKT: Audio drama</p>		
2.6. Format of instruction:	lectures seminars and workshops exercises online in entirety partial e-learning field work	independent assignments multimedia and the internet laboratory work with mentor (other)	2.7. Comments:
2.8. Student responsibilities	Regular attendance and active participation		

	Group and independent project presentations Assignments Reading requirements and note-taking Independent learning and preparing for the exam										
2.9. Monitoring student work	Class attendance	YES		Research	YES	NO	Oral exam		NO		
	Experimental work		NO	Report		NO	(other)	YES	NO		
	Essay		NO	Seminar paper		NO	(other)	YES	NO		
	Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO		
	Project	YES		Written exam	YES		ECTS credits (total)	2			
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media		
	Ellis, G. and Brewster, J. (2002) Tell it Again! The New Storytelling Handbook for Primary Teachers. London: Penguin (Chapter 1: Storytelling, an introduction; Chapter 2: Selecting storybooks; Chapter 3: Using storybooks; Chapter 4: Developing language-learning skills; Chapter 5: Classroom management)										
	Wright, A. (1995) Storytelling with Children. Oxford: OUP (Chapter 1: How to choose, tell, and read stories aloud)										
	Wright, A. (1997) Creating Stories with Children. Oxford: OUP - Introduction										
	Phillips, S. (1999) Drama with Children. Oxford: OUP - Introduction Chapter 3: Making puppets and props										
	Ur, P. & Wright, A. (2006). Five-minute activities: a resource book of short activities, CUP.										
2.11. Optional literature	Read, C. 500 Activities for the Primary Classroom. Oxford: Macmillan. Fisher, R. First Stories for Thinking. Oxford: Nash Pollock. Fisher, R. Stories for Thinking. Oxford: Nash Pollock. Fisher, R. Teaching Children to Think. London: Simon Schuster. Internetski portali: http://www.learnenglish.org.uk/kids/ http://www.teachingenglish.org.uk/ http://www.storyarts.org/lessonplans/ http://www.signedstories.com http://www.kidzclub.com										

	http://www.teachingchildrenphilosophy.org/wiki/Category:Book_Modules
2.12. Other (as the proposer wishes to add)	

9. ELT Methodology – assessment

COURSE CODE: 87064				
1. GENERAL INFORMATION				
1.1. Course teacher	Ivana Cindrić, PhD		1.1. Year of the study	4
1.2. Name of the course	ELT Methodology - assessment		1.2. ECTS credits	2
1.3. Associate teachers			1.3. Type of instruction (number of hours L + E + S + e-learning)	15+0+15
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.4. Expected enrolment in the course	50
1.5. Status of the course	mandatory	elective	1.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.1. Course objectives	<p>Become aware of the importance of valid and appropriate manners of assessing and evaluating students' progress</p> <p>Develop skills for assessing, self-assessing and independent learning, giving and receiving feedback</p> <p>Develop skills for assessing students' progress, developing criteria for evaluation</p> <p>Develop skills for selecting materials for assessing knowledge, skills and abilities and developing tests</p> <p>Encourage critical thinking and self-assessment of one's work for the purpose of learning and improving work</p>			
2.2. Enrolment requirements and/or entry competences required for the course				

<p>2.3. Learning outcomes at the level of the programme to which the course contributes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - gain theoretical and practical work in the area of foreign language teaching theory and English language teaching methodology which they will be able to apply in their teaching; - take responsibility for their professional development and lifelong learning, which includes the ability to analyse and evaluate own work, educational processes and learning; - independently plan, implement and evaluate language teaching along with appropriate extracurricular activities across the school and primarily in primary education; - know theoretical principles of assessment and self-assessment, give encouraging feedback to students for the purpose of developing awareness of progress in acquiring the English language; - understand, critically evaluate and contribute to the identity of the teaching profession.
<p>2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Students will:</p> <ul style="list-style-type: none"> - define terminology such as assessment, evaluation, testing, grading - analyse and discuss advantages and disadvantages of traditional and alternative approaches to assessment and apply appropriate manners of assessment in early learning of the English language, - use the curriculum in order to define learning outcomes and corresponding ways of assessment of student progress, - create activities and tasks which will be used with students for the purpose of assessing their progress and which will not differ from regular, everyday activities, - create and apply a portfolio as an appropriate tool for assessing progress in English language learning - apply strategies for error correction, - create and gradually implement appropriate forms of self-assessment and peer-assessment in ELT, - appropriately and in a timely manner provide feedback regarding progress and student's work.
<p>2.5. Course content (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction, new paradigms of learning and assessment (feedback and assessment) 2. Basic terms: evaluation, assessment, testing, grading 3. Traditional and alternative forms of assessment 4. Assessment and evaluation according to CEFR, HNOS, curriculum – School for life 5. Planning assessment in ELT (why, what, when, how) 6. Assessment as motivation and encouragement for developing self-confidence 7. Self-assessment and peer-assessment 8. Portfolio (types of portfolio, European language portfolio) 9. Characteristics of assessment in early English language learning 10. Assessment and evaluation of listening skills 11. Assessment and evaluation of speaking skills 12. Assessment and evaluation of reading skills 13. Assessment and evaluation of writing skills 14. Test construction (standardized tests)

	15. Self-evaluation and course evaluation										
2.6. Format of instruction:	lectures seminars and workshops practical activities online (100%) mixed e-learning field teaching				hands on assignments multimedia and network lab mentorship (other)			2.7. Comments:			
2.8. Student responsibilities	Regular attendance and active participation; independent and group projects Reading assigned literature, notetaking Independent learning (preparation for the exam)										
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam	Class attendance	YES		
	Experimental work		NO	Report		NO	(other)	Experimental work			
	Essay	YES		Seminar paper	YES		(other)	Essay	YES		
	Preliminary exam		NO	Practical work	YES		(other)	Preliminary			
	Project	YES		Written exam	YES		ECTS credits (total)	2			
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media		
	Council of Europe (2001): Common European Framework of Reference for Languages: Learning, teaching Assessment. Cambridge: CUP. Kurikulum za nastavni predmet Engleski jezik za osnovne škole i gimnazije (2019). https://narodne-novine.nn.hr/clanci/sluzbeni/2019_01_7_139.html								Yes		
	Black, P., & William, D. (2001). Inside the Black Box - Raising Standards Through Classroom Assessment. Retrieved from King's College London School of Education: http://www.collegenet.co.uk/admin/download/inside%20the%20black%20box_23_doc.pdf McKay, P. (2006). Assessing Young Language Learners. Cambridge: Cambridge University Press. Cindrić, I. (2020). Assessment and the Competence to Assess Young Foreign Language Learners. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu (selected chapters)							5	yes		
	Ioannou-Georgiou, S., & Pavlou, P. (2003). Assessing Young Learners. Oxford: Oxford University Press.										
	Andraka, M. (2004). Ocjenjivanje uspješnosti u ranome učenju stranog jezika. Zagreb: Strani jezici 33, 3-4, 237-241.										

	Medved Krajnović, M. (1999). Vrednovanje znanja i učenje stranih jezika. In Y. Vrhovac, Strani jezik u osnovnoj školi (pp. 68-82). Zagreb: Naprijed		
	Filipan-Žignić, B., & Legac, V. (2006). Assessment and Self-Assessment as an Unavoidable Prerequisite for a Qualitative Early Foreign Language Learning. In I. Vodopija (Ed.), Dijete i jezik danas: Vrjednovanje i samovrjednovanje u nastavi hrvatskoga i stranog jezika za učenike mlađe školske dobi (pp. 285-294). Osijek: Sveučilište J.J. Strossmayera u Osijeku.	1	
	Vrhovac, Y. (2006). Evaluation and Self-Evaluation in Foreign Language Instruction. In I. Vodopija (Ed.), Dijete i jezik danas: Vrjednovanje i samovrjednovanje u nastavi hrvatskoga i stranog jezika za učenike mlađe školske dobi (pp. 253-262). Osijek: Sveučilište J.J. Strossmayera u Osijeku. Vrhovac, Y. i suradnice (2019) Izazovi učenja stranoga jezika u osnovnoj školi. Zagreb: Naklada Ljevak. (selected chapters).	2	
2.11. Optional literature	Read, J. (2000). Assessing vocabulary. Cambridge: Cambridge University Press. Buck, G. (2001). Assessing Listening. Cambridge: Cambridge University Press. Bedynska, M., & Kowalczyk, K. (2000). Our responsibility, our roles and our tasks. In G. Boldizsar (Ed.), Introduction to the Current European Context of Language Teaching. ECML. Razdevšek-Pučko, C. (1994). New Paradigm in the Assessment of Knowledge as a Response to the Needs of the Contemporary School . Napredak , 179-185. Shohamy, & Hornberger, N.H. (2008) Encyclopedia of Language and Education: Language Testing and Assessment, New York: Springer. Pavić, S. (2013) Assessment: Embracing New Challenges. Agerdeen: Inspired By Learning.		
2.12. Other (as the proposer wishes to add)			

10. ELT Methodology: Content-based language teaching

COURSE CODE: 87063			
1. GENERAL INFORMATION			
1.1. Course teacher	Ivana Cindrić, PhD	1.1. Year of the study	4
1.2. Name of the course	ELT Methodology: Content-based language teaching	1.2. ECTS credits	2
1.3. Associate teachers		1.3. Type of instruction (number of hours L + E + S + e-learning)	15+0+15

1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.4. Expected enrolment in the course	50
1.5. Status of the course	mandatory	elective	1.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.1. Course objectives	<p>Familiarize students with the Curriculum and other documents which define the organization, aims and content of English language teaching in primary school.</p> <p>Familiarize students with European educational documents relevant for implementing integrated English language teaching in primary school</p> <p>Enable students to integrate topics from various school subjects with English language teaching with awareness of the benefits of integrated teaching</p> <p>Enable students to organize and implement integrated teaching</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Students have to pass the course <i>Introduction to ELT methodology: early language learning</i>			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Students will:</p> <ul style="list-style-type: none"> - discuss theoretical and practical knowledge from the area of language teaching theory and English language teaching methodology and apply it in teaching; - recognize and apply the corpus of phrases and vocabulary from the English language relating to school, contemporary media, popular culture, children and their environment, and childhood and adolescent age in general; - design and conduct integrated English language teaching in primary education; - identify and understand developmental characteristics of students in early and middle childhood; - recognize and react to individual students' needs; - interpret, critique and contribute to the development of the teaching profession; - manage classrooms in a multicultural environment. 			
2.4. Expected learning	<p>Students will be able to:</p> <ul style="list-style-type: none"> - apply communicative skills specific for the role of foreign language teacher; 			

outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - select authentic language materials and adapt them for the purpose of foreign language teaching; - plan and organize integrated teaching; - plan and organize project teaching; - acquire the linguistic and phraseological corpus of the English language related to school, environment, child and adolescent age in general. 									
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Interdisciplinarity and foreign language teaching 2. Advantages of integrated teaching and topic-based approach to teaching foreign languages 3. The Zagreb project – introducing English language into the 1st grade of primary school 4. Topic (theme)-based work (planning and implementation: brainstorming, web, mind-mapping) 5. Project-based English language teaching 6. CLIL - background to CLIL 7. CLIL – components of CLIL teaching 8.- 10. Topics from primary school subject areas (mathematics, social studies, art, physical education, history, geography) in English lessons using authentic materials and coursebooks – student presentations 11. - 13. Creating a glossary of terms relating to particular school subjects – group presentations 14. Civic education and education for human rights as part of ELT curriculum 15. Education for development as part of the ELT curriculum 									
2.6. Format of instruction:	lectures seminars and workshops practical activities online (100%) mixed e-learning field teaching	hands on assignments multimedia and network lab mentorship (other)	2.7. Comments:							
2.8. Student responsibilities	<p>Regular attendance and participation in class - 45 hours Preparation and presentation of activities (projects) - 10 hours Glossary and group presentation - 10 hours Seminar paper - 10 hours Practical work and mind map on a set topic - 15 hours</p>									
2.9. Monitoring student work	Class attendance	YES		Research	YES		Oral exam		NO	
	Experimental work		NO	Report	YES	NO	(other)	YES	NO	
	Essay		NO	Seminar paper	YES		(other)	YES	NO	
	Preliminary exam		NO	Practical work	YES		(other)	YES	NO	
	Project	YES		Written exam		NO	ECTS credits (total)	2		

	Title	Number of copies in the library	Availability via other media
2.10. Required literature (available in the library and/or via other media)	Andraka, M. (2004): Interdisciplinarnost i rano učenje stranog jezika – U: Zbornik učiteljske akademije u Zagrebu, Vol. 6, br. 1(7), 51-57.		
	Dale, L., Tanner R. (2012). CLIL Activities. Cambridge CUP (selected chapters) Halliwell, S. 1992. Teaching English in the Primary Classroom, Longman.		
	MZOS (2019) Nacionalni kurikulum za nastavni predmet - Engleski jezik Hrvatski nacionalni obrazovni standard (HNOS) (2005) Zagreb:Ministarstvo znanosti, obrazovanja i športa i Nastavni plan i program za osnovnu školu. (2006). Zagreb:Ministarstvo znanosti, obrazovanja i športa.		
	Curricula of other countries with respect to CLIL		
2.11. Optional literature	<p>Burwood, S., Dunford, H. and D. Phillips: (1999): Projects with Young Learners. Oxford: OUP.</p> <p>Čudina-Obradović and D. Težak (1995): Mirotvorni razred. Zagreb: Znamen</p> <p>Fountain, S. (1995): Education for Development: A Teacher Resource for Global Learning. Hodder & Stoughton: UNICEF.</p> <p>Miljević-Riđički, D., Maleš, D. and M. Rijavec (1999): Odgoj za razvoj. Jastrebarsko: Naklada Slap, UNICEF</p> <p>Slattery, M. and J. Willis. (2001): English for Primary Teachers: A handbook of activities & classroom language. Oxford: OUP. (odabrana poglavlja)</p> <p>Deller, S, and Price, C (2007) Teaching Other Subjects Through English (CLIL), Oxford: Oxford University Press</p> <p>Snow, M. A. and D. M. Brinton (eds.) (1997): The Content-based Classroom: Perspectives on Integrating Language and Content. London: Longman.</p> <p>Stryker, S. B. and B. L. Leaver (eds.) (1997): Content-based Instruction in Foreign Language Education: Models and Methods. Washington, DC: Georgetown University Press.</p> <p>Svecova: H. (2003): Cross-Curricular Activities, Oxford: OUP.</p>		
2.12. Other (as the proposer wishes to add)			

11. Acquisition and Learning of the Croatian Language

COURSE CODE: 25232	Course Title:	ACQUISITION AND LEARNING OF THE CROATIAN LANGUAGE
Language of Instruction:	English	
ECTS points:	2	
Instructor:	Lidija Cvikić, Associate Professor	
Academic Year and Semester:	Winter	
Hours of Instruction: total/week (Lectures+Discussion Sections):	30 / 2 (1+1)	
Summary:	<p>The course is an introduction into the field of language acquisition and (foreign) language learning. Basic knowledge of the processes of language acquisition and language learning is essential to future primary school teachers in order to raise their awareness and understanding of children's language development in primary school. Special emphasis will be given to the acquisition of Croatian as first language and learning of Croatian as second language. The following topics will be covered in the course: Language - knowledge and competences; Monolingualism, bilingualism, multilingualism; Language acquisition vs. language learning; Language development in L1; Acquisition of Croatian as L1; Language development in L2; Factors of foreign language learning; Theories and approaches to second language acquisition; Croatian as second, foreign and heritage language; Learning of Croatian as L2.</p>	
Competences:	<p>Students will understand the main differences between language acquisition and language learning; as well as the differences between first, second, heritage and foreign language. They will understand the factors that influence language acquisition and language learning, the main characteristics of native vs. non-native speakers. Students will acquire the general knowledge and understanding of the theoretical concepts related to first and second language development and they will be able to apply them critically when planning their own teaching.</p>	
Methods of Instruction:	The course will consist of lectures and discussion sessions.	
Student Evaluation:	Students will actively participate in lectures and discussion seminars. Their evaluation will be based on their participation in classes, their written assignments and presentation of scientific papers on selected topics.	
Examination Method:	Written examinations. A mid-term and final exams.	
Student Requirements:	<p>Lectures and Active Participation in Discussion Sections: 30 hours</p> <p>Independent Reading and Exams: 15 hours</p> <p>Assignments and Presentation: 15 hours</p> <p>Total: 60 hours – 2 ECTS points.</p>	
Required Reading:	<p>Lightbown, P. i Spada, N. (1993) <i>How Languages Are Learned</i>, Oxford: Oxford University Press.</p> <p>Scovel, T. (1997). <i>Psycholinguistics</i>. Oxford: Oxford University Press.</p>	

	Brown, H. D. (2000) <i>Principles of Language Learning and Teaching</i> . Longman. Jelaska, Z. & Cvikić, L. (2009) Teaching of Croatian as a second language to young learners: Minority language speakers and their language competence. In: Nikolov, M. (ed.) <i>Early learning of modern foreign languages: processes and outcomes</i> . Bristol-Buffalo-Toronto: Multilingual Matters, 46-62.
Additional Reading:	In consultations with a professor.
Evaluation:	In accordance with the system of quality assurance at the University of Zagreb (student's evaluation).
Instructor's CV:	Lidija Cvikić holds a PhD in linguistics from the University of Zagreb. She works as associate professor at the Faculty for Teacher Education at the University of Zagreb where she teaches courses on the Croatian language. Her research focuses on acquisition of Croatian as a first, second and foreign language (morphology and vocabulary), teaching of Croatian as L2 and e-learning of language. She has published around 40 papers and book chapters on these topics; she edited one book and co-authored two textbooks for the Croatian Language. She is a co-author of the e-learning course of Croatian as a foreign language (HiT-1) of the University of Zagreb and Croatian Heritage Foundation. She participated in several scientific projects, numerous workshops, seminars and conferences. For two academic years Lidija Cvikić was a visiting lecturer of Croatian at the Indiana University, Bloomington, USA.
Comments:	

12. Academic Writing Course

COURSE CODE: 58067				
1. GENERAL INFORMATION				
1.1. Course teacher	Mark Davies		1.1. Year of the study	4
1.2. Name of the course	Academic Writing Course		1.2. ECTS credits	2
1.3. Associate teachers			1.3. Type of instruction (number of hours L + E + S + e-learning)	0+0+30
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.4. Expected enrolment in the course	45
1.5. Status of the course	mandatory	elective	1.5.1	1

2. COURSE DESCRIPTION	
2.1. Course objectives	<p>Understand and apply the conventions of academic writing.</p> <p>Continuously develop the skills of critical reading and evaluating academic texts.</p> <p>Understand the process and procedures in conducting research.</p> <p>Develop a style of writing appropriate with respect to the conventions and structure of an academic paper.</p> <p>Encourage the use of IT as a key source for research and writing.</p>
2.2. Enrolment requirements and/or entry competences required for the course	A minimum CEFR level of C1
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>After successfully completing the course, students will be able to:</p> <ul style="list-style-type: none"> - demonstrate awareness of the rules and conventions of academic papers to better interpret and appreciate scientific activities in the fields of education and humanities; - write an academic paper for the purpose of reporting on one's own research in the fields of education and humanities and for the purpose of successfully preparing one's own final thesis; - analyse and evaluate academic papers; - conduct research and present results using information and communication technologies.
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - identify and evaluate models of academic texts from various disciplines; - identify and define the component parts of an academic paper: abstract, introduction, main body, conclusion, list of references, footnotes, headings, titles; - apply the key skills of academic writing: paraphrasing, summarising, documenting sources, listing, connecting, generalising, exemplifying, comparing and concluding. - create, draft, edit and proofread parts of an academic text.
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Defining the academic paper 2. Developing the subject 3. Writing the thesis statement 4. Finding secondary sources and preparing the outline 5. Using secondary sources 6. Paraphrasing 7. Summarising 8. Preparing documentation 9. Writing the introduction and conclusion

	10. Writing and organising the main body 11. Functions: definitions / exemplification / classification / generalisation 12. Lexis: specialist / semi-specialist / colloquial speech								
2.6. Format of instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities	Active participation in group work Thorough preparation of texts for discussion in class Project work								
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO
	Experimental work		NO	Report		NO	Continuing portfolio	YES	
	Essay	YES		Seminar paper	YES		(other)	YES	NO
	Preliminary exam		NO	Practical work		NO	(other)	YES	NO
	Project	YES		Written exam	YES		ECTS credits (total)	2	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Sorenson, Sharon, <i>How to Write Research Papers</i> . 3rd ed. Lawrenceville, NJ: Petersons, 2002.								
	Jordan, R.R., <i>Academic Writing Course</i> . Harlow: Pearson Education Limited, 1999.								
	Gillett, Andy. (2013) <i>Using English for Academic Purposes: A Guide for Students in Higher Education</i> . Online edition < http://www.uefap.com >								
	The Publication Manual of the American Psychological Association, 7th edn, 2020.								

2.11. Optional literature	J Swales and C. Freak, <i>Academic Writing for Graduate Students: Essential Tasks and Skills</i> , 3rd edn, University of Michigan Press, 2012.
2.12. Other (as the proposer wishes to add)	

13. Advanced Writing Course

COURSE CODE: 57963				
1. GENERAL INFORMATION				
1.1. Course teacher	Mark Davies		1.1. Year of the study	3
1.2. Name of the course	Advanced Writing Course		1.2. ECTS credits	2
1.3. Associate teachers			1.3. Type of instruction (number of hours L + E + S + e-learning)	0+0+30
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.4. Expected enrolment in the course	45
1.5. Status of the course	mandatory	elective	1.5.1	1
2. COURSE DESCRIPTION				
2.1. Course objectives	(i) critically analyse and evaluate different pieces of writing, with particular attention to structure and conventions, register, and effect. (ii) develop skills to enable students to write well for different purposes and different audiences.			
2.2. Enrolment requirements and/or entry competences required for the course	CEFR level C1			
2.3. Learning outcomes at the level of the programme to	This course will enable students to: - refine written communication skills either independently or in a group; - further develop the skill to analyse and critically observe personal written work and the work of others;;			

which the course contributes	<ul style="list-style-type: none"> - create a firm foundation for the course “Academic Writing in the English Language” as an instrument for personal professional growth; - acquire the ability to transfer writing and assessment skills to pupils in primary school. 										
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - critically analyse, evaluate, and appreciate texts - demonstrate in their writing awareness of the reader - use appropriate register - differentiate between various writing conventions - generate and organise content for various purposes - write effective compositions and other high-quality texts - edit and proofread texts - use a wide and flexible range of grammar and vocabulary - acquire a high level of mechanical accuracy in writing 										
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Descriptive writing 2. Narratives and narrative essays 3. Feature articles 4. Discursive writing 5. Reviews (books, films, performances) 6. Letters and emails - applications and transactional writing 										
2.6. Format of instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:								
2.8. Student responsibilities	<p>Active participation in group work particularly in evaluating and creating texts. Students are required to submit regularly compositions. Continuous work on a portfolio which should contain notes regarding improvement of language competences (Continuing Portfolio). Quizzes</p>										
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO		
	Experimental work		NO	Report		NO	Portfolio	YES			
	Essay	YES		Seminar paper	YES		(other)				

	Preliminary exam		NO	Practical work		NO	(other)		
	Project		NO	Written exam	YES		ECTS credits (total)	2	
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media
	Virginia Evans, <i>Successful Writing: Proficiency</i> . Newbury, Express Publishing, 1998.								
	Hugh Cory, <i>Advanced Writing with English in Use</i> . Oxford, Oxford University Press, 1996.								
2.11. Optional literature									
2.12. Other (as the proposer wishes to add)									

14. Introduction to communications

COURSE CODE: 220780			
1. GENERAL INFORMATION			
1.1. Course teacher	Ana Valjak Čunko	1.2. Year of the study	3
1.3. Name of the course	Introduction to communications	1.4. ECTS credits	2 ECTS
1.5. Associate teachers		1.6. Type of instruction (number of hours L + E + S + e-learning)	15+0+15
1.7. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.8. Expected enrolment in the course	40
1.9. Status of the course	mandatory	elective	1.10. Level of application of e-learning (level 1, 2, 3),
			3

			percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
1.1. Course objectives	Understanding roles of communications and its implementations in the education system recognition of communication models coping with communication problems and conflicts implementation of quality communication methods- sending and receiving messages at all levels communication exchange in education environment			
1.2. Enrolment requirements and/or entry competences required for the course	curiosity			
1.3. Learning outcomes at the level of the programme to which the course contributes	Successful understanding of all communication models Utilization of communication models in educational institutions			
1.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	understanding the history of communications understanding of communication models utilization of communication model sin educational institutions successful implementation of communication and pedagogy solving conflicts among children successfully using communication skills and negotiation skills with parents and other publics utilization of internal communication in educational institutions			
1.5. Course content (syllabus)	communication basics history of communications communication models levels of communication communication styles sending and receiving messages communication barriers listening skills prejudice and discrimination verbal communication nonverbal communication internal and external publics			

	managing stressful situations and conflicts media communications									
1.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work					<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			1.7. Comments:	
1.8. Student responsibilities	participating in class giving feedback to the professor and keeping open communication using prescribed literature e-learning									
1.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)			
1.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	P. Ekman (2009), Telling lies, New York, W.W.Norton & company									
	L. Costigan Lederman (1992), Communicationh pedagogy, New Jersey, Ablex publishing corporation									
	A. Kappas and N. C. Kramer (2011),Face-to-face communication over the Internet, Cambridge, Cambridge University press									
	H. Weeks (2008) Failure to communicate, Boston, Harvard business press									
	H. Gardner (2004) Changing minds, Boston, Harvard business press									

	A.Silverblatt (2001) Media literacy, Praeger, Westport, Connecticut London		
2.11. Optional literature	T.Meyer, I. Hinchman (2002) Media democracy, MPG Books, London Racism and cultural diversity in the mass media, (2008), European Monitoring Center on Racism AND xenophobia, Vienna W. Ury (2007) Getting past no, Bantam Books P.Ekman (2007) Emotions revealed, New York, W.W.Norton & company P.Collins (2011) Negotiate to win, New York, Stearling		
1.11. Other (as the proposer wishes to add)	Class materials, forums and other information will be available online through 2co2 program Consultations are available in office no. 28		

15. Croatian History and Culture in European Perspective

COURSE CODE: 220779				
1. GENERAL INFORMATION				
1.1. Course teacher	Marijana Kardum, PhD		1.2. Year of the study	1-5
1.3. Name of the course	Croatian History and Culture In European Perspective		1.4. ECTS credits	2
1.5. Associate teachers	Marijana Kardum		1.6. Type of instruction (number of hours L + E + S + e-learning)	15-0-15
1.7. Study programme (undergraduate, graduate, integrated)	Undergraduate, Graduate, Integrated		1.8. Expected enrolment in the course	2-5
1.9. Status of the course	mandatory	x elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				

1.1. Course objectives	The aim of this course is to introduce students to the general history of Croatia's space, its people and its state in continuity since the antiquity to the end of 20th century. This course aims to equip the future teachers and other educators with deep understanding of complex and intertwined relationships and phenomena that existed within Croatia's historical space, people and the state, as well as its interactions with the neighboring countries, states, and state formations that inhabitants of this land met during its history that lasted over 2000 years. This is a course that explains Croatian history in a complex, interdisciplinary and transnational perspective.		
1.2. Enrolment requirements and/or entry competences required for the course	No preconditions		
1.3. Learning outcomes at the level of the programme to which the course contributes	Critical thinking in humanities Integraton of specific knowledge into the student-s development Recognition of the intercultural development		
1.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: Describe different phases of development of Croatia since antiquity to the present day. Compare different historical, societal, political and ideological processes and phenomena of development of Croatia, its state, space and people. Students will evaluate the ways in which the basic concepts of historial discipline are discussed and used. They will be able to make their own conclusions, and communicate their knowledge in the field of humanities and history. Also to evaluate primary and secondary sources, as well as literature on historical research. Create their own research paper, on the basis of thier work on historical phenomena and processes..		
1.5. Course content (syllabus)	Topics of lectures and seminars relate to historical development of Croatian space, since the pre-historic times to the present. It will discuss the arrival of Croats to the region, development of the first Croatian state , the impact of Christianity on the Slavic mythology and culture of the Middle Ages, infulences of the Ottoman conquest, the Venitian Dalmatia, the Habsburg Monarchy, development of national ideologies, Enlightenment, Croatian National revival and the revolution of 1848. The political development of the 19th and 20th centuries, the establishment of the Kingdom of Yugoslavia, World Wars, fascism and communism, and the war of Croatian Independence.		
1.6. Format of instruction:	lectures seminars and workshops exercises online in entirety	independent assignments multimedia and the internet laboratory work with mentor	1.7. Comments:

	partial e-learning field work	(other)							
1.8. Student responsibilities	Lectures and seminars are mandatory. Students are required to present their research in seminar. It is necessary to read the proposed literature as well as some sources and analyse them in classroom. There are two written exams during the course.								
1.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
1.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Marcus Tanner, Croatia: A Nation Forged in War, Yale UP						1		
	Ivo Banac, The National Question in Yugoslavia, Cornell UP						2		
	Mark Mazower, The Balkans: A Short History, Modern Library						3		
	Robin Harris, Dubrovnik: A history, Saqi Books						2		
	Robin Harris, Croatia – A History – From Revolution to Independence, Školska knjiga						1		
2.11. Optional literature									
1.11. Other (as the proposer wishes to add)									

16. Introduction to ELT Methodology

COURSE CODE: 57979			
1. GENERAL INFORMATION			
1.1. Course teacher	Alenka Mikulec, PhD	1.2. Year of the study	3
1.3. Name of the course	Introduction to ELT Methodology	1.4. ECTS credits	4

1.5. Associate teachers		1.6. Type of instruction (number of hours L + E + S + e-learning)	30 + 0 + 30
1.7. Study programme (undergraduate, graduate, integrated)	integrated	1.8. Expected enrolment in the course	50
1.9. Status of the course	mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	level 3
2. COURSE DESCRIPTION			
1.1. Course objectives	<p>To enable students to acquire theoretical knowledge related to the theory of FLT and EFL teaching methodology, and to gain insight into recent developments in the field of psychology, neuroscience and EFL teaching methodology, which they will be able to apply in teaching.</p> <p>To introduce students to different didactic and teaching methodology orientations in FLT and their foundation in linguistics and learning theory.</p> <p>To introduce students to bilingualism and contemporary findings related to L1, L2 and FL learning and acquisition.</p>		
1.2. Enrolment requirements and/or entry competences required for the course			
1.3. Learning outcomes at the level of the programme to which the course contributes	<p>Upon completing the course students will:</p> <ul style="list-style-type: none"> - IU89 be able to use the English language at C1 level (according to the CEFR) - IU90 critically evaluate various linguistic and psycholinguistic theoretical foundations to language learning and processing - IU97 implement theoretical principles of assessment and self-assessment in providing encouraging feedback to students, with the aim of developing their awareness of progress in EFL learning and acquisition - IU99 create a context for various forms of cross-curricular integration and integrate the teaching content of primary education subjects with English language instruction - IU6 critically reflect on the teaching process in accordance with the ethical standards of the profession - IU9 apply teamwork skills - IU17 critically evaluate one's own professional development and lifelong learning 		

1.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to</p> <ul style="list-style-type: none"> -critically evaluate and apply different theoretical approaches and methods for teaching English as a foreign language (EFL) -synthesize previously acquired relevant knowledge and apply it in teaching EFL -connect knowledge about first language acquisition and acquisition/learning of EFL - explain and compare factors that influence the learning and acquisition of a foreign language - explain the importance of lesson planning -critically evaluate classroom management methods and types of classroom interaction - Illustrate the theoretical principles of self-assessment 		
1.5. Course content (syllabus)	<ol style="list-style-type: none"> 1 Theory of language teaching and glottodidactics; popular beliefs about language learning 2 Theoretical basis (Saussure, Jakobson, Bloomfield, Sapir, Chomsky) 3 Historical overview of FLL methods and their characteristics; humanistic methods 4 FL teaching methods and young learners; TPR 5 Contemporary language acquisition theories (Piaget, Lenneberg, Bruner, Vygotsky); FLL theories 6 Mother tongue and FL and L2 acquisition/learning, language acquisition strategies, bilingualism 7 Factors affecting language learning –age, advantages of early FLL 8 Learning styles and learning strategies, CEFR, language portfolio 9 Metacognition and FL learning, multiple intelligences theory and emotional intelligence 10 Motivation and language anxiety in FL learning and teaching 11 Communicative competence as the goal of FL learning 12 Lesson planning and classroom management; individual, pair and group work; team teaching 13 Reflective FL teaching 14 Developing creative and critical thinking 15 Digital technologies in teaching EFL 		
1.6. Format of instruction:	lectures	independent assignments	1.7. Comments:

	seminars and workshops exercises partial e-learning	multimedia and the internet work with mentor of- fice hours (other)				
1.8. Student responsibilities	Regular class attendance and active participation – 60 hours Preparing for classes – reading selected chapters from recommended reading, independent learning and preparing for the exam – 30 hours Seminar paper – 21 hours Preparing and presenting the selected seminar topic – 9 hours					
1.9. Monitoring student work	Class attendance	YES	Research	NO	Oral exam	YES
	Experimental work		Report	YES	(other)	
	Essay		Seminar paper	YES	(other)	
	Preliminary exam		Practical work	NO	(other)	
	Project		Written exam	NO	ECTS credits (total)	4
1.10. Required literature (available in the library and/or via other media)	Title				Number of copies in the library	Availability via other media
	Byram, M. & Hu, A. (Ed.). (2000, 2004, 2013). Routledge Encyclopedia of Language Teaching and Learning. New York: Routledge (odabrana poglavlja).					
	Curtis, A. (2017). Methods and Methodologies for Language Teaching. London: Palgrave					
	Crystal, D. (2010). The Cambridge Encyclopedia of Language (3rd ed.). Cambridge: CUP (odabrana poglavlja).					
	Ellis, R. (1997). Second Language Acquisition. Oxford: OUP. (Odabrana poglavlja)					
	Harmer, J. (2015). (5th ed.): The Practice of English Language Teaching. Harlow: Pearson.(odabrana poglavlja)					
	Lightbown, P & Spada, N. (2006). (3rd ed.). How Languages are Learned. OUP.(odabrana poglavlja)					
	Ur, P. (1996). A Course in Language Teaching: Practice and theory. Cambridge: CUP:(Odabrana poglavlja)					
2.11. Optional literature						

	<p>Berger, J. (2016). <i>30 Games for Social Change: Critical Thinking for ESL/EFL Classes</i>. Wayzgoose Press.</p> <p>Bland, J. (Ed.) (2015). <i>Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds</i>. Bloomsbury Academic.</p> <p>Cohen, A. D. (2011). <i>Strategies in Learning and Using a Second Language</i>. Pearson Education.</p> <p>Cummins, J., & Davison, Ch. (2007). <i>International Handbook of English Language Teaching</i>. Springer.</p> <p>Dong, G. & Hulin, R. (2013). The Role of Age in Second Language Acquisition – A Psychological Perspective. <i>British Journal of English Linguistics</i>, Volume 1(1), 1-6.</p> <p>Dörnyei, Z. , (2005). <i>The Psychology of the Language Learner: Individual Differences in Second Language Acquisition</i>. Oxford: Routledge. Oxford.</p> <p>Fisher, R. (2005). <i>Teaching Children to Think</i>. London: Nelson Thornes.(2.izd.)</p> <p>Gardner, H. (1983). <i>Frames of Mind: The theory of multiple intelligences</i>. New York: Basic Books.</p> <p>Gardner, H. (1993). <i>Multiple Intelligences: The theory in practice</i>. New York: Basic Books</p> <p>Garton, S. & Copland, F. (Eds.). (2019). <i>The Routledge Handbook of Teaching English to Young Learners</i>. London and New York: Routledge.</p> <p>Grosjean, F. (2010). <i>Bilingual: Life and Reality</i>. Cambridge, Mass: Harvard University Press.</p> <p>Mihaljević Djigunović, J. (2002): <i>Strah od stranog jezika: kako nastaje, kako se očituje kako ga se osloboditi</i>. Zagreb: Naklada Ljevak.</p> <p>Oxford, R. L. (1990): <i>Language Learning Strategies: What Every Teacher Should Know</i>. New York: Newbury House Publishers.</p> <p>Prebeg Vilke, M. (1991). <i>Vaše dijete i jezik: materinski, drugi i strani jezik</i>. Zagreb: Školska knjiga.</p> <p>Richards, J.C. (2006). <i>Communicative Language Teaching Today</i>. Cambridge: Cambridge University Press.</p> <p>Richards, J.C. and C. Lockhart (1999). <i>Reflective Teaching in Second Language Classrooms</i>. Cambridge: CUP.</p> <p>Savignon, S. J. (2018). <i>Communicative competence</i>. <i>The TESOL Encyclopedia of English Language Teaching</i>, 1-7.</p> <p>Williams, M. & R. L. Burden (1997). <i>Psychology for Language Teachers</i>. Cambridge: CUP.</p>
<p>1.11. Other (as the proposer wishes to add)</p>	<p>Classes are taught in English and students are required to have at least language level B2 according to The Common European Framework of Reference for Languages (CEFR).</p>

17. Literature in Teaching English

COURSE CODE: 58086				
1. GENERAL INFORMATION				
1.1. Course teacher	Ivana Milković, PhD		1.2. Year of the study	5
1.3. Name of the course	Literature in Teaching English		1.4. ECTS credits	2
1.5. Associate teachers			1.6. Type of instruction (number of hours L + E + S + e-learning)	15+0+9+6
1.7. Study programme (undergraduate, graduate, integrated)	integrated		1.8. Expected enrolment in the course	50
1.9. Status of the course	mandatory	elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2, 20%
2. COURSE DESCRIPTION				
1.1. Course objectives	Get students acquainted with the place and role of literature in teaching a foreign language, and with the role of authentic original literary works in teaching English, especially in primary education. Educate students to be able to choose appropriate literary texts, incorporate those texts in their teaching practice and autonomously design and create additional teaching materials based on literature. Prepare students for using secondary sources and for applying thus acquired knowledge in their teaching practice and for summarizing relevant information collected from secondary sources in writing.			
1.2. Enrolment requirements and/or entry competences required for the course	The exams of the courses Children's Literature in English and Picturebooks in English. Exchange students: Language level B2 according to <i>The Common European Framework of Reference for Languages (CEFR)</i> .			

<p>1.3. Learning outcomes at the level of the programme to which the course contributes</p>	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - apply their knowledge about the structure of the communicative linguistic competence as well as their knowledge about literature, children’s literature and picturebook from the English-speaking world in teaching practice, with the purpose to develop linguistic and language-related skills in pupils in accordance with contemporary principles of teaching English to primary learners (grades 1-8); - develop the pupils’ awareness about the presence of the English language and of Anglophone cultures in their own contexts, as well as positive attitudes towards learning other languages; - autonomously create, organise and carry out educational activities connected with works of children’s literature and picturebooks of the English-speaking world in order to develop various competences in pupils of school age; - evaluate their own professional activities, learners’ development and their advancement in acquiring elements of communicative linguistic competence related to using children’s literature and picturebook in teaching English; - demonstrate openness towards different modes of creative expression, as well as flexibility and empathy; - understand the importance of permanent education and professional advancement for a continuous, competent and active participation in primary education (grades 1-8); - improve personal skills of team work and the acceptance of differences in research, social and working contexts.
<p>1.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - understand the place and importance of original authentic literary works in teaching English, especially in primary education (grades 1-8); - determine criteria for selection of appropriate literary texts, autonomously choose them and incorporate them into classes in the way which corresponds specific educational situations, literary works, and pupils; - create appropriate teaching materials to accompany different literary works and design tasks for pupils in accordance with specific educational goals; - develop their pupils’ literary competence in English, as well as their intercultural competences; - write a short overview of secondary sources on a selected topic.
<p>1.5. Course content (syllabus)</p>	<p>E-learning: webinar and other - 6 classes Lectures and accompanying seminars (1L and 1S for each topic, unless stated differently):</p> <ol style="list-style-type: none"> 1. Introduction: Literature in Teaching EFL - 2L 2. Rhymes, Chants, Songs in EFL 3. Literature, literacy, readers and reading schemes - 2L 4. Poetry in EFL and cross-curricular projects - 2L 5. Stories - cultural aspects 6. Dramatizing stories - 2L 7. Drama workshop - 2S 8. Picturebooks in EFL 9. Mediating picturebooks

	10. Storytelling 11. Autonomous reader 12. Developing teaching materials									
1.6. Format of instruction:	lectures seminars and workshops exercises online in entirety partial e-learning field work			independent assignments multimedia and the internet laboratory work with mentor Team project			1.7. Comments:			
1.8. Student responsibilities	Regular attendance and active participation; individual and team projects, practical task, reading diary: portfolio autonomous preparation for the exam.									
1.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam	YES		
	Experimental work		NO	Report		NO	Practical training	YES		
	Essay		NO	Seminar paper		NO	Portfolio	YES		
	Preliminary exam		NO	Practical work	YES		(other)	YES	NO	
	Project	YES		Written exam	YES		ECTS credits (total)	2		
1.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Janice Bland, ed. 2015. Teaching English to Young Learners: Critical Issues in Language Teaching with 3-13 Year Olds. London etc.: Bloomsbury. Selected chapters.							YES		
	Barone, Diana M. (2011). Children's Literature in the Classroom. New York: Guilford Press. Selected chapters.							YES		
	Carter, Ronald & Long, M. N. (1991). Why Literature? In Teaching Literature. London: Longman, pp. 1-11.						3			
	Jemersić, J., Davies, M & Davies, R., eds. (2000). Have fun learning English. Zagreb: The British Council						3			
	McRae, John. (1996). Representational Language Learning: from language awareness to text awareness. In R. Carter & J. McRae, eds., 16-40. Language, Literature and the Learner: Creative Classroom Practice. London: Longman						2			
	Vrhovac, Y. et al. (eds). (2019). Izazovi učenja stranoga jezika u osnovnoj školi. Zagreb: Ljevak.						5			

2.11. Optional literature	<p>Narančić Kovač, Smiljana. (1999). Dječja književnost u nastavi stranog jezika. In Strani jezik u osnovnoj školi, Y. Vrhovac et al, eds., 257-272. Zagreb: Naprijed.</p> <p>Narančić Kovač, Smiljana. (2007). Spona jezika i kultura: kako uklopiti književnost u nastavu engleskoga jezika. In Dijete i jezik danas: Zavičajnost u nastavi hrvatskog jezika; interkulturalnost u nastavi stranih jezika, Blažeka, Đ., ed., 173-160. Čakovec-Osijek: Učiteljski fakultet Sveučilišta u Zagrebu – Središte u Čakovcu, Učiteljski fakultet u Osijeku.</p> <p>Narančić Kovač, Smiljana i Ivana Milković. (2015). „Associating Temporal Meanings with Past and Present Verb Forms“. In: Mihaljević Djigunović, J. i Medved Krajinović, M. (eds.): Early Learning and Teaching of English: New Dynamics of Primary English, 110-148. Bristol, Buffalo, Toronto: Multilingual Matters.</p> <p>Sinclair, Barbara. (1996). Learner Autonomy and Literature Teaching. In Language, Literature and the Learner: Creative Classroom Practice. R. Carter & J. McRae, eds., 138-150. London: Longman.</p> <p>Andraka, Marija & Narančić Kovač, Smiljana. (1999). Izvorni književni tekst u ranome učenju engleskoga jezika. Zbornik radova Učiteljske akademije 1(1), 201-211.</p> <p>Collie, J. & Slater, S. (1987). Literature in the Language Classroom. Cambridge: Cambridge University Press.</p> <p>Gower, R. & Pearson, M. (1986). Reading Literature. London: Longman.</p> <p>Lauš, Ivana & Narančić Kovač, Smiljana. (2008). Razumijevanje priče i diskursa u narativnoj slikovnici na engleskom kao stranom jeziku. In Rano učenje hrvatskoga jezika 2, Pavličević-Franić, Dunja & Bežen, Ante, eds., 99-113. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu; ECNSI.</p> <p>Narančić Kovač, Smiljana. (2007). Literacy in English as a Foreign Language: Reading Readers vs. Reading Literature. In Literacy without Boundaries: Proc. 14th European Conference on Reading, Shiel et al., eds., 62- 66. Osijek: Croatian Reading Association .</p> <p>Narančić Kovač, Smiljana & Lauš, Ivana. (2008). Samostalno čitanje i razumijevanje priče na engleskom kao stranom jeziku. U Rano učenje hrvatskoga jezika, Bežen, Ante & Pavličević-Franić, Dunja, eds., 110-125. Zagreb : ECNSI; Učiteljski fakultet Sveučilišta u Zagrebu.</p> <p>Zalar, D. (2002). Poezija u zrcalu nastave – igre stihom i jezikom u susretima s djecom. Zagreb: Mozaik knjiga. Etc.</p>
1.11. Other (as the proposer wishes to add)	

18. Children's Literature in English

COURSE CODE: 57978			
1. GENERAL INFORMATION			
1.1. Course teacher	Ivana Milković, PhD	1.2. Year of the study programme	3
1.3. Name of the course	Children's Literature in English	1.4. Credits (ECTS)	5

1.5. Associate teachers		1.6. Type of instruction (number of hours L + S + E + e-learning)	42+0+24+9
1.7. Study programme (undergraduate, graduate, integrated)	integrated	1.8. Expected enrolment in the course	50
1.9. Status of the course	compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2; 12%
2. COURSE DESCRIPTION			
1.1. Course objectives	Get students acquainted with the development of children's literature and young adult literature in English, its contexts and specific features. Explain the application of basic methodology of literary criticism in the field of children's literature and guide students in performing basic analytical procedures. Demonstrate and explain genres of children's literature in English, typical techniques and ways of literary communication, with a special emphasis on child readers. Consider the place and role of children's literature in English in a wider cultural context, and its connections with similar literary system and with other media. Encourage the development of the awareness of the multimodality of children's literature. Consider the criteria of evaluation of literary works for children from the English-speaking world, and the possibilities of the reception of Anglophone children's literature in English as a foreign language.		
1.2. Course enrolment requirements and entry competences required for the course	The exam of the course Introduction to English Literature. Exchange students: Language level B2 according to <i>The Common European Framework of Reference for Languages (CEFR)</i> .		
1.3. Learning outcomes at the level of the programme to which the course contributes	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - gain and apply theoretical and practical knowledge in the field of children's literature, as a prerequisite of an autonomous teaching of English in primary school (grades 1-8); - apply basic procedures of the research methodology of literary scholarship in the study of children's literature as an important constituent of the curriculum; - understand the importance of permanent education and professional advancement for a continuous, competent and active participation in primary education (grades 1-8); - broaden the sensibility for understanding the value of one's own and other cultures and for the values of intercultural dialogue; - improve personal critical and self-critical skills and the aptitude to solve problems; - improve personal skills of team work and the acceptance of differences in research, social and working contexts. 		

<p>1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - explain the historical development of children’s literature and young adult literature in English and understand circumstances which influenced it; - browse traditional and electronic resources to collect data and gain new knowledge about children’s literature in English; - understand fundamental research problems and controversies involved in the field of children’s literature studies; - apply basic analytical procedures of literary scholarship in interpreting children’s literature of the English-speaking world, especially with regard to the child reader; - recognize and give an account of thematic and formal elements of the main genres of children’s literature in English; - recognize and explain common literary techniques found in children’s literature of the English-speaking world (nonsense, intertextuality, subversiveness, etc.) and apply obtained knowledge in the analysis of different literary and non-literary texts; - compare and classify individual works and compare the main features of Croatian and English children’s literature; - understand complex interrelationships of children’s literature and other literary systems, such as popular literature, oral literature, non-fiction, didactic literature etc., in the English-speaking world; - describe the immanent multimodality of children’s literature and recognize its connections with similar systems in a wider cultural context (comics, picturebook, film, etc.); - develop fundamental criteria for an evaluation of literary texts for children and young adults of the English-speaking world, especially in the context of its reception in English as a foreign language.
<p>1.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>E-learning (browsing electronic resources, multimedia, portfolio etc.): 9 classes Lectures (3 classes per topic):</p> <ol style="list-style-type: none"> 1. Introduction; early texts, literature and literacy, pious authors and skilful publishers 2. Moral tales; poems and pictures; nursery rhymes, nonsense and Lear 3. Children's literature and related literary systems: folk tales and fairy tales, popular (genre) fiction 4. Fantasy: Kingsley and Carroll 7.Theoretical approaches to children's literature - issues 8. Victorian novelists and Victorian book illustrators 9. Good boys, bad boys and censorship 10. British tales and American tales - the collectors of traditional literature, the intertextuality of children's literature 11. Illustrated books and picturebooks - multimodality of children's literature 12. Fairies in poetry and fiction 13. Animal fantasy and toys as characters 14. Fantasy and high fantasy 15 New perspectives: from Dahl to Rowling and beyond <p>Seminars: 21 classes:</p>

	Discussion of issues related to specific texts, demonstrating various theoretical and methodological approaches and analytical procedures appropriate for the study of individual works of children's literature with respect to: author, work as a whole, genre, content issues, structure, plot, settings, characters, narration, language, multimodality and reader.					
1.6. Format of instruction:	x lectures x seminars and workshops exercises on line in entirety x partial e-learning field work		x independent assignments x multimedia and the internet laboratory work with mentor (other)		1.7. Comments:	
1.8. Student responsibilities	Regular class attendance, active participation, seminar paper, individual and team projects, homework, reading set texts, a reading diary - portfolio of the course; autonomous learning and the preparation for the exam					
1.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2,5	Research		Practical training	
	Experimental work		Report		Portfolio (other)	1,33
	Essay		Seminar essay	0,17	(other)	
	Tests		Oral exam	0,17	(other)	
	Written exam	0,5	Project	0,33	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Regular class attendance and active participation; seminar paper and projects; portfolio; written and oral exam.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Nikolajeva, M. (2005). Aesthetic Approaches to Children's Literature: An Introduction. Lanham, Maryland etc.: The Scarecrow Press.					
	Glazer, J.I. (1997) Introduction to Children's Literature. (2nd edition) Upper Saddle River, NJ: Pearson Education, Prentice Hall, Inc. Odabrana poglavlja; ili Russell, D. L. (2009) Literature for Children: A Short Introduction (6. izd). Boston etc.: Pearson A and B.					
	ownsend, J.R. (1995) Written for Children: An Outline of English-Language Children's Literature. (6th edition) London: The Bodley Head. ili: (1996 - 6th American edition) Lanham, Md.: The Scarecrow Press.- Parts 1,2&3.					
	Thacker, D. C., & Webb, J. (2002). Introducing Children's Literature: From Romanticism to Postmodernism. London and New York: Routledge. Odabrana poglavlja.					Google Books

	O'Sullivan, E. (2005). <i>Comparative Children's Literature</i> . London and New York: Routledge. Odabrana poglavlja.		Google Books
	Hunt, P. , ed. (1999) <i>Understanding children's literature: key essays from the International Companion Encyclopedia of Children's Literature</i> . London and New York: Routledge. Odabrana poglavlja. Izbor izvornih djela dječje književnosti na engleskom jeziku.		Google Books
1.10. Optional literature (at the time of submission of study programme proposal)	<p>Carpenter, H. & Prichard, M. (1984) <i>The Oxford Companion to Children's Literature</i>. Oxford: Oxford University Press.</p> <p>Hunt, P. (1991) <i>Criticism, Theory and Children's Literature</i>. London: Blackwell.</p> <p>Hunt, P. (1995) <i>Children's Literature: An Illustrated History</i>. Oxford: OUP.</p> <p>Hunt, P. i Ray, Sh., eds. (1996/2004) <i>International Companion Encyclopaedia of Children's Literature</i>. London and New York: Routledge.</p> <p>Lurie, A. (1990) <i>Don't Tell the Grown-Ups: The Subversive Power of Children's Literature</i>. Boston etc.: Little, Brown and Company.</p> <p>Majhut, B. (2005) <i>Pustolov, siročić i dječja družba : hrvatski dječji roman do 1945</i>. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta Sveučilišta u Zagrebu.</p> <p>Nikolajeva, M. (1996). <i>Children's Literature Comes of Age: Toward a New Aesthetic</i>. New York and London: Garland Publishing, Inc.</p> <p>Nodelman, P. (1996) <i>The Pleasures of Children's Literature</i>. (2nd edition) New York: Longman. Silvey, A., ed. (1995) <i>Children's Books and Their Creators</i>. Boston: Houghton Mifflin.</p> <p>Opie, I.&P.(1973) <i>The Oxford Book of Children's Verse</i>. Oxford: OUP. Izbor.</p> <p>Rackham, A. (1985) <i>Mother Goose Nursery Rhymes</i>. London: Chancellor Press;ili neka druga zbirka engleskih malešnica.</p> <p>Sage, Alison (1998) <i>The Hutchinson Treasury of Children's Poetry</i>. London: Hutchinson Children's Books. Izbor.</p> <p>Tucker, N. (1990) <i>The Child and the Book: A Psychological and Literary Exploration</i>. Cambridge: Cambridge University Press.</p>		
1.11. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades.		
1.12. Other (as the proposer wishes to add)	The language of the course is English.		

19. Picturebooks in English

COURSE CODE: 58070			
1. GENERAL INFORMATION			
1.1. Course teacher	Nikola Novaković, PhD	1.2. Year of the study programme	4
1.3. Name of the course	Picturebooks in English	1.4. Credits (ECTS)	2
1.5. Associate teachers		1.6. Type of instruction (number of hours L + S + E + e-learning)	15+9+0+6
1.7. Study programme (undergraduate, graduate, integrated)	integrated	1.8. Expected enrolment in the course	50
1.9. Status of the course	compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2; 20%
2. COURSE DESCRIPTION			
1.1. Course objectives	Get students acquainted with the theoretical aspects of picturebook as a narrative and non-narrative text, especially with regard to the complex relationship of its verbal and visual components and in readership issues. Describe the development and demonstrate the variety of picturebooks in the English-speaking world, with an emphasis on contemporary picturebooks. Discuss the basic criteria of the evaluation of picturebook, especially considering the possibility of using picturebooks in teaching and learning English as a foreign language.		
1.2. Course enrolment requirements and entry competences required for the course	Exchange students: Language level B2 according to <i>The Common European Framework of Reference for Languages (CEFR)</i> .		
1.3. Learning outcomes at the level of the programme to which the course contributes	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - gain and apply theoretical and practical knowledge about the picturebook as a multimodal medium and as a specific way of creative expression in evaluating individual works appropriate for teaching English in primary school (grades 1-8); - widen their openness towards different ways of creative expression, flexibility and empathy; - understand the importance of permanent education and professional advancement for a continuous, competent and active participation in primary education (grades 1-8); - broaden the sensibility for understanding the value of one's own and other cultures and for the values of intercultural dialogue; - improve personal critical and self-critical skills and the aptitude to solve problems; - improve personal skills of team work and the acceptance of differences in research, social and working contexts. 		

1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - explain the historical development and diversity of picturebooks in the English-speaking world with an emphasis on narrative picturebook; - distinguish among and compare different kinds of picturebooks and their characteristics; - understand the theoretical aspects of defining picturebook, the complex relationship of its verbal and visual components as well as other constitutive characteristics of picturebook as a multimodal artefact, including the specific readership; - explain and correctly apply descriptive terminology in the area of picturebook scholarship; - apply obtained knowledge and their own interpretive and analytical skills to evaluate individual picturebooks; - explain the potential of picturebooks in teaching and learning English as a foreign language. 					
1.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>E-learning: webinar and other forms - 6 classes. Lectures and accompanying seminars (1L and 1S for each topic, unless it is stated differently):</p> <ol style="list-style-type: none"> 1. Introduction: defining picturebook - 2L 2. Kinds of picturebooks 3. Readership issues 4. Picturebook design 5. A historical overview - British picturebooks - 2L 6. A historical overview - American picturebooks -2L 7. Pictorial grammar and codes and wordless picturebooks 8. Genre relations and media relations 9. Picturebook as a narrative 10. Intertextuality and intervisuality 11. Metafiction 12. Postmodernism, radical change, hypertext 					
1.1. Format of instruction:	x lectures x seminars and workshops exercises on line in entirety x partial e-learning field work	x independent assignments x multimedia and the internet laboratory work with mentor (other)	1.2. Comments:			
1.3. Student responsibilities	Regular class attendance and active participation, analysing picturebooks (individualized tasks), presentation (research results), reading diary - portfolio, individual reading, preparation for quizzes and for the oral exam.					
1.4. Screening student work (name the proportion of	Class attendance	1	Research	0,2	Practical training	
	Experimental work		Report	0,2	Portfolio (other)	0,26

ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(other)	
	Tests	0,17	Oral exam	0,17	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Regular attendance and active participation; tasks and projects focused on individualized research; presentation on the research results: portfolio - notes from primary and secondary sources; quizzes (tests); oral exam					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Dresang, E. T. (2008). Radical change theory, postmodernism and contemporary picturebooks. In L. R. Sipe, & S. Pantaleo (Eds.), Postmodern Picturebooks: Play, Parody, and Self-Referentiality (pp. 41-54). New York and London: Routledge.				Internet	
	Narančić Kovač, S. 2015. Jedna priča - dva pripovjedača: slikovnica kao pripovijed. Zagreb: ArTresor naklada. / A summary in English (in the book).			10		
	Lewis, D. (2001). Reading Contemporary Picturebooks: Picturing Text. London and New York: Routledge/Falmer. Odabrana poglavlja.				Google Books	
	Sipe, L. R. (1998). How picture books work: A semiotically framed theory of text-picture relationships. Children's Literature in Education, 29 (2), 97-108.				Internet	
	Sipe, L.R. & S. Pantaleo (Eds.), Postmodern Picturebooks: Play, Parody, and Self-Referentiality (pp. 41-54). New York and London: Routledge. Odabrana poglavlja.				Google Books	
	An individually assigned article or a chapter from a book.					
1.5. Optional literature (at the time of submission of study programme proposal)	<p>Arizpe, E. & M.Styles (2003) Children Reading Pictures: Interpreting Visual Texts. London, New York: Routledge.</p> <p>Beckett, S. 2013. Crossover Picturebooks: A genre for All Ages. London, New York: Routledge.</p> <p>Doonan, Jane.1993. Looking at Pictures in Picture Books. Stroud: Thimble Press.</p> <p>Doonan, J. (1997) The Modern Picture Book. In: Hunt, P., ed. International Companion Encyclopaedia of Children's Literature. London and New York: Routledge, pp. 231-241.</p> <p>Evans, Janet (ed) (1998) What's in the Picture? Responding to Illustrations in Picture Books. London: Paul Chapman Publishing Ltd., 1998. Odabrana poglavlja. New Directions in Picturebook Research. New York and London: Routledge.</p> <p>Hunt, P., ed. (1996/2004) International Companion Encyclopaedia of Children's Literature. London and New York: Routledge. Odabrana poglavlja..</p> <p>Kümmerling-Meibauer, B., ur. 2018. The Routledge Companion to Picturebooks. London i New York: Routledge.</p>					

	<p>Kümmerling-Meibauer, B. ur. 2011. Emergent Literacy: Children's books from 0 to 3. Amsterdam: John Benjamins Publishing Company.</p> <p>Kümmerling-Meibauer, B. et al., ur. 2012. New Directions in Picturebook Research.</p> <p>Matulka, D. I. (2008). A Picture Book Primer: Understanding and using picture books. Westport, Conn. & London: Libraries Unlimited. Također: Picturing Books: A Web Site About Picture Books. <http://picturingbooks.com/>.</p> <p>Meek, Margaret (1988) How Texts Teach What Readers Learn. Lockwood: Thimble Press.</p> <p>Nikolajeva, M and Scott, C. (2001) How Picturebooks Work. New York and London: Garland Publishing.</p> <p>Nodelman, P. (1988) Words About Pictures: The Narrative Art of Children's Picture Books. Athens and London: University of Georgia Press.</p> <p>Nodelman, P. (1996) Picture Books. In: The Pleasures of Children's Literature. New York: Longman, pp. 215-244.</p> <p>Nodelman, P. (1997) Illustration and Picture Books. In: Hunt, P., ed. International Companion Encyclopaedia of Children's Literature. London and New York: Routledge, pp.113-124.</p> <p>Schwarcz, Joseph (1982) Ways of the Illustrator: Visual Communication in Children's Literature. Chicago: American Library Association.</p> <p>Spitz, Ellen Handler (1999) Inside Picture Books. New Haven & London: Yale University Press.</p>
1.6. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades.
1.7. Other (as the proposer wishes to add)	The language of the course is English.

20. Selected Passages in English

COURSE CODE: 57977			
1. GENERAL INFORMATION			
1.1. Course teacher	Nikola Novaković, PhD	1.2. Year of the study programme	3
1.3. Name of the course	Selected Passages in English	1.4. Credits (ECTS)	2
1.5. Associate teachers		1.6. Type of instruction (number of hours L + S + E + e-learning)	15+12+0+3
1.7. Study programme (undergraduate, graduate, integrated)	integrated	1.8. Expected enrolment in the course	50

1.9. Status of the course	compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2; 10%
2. COURSE DESCRIPTION			
1.1. Course objectives	Offer students insight into periods of English and American literature in a wider cultural and historical contexts, and acquaint them with some of canonical literary works in English, which also constitute part of the cultural heritage of educated speakers of English: interpretation and discussion. Establish basic diachronic and synchronic parallels among British, American and Croatian literatures and their historical and cultural contexts. Encourage active and creative reception of literature. Exemplify and illustrate the relations of literature and other forms of artistic expression, such as film adaptations, musical etc.		
1.2. Course enrolment requirements and entry competences required for the course	The exam of the course Introduction to English Literature completed. Exchange students: Language level B2 according to <i>The Common European Framework of Reference for Languages (CEFR)</i> .		
1.3. Learning outcomes at the level of the programme to which the course contributes	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - obtain and apply theoretical and practical knowledge in the field of Anglophone literatures and understand their role in their own permanent education and professional advancement in order to competently and continuously participate in the educational process; - understand and recognize the presence of the English language and of Anglophone literatures in their own surroundings and their contacts with the Croatian language and culture; - develop the awareness about cultural and linguistic contexts in which they perform their professional activities; - apply basic procedures of the literary research methodology in the field of children's literature as an important element of the study programme; - broaden the sensibility for understanding the value of one's own and other cultures and for the values of intercultural dialogue; - improve personal critical and self-critical skills and the aptitude to solve problems; - improve personal skills of team work and the acceptance of differences in research, social and working contexts. 		
1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - distinguish among, explain and exemplify specific periods of the literatures of the English-speaking world; - apply a creative and interdisciplinary approach in the analysis and interpretation of literary works and their adaptations; - give account of several canonical works of English and American literatures and discuss them; - apply the basic knowledge about the development of English and American literatures in their further autonomous reception of original literary works in English; 		

	- describe similarities and differences in the development of English, American and Croatian literatures and compare their respective cultural and historical contexts.				
1.5. Course content broken down in detail by weekly class schedule (syllabus)	E-learning: creating a chronology and communication - 3 classes Lectures and accompanying seminars (1L and 1S for each topic, unless stated differently): 1. Introduction: The Beginnings of the English Language and Literature - 2L 2. The Renaissance and the Theatre 3. The Elizabethans and the Metaphysical Poets 4. Puritans 5. Cavaliers and their Contemporaries 6. The Rise of the Novel 7. Literature and its Context 8. Romanticism 9. Early Victorians 10. Late Victorians and American contemporaries 11. Social Comedy 12. Modernism 13. Postmodernism 14. Revision - 1S				
1.6. Format of instruction:	x lectures x seminars and workshops exercises on line in entirety x partial e-learning field work	x independent assignments x multimedia and the internet laboratory work with mentor x team project (other)	1.7. Comments:		
1.1. Student responsibilities	Regular class attendance and active participation, a team project, individual tasks, reading diary - portfolio, individual reading, autonomous preparation for quizzes and for the oral exam.				
1.2. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training
	Experimental work		Report		Portfolio (other) 0,4
	Essay		Seminar essay		(other)
	Tests	0,26	Oral exam	0,17	(other)
	Written exam		Project	0,17	(other)
2.10. Grading and evaluating student work in class and at the final exam	Regular attendance and active participation; tasks and projects: portfolio - reading diary, tests, oral exam.				

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	Carter, R. A. and McRae, J., (2004) The Penguin Guide to Literature in English : Britain and Ireland. London : Penguin. Ili		
	Barnard, R., (1994) A Short History of English Literature. Oxford: Blackwell Publishing.		Google Books
	Griffith, B.W. (1991) English Literature, Hauppauge, NY: Barron's Educational.		
	Hayes, Kevin J. (2010). American Literature: A Very Short Introduction. New York: Oxford University Press, USA.		Google Books
	Skipp, F.E.(1992) American Literature, Hauppauge, NY: Barron's Educational.		Google Books
	Po izboru pročitati jednu dramu, dva romana i po pet pjesama dvaju pjesnika.		
	1.3. Optional literature (at the time of submission of study programme proposal)	<p>Berke, A. et al. (2016) Writing the Nation: A Concise Introduction to American Literature 1865 to Present. Dahlona, Georgia: University of North Georgia Press. PDF <https://ung.edu/university-press/_uploads/files/Writing-the-Nation.pdf?t=1510261164762>.</p> <p>Gill, R. (1995) Mastering English Literature. 2nd edition. Houndmills and London: Macmillan.</p> <p>Carter, R. and McRae, J. (1997) History of Literature in English: Britain and Ireland. London and New York: Routledge.</p> <p>Gray, R. (2011) A Brief History of American Literature. Oxford: Wiley-Blackwell.</p> <p>Sanders, A. (1994) The Short Oxford History of English Literature. Oxford: Clarendon Press.</p> <p>McRae, J. (1998) The Language of Poetry. London and New York: Routledge.</p> <p>Manlove, C. (1989) Critical Thinking: A Guide to Interpreting Literary Texts. Houndmills and London: Macmillan Education Ltd.</p> <p>Rozakis, L.E. (1999) The Complete Idiot's Guide to American Literature. Alpha Books; Penguin Group (USA), Inc.</p>	
1.4. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades.		
1.5. Other (as the proposer wishes to add)	The Course is conducted in English.		

21. Young Adult Fiction in English

COURSE CODE: 117815			
1. GENERAL INFORMATION			
1.1. Course teacher	Nikola Novaković, PhD	1.2. Year of the study programme	5
1.3. Name of the course	Young Adult Fiction in English	1.4. Credits (ECTS)	2
1.5. Associate teachers		1.6. Type of instruction (number of hours L + S + E + e-learning)	15+9+0+6
1.7. Study programme (undergraduate, graduate, integrated)	integrated	1.8. Expected enrolment in the course	50
1.9. Status of the course	compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2; 20%
2. COURSE DESCRIPTION			
1.1. Course objectives	Get students acquainted with kinds and genres of contemporary children's novel and young adult novel in the English-speaking world, and with their mutual relationships. Provide students with an insight into the conventions of narrative fiction for children and young adults, contexts of their appearance, the tradition they rely upon, as well as into a variety of thematic and structural aspect found in individual works and authors' opuses. Encourage students to autonomously describe, analyse and compare literary phenomena in the field of children's literature and young adult fiction.		
1.2. Course enrolment requirements and entry competences required for the course	The exam of the course Children's Literature in English. Exchange students: Language level B2 according to <i>The Common European Framework of Reference for Languages (CEFR)</i> .		
1.3. Learning outcomes at the level of the programme to which the course contributes	Upon the successful completion of the course students will be able to: - apply basic procedures of the methodology of literary scholarship in the field of children's narrative fiction; - obtain and apply theoretical and practical knowledge about contemporary novel for children and young adults in evaluating individual works appropriate for use in teaching English in primary school (grades 1-8); - understand the importance of permanent education and professional advancement for a continuous competent active participation in primary education (grades 1-8); - broaden the sensibility for understanding the value of own and other cultures and for the values of intercultural dialogue; - improve personal critical and self-critical skills and the aptitude to solve problems;		

	- improve personal skills of team work and the acceptance of differences in research, social and working contexts.		
1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - apply acquired knowledge about contemporary children's and young adult fiction in the English-speaking world in studying individual literary texts, determine the position of those text in wider contexts and establish the tradition they rely upon; - compare different genres of children's and young adult novels according to their thematic and structural features; - ask relevant questions about contemporary works of children's literature, discuss them competently, study and give account of important features of individual works and author's opuses, compare them with similar phenomena and generalize thus acquired knowledge; - follow up theoretical literature and literary scholarship about a selected topic and establish a critical and dialogical relationship towards it. 		
1.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>E-learning: webinar and other - 6 classes Lectures and accompanying seminars (1L and 1S for each topic, unless stated differently):</p> <ol style="list-style-type: none"> 1. Introduction: young adult fiction in English - 2L 2. Investigating young adult fiction: issues and methodology - 2L 3. Sources and traditions - 2L 4. Realistic novels vs. fantasy and their many forms 5. Focus: past; the tradition of the historical novel 6. Focus: future; in the vicinity of science-fiction 7. Animal fantasy and its new faces 8. Parallel worlds fantasy and its sources 9. Supernatural phenomena and magical realism for children and young adults 10. Problem novel; coming-of-age, peers, family, school and community 11. Contemporary young adult fiction and its readership: age-appropriateness and suitability 12. Summarizing and revision; comparing and discussing research results 		
1.6. Format of instruction:	x lectures	x independent assignments	1.7. Comments:
	x seminars and workshops exercises on line in entirety x partial e-learning field work	x multimedia and the internet laboratory work with mentor x team work (other)	

1.8. Student responsibilities	Regular class attendance, active participation and discussion, guided research on a selected topic, essay on this topic and the presentation of research results in class, reading diary (portfolio); autonomous studying and preparation for the oral exam.					
1.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	0,27	Practical training	
	Experimental work		Report	0,1	Portfolio (other)	0,33
	Essay	0,1	Seminar essay		(other)	
	Tests		Oral exam	0,1	(other)	
	Written exam	0,1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Regular attendance and active participation; guided research on a selected topic; essay and presentation in class, portfolio - notes from primary and secondary sources; written and oral exam.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Egoff, Sh. A. (1988) <i>Worlds Within: Children's Fantasy from the Middle Ages to Today</i> . Chicago and London: American Library Association.					Internet
	Hunt, P. (1997/2004) <i>International Companion Encyclopaedia of Children's Literature</i> . London and New York: Routledge.					
	ALAN Review (online journal)					Google Books
	Several novels for young adults.					
	An individually assigned academic article related to the research topic.					
1.10. Optional literature (at the time of submission of study programme proposal)	<p>Armitt, L. (2005) <i>Fantasy Fiction. An Introduction</i>. New York and London: Continuum.</p> <p>Beckett, S. L. (ed.) (1999) <i>Transcending Boundaries: Writing for a Dual Audience of Children and Adults</i>. New York and London: Garland Publishing, Inc.</p> <p>Bucherand, K.T. i Hinton, K.M., eds. <i>Young Adult Literature: Exploration, Evaluation, and Appreciation</i> (3rd Edition). Pearson</p> <p>Cart, M. 2016. <i>Young Adult Literature: From Romance to Realism</i>. 3rd edition. New York: Neal-Schuman Publishers.</p> <p>Grenby, MO. (2014) <i>Children's Literature</i>. Edinburgh: Edinburgh University Press.</p> <p>Gruner, E.R. (2019), <i>Constructing the Adolescent Reader in Contemporary Young Adult Fiction</i>. London: Palgrave Macmillan.</p> <p>Johnson, H, Mathis, J. i Short, K.G. 2016. <i>Critical Content Analysis of Children's and Young Adult Literature</i>. New York: Routledge.</p> <p>Nikolajeva, M. (1996). <i>Children's Literature Comes of Age: Toward a New Aesthetic</i>.</p>					

	<p>Sellnow, DD (2010) <i>The Rhetorical Power of Popular Culture: Considering Mediated Texts</i>. London: SAGE Publications, Inc.</p> <p>Tomlinson, C. M. and Lynch-Brown (2007) <i>Essentials of Young Adult Literature</i>. Boston etc.: Pearson Education Inc.</p> <p>Wolf, Sh. et al., eds. 2011. <i>Handbook of Research on Children's and Young Adult Literature</i>. New York: Routledge.</p> <p>Westfahl, G and Slusser, G.(eds.) (1999) <i>Nursery Realms: Children in the Worlds of Science Fiction, Fantasy and Horror</i>. Athens and London: The University of Georgia Press.</p>
1.11. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades.
1.12. Other (as the proposer wishes to add)	The Course is conducted in English.

22. Kindergarten, Family and School Partnership

COURSE CODE: 117365				
1. GENERAL INFORMATION				
1.1. Course teacher	Professor Adrijana Višnjić Jevtić, PhD		1.1. Year of the study	3
1.2. Name of the course	Kindergarten, Family and School Partnership		1.2. ECTS credits	4
1.3. Associate teachers			1.3. Type of instruction (number of hours L + E + S + e-learning)	15+0+15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.4. Expected enrolment in the course	
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.1. Course objectives	Introduce students with the theoretical starting points of establishing partner relationships with preschool institutions and families and help them to acquire the knowledge and techniques needed to establish successful interaction, communication and collaborative relationships with parents and other adults in educational institutions.			

2.2. Enrolment requirements and/or entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ol style="list-style-type: none"> 1. Understanding the intercultural and inclusive environment (respect for diversity) and implementing different strategies in establishing co-operation with different stakeholders 2. Ability to participate in an interdisciplinary team and communicate with all subjects involved in the educational process (with children, adolescents, parents and practitioners); 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. To define and explain the underlying concepts that appear in the area of co-operation between families and kindergartens 2. To compare and explain different paradigms of co-operation with parents that have emerged over the past decades. 3. To find out and determine the reasons why collaboration between kindergartens and families is necessary for the overall development of the child 4. To find out and determine the reasons why the co-operation of the kindergarten is necessary to improve the work of the kindergarten and the educational institution 5. To understand the possible reasons for disagreement between families and kindergartens, ie parents and educators. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction - An access to parental and kindergarten partnerships (content, working methods, literature, guidelines for work in seminars). 2. The paradigm of family relations and educational institutions, movements and programs that influenced contemporary understanding of co-operation with parents (Compensation Programs, Alternative Movements). 3. Towards partnership with parents. (Defining the Importance of Early and Preschool Co-operation and Teaching, Contemporary Nursery and Family Relations, Partnership Relationships). 4. Modalities of co-operation between kindergartens and families (parental meetings, individual talks, parents' educational workshops, online co-operation with parents) 5. Barriers to establishing partnerships between parents and professionals (different values and expectations, attitudes and prejudices, Cooperation with parents of children with special needs and families of different family structures and cultures) 6. The Competence of Educators Required to Collaborate with Parents. 7. Comparison of Croatian Practice in Working with Parents vs. Worldwide (parenting, partnership with parents in contemporary curricula of ECEC). 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:

2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Ljubetić, M. (2014). Od suradnje do partnerstva obitelji, odgojno - obrazovne ustanove i zajednice. Zagreb: Element								
	A.Višnjić Jevtić, I. Visković (ur.) (2018.). Izazovi suradnje - razvoj profesionalnih kompetencija odgojitelja za suradnju i partnerstvo s roditeljima								
	Maleš, D. (2015) Partnerstvom obitelji i škole do uspješnog odgojno-obrazovnog rada. U: Opić, S., Bilić, V., Jurčić, M.(ur.) Odgoj u školi. (pp. 45 – 74). Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu								
2.11. Optional literature	<p>Lozančić - Jurčević, A. (2013) Pedagogija zajedništva: oživotvorenje dijaloga u ustanovama ranog odgoja. // U: Posavec, K. ; Sablić, M. (ur.). Interkulturalna pedagogija: prema novim razvojjima znanosti o odgoju / Posavec, K. ; Sablić, M. (ur.). Zagreb : Hrvatsko pedagogijsko društvo, 2013. Str. 149-155..</p> <p>Kudek-Mirošević, J., Jurčević Lozančić, A. (2015): Stavovi odgojitelja i učitelja o provedbi inkluzije u redovitim predškolskim ustanovama i osnovnim školama. Hrvatska revija za rehabilitacijska istraživanja. 50 (2):17-29</p> <p>Ljubetić, M. (2011) Partnerstvo obitelji, vrtića i škole – vježbe, zadatci, primjeri Zagreb:.Školska knjiga</p> <p>Višnjić Jevtić, A. (2015). Modaliteti uključivanja roditelja u konstrukciju kurikuluma. U: I. Visković (ur.) Mirisi djetinjstva – Nacionalni kurikulum ranog i predškolskog odgoja i obrazovanja – teorijske postavke i implementacija (pp. 41 – 48). Makarska: Dječji vrtić Biokovsko zvonce</p> <p>Dusi, P. (2012). The Family - School Relationship in Europe: A Research Review. C.E.P.S. Jurnal Vol.2, No 1, 13 - 33.</p> <p>Stričević, I. (2010.), Jačanje roditeljskih kompetencija kroz programe obrazovanja roditelja. U: Maleš, D. (ur.), Nove paradigme ranog odgoja. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Zavod za pedagogiju, 125-152.</p> <p>Visković, I., Višnjić Jevtić, A. (2017.). Teachers' Opinion on the Possibilities of Collaboration with Parents. Croatian Journal of Education, 19(1), 117-146.</p>								

	Wilson, T. (2016). Working with Parents, Carers and Families in the Early Years. Oxon, New York: Routledge
2.12. Other (as the proposer wishes to add)	

23. Qualitative and Quantitative Methods 1

COURSE CODE: 58049				
1. GENERAL INFORMATION				
1.1. Course teacher	Professor Siniša Opić, PhD		1.6. Year of the study	4
1.2. Name of the course	Qualitative and Quantitative Methods 1		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	15 + 15 + 15
1.4. Study programme (undergraduate, graduate, integrated)	Integrated primary education (835 programme)		1.9. Expected enrolment in the course	
1.5. Status of the course	<input type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.1. Course objectives	1. understanding of the basic qualitative and quantitative concepts 2. ability to understand statistical parameters 3. application of the statistical package SPSS in the data processing 4. interpretation of the obtained statistical results			
2.2. Enrolment requirements and/or entry	It is expected that students have elementary computer literacy (using a text processing program, presentation making program, Excell, sending e-mails, internet search) and knowledge of the English language			

competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	Acting in accordance with professional ethical standards and students' best interest; understanding, knowing and usage of the appropriate procedures regarding scientific research work in the field of education
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Student will be able to:</p> <ol style="list-style-type: none"> 1. use SPSS program for data processing 2. understand the significance and reasons for using certain statistical tests 3. explain basic statistical parameters and values 4. conduct statistical analysis 5. apply and to interpret descriptive and inferential statistic (methods) 6. understand the basics of application univariant, multivariant and robust statistical tests
2.5. Course content (syllabus)	<p>Scientific aim and scientific method</p> <p>Types of measurements and measuring scales (nominal, ordinal, interval, ratio; Thurston's', Likert's', Bogardu's, semantic differential)</p> <p>Measurable characteristics of instruments (validity (content, construct, convergent, divergent, criterion, diagnostic, prognostic); reliability (test-retest, parallel forms, internal consistency method), sensitivity and objectivity</p> <p>Measures of the central tendency and variability (AS, mode, median/quantiles (quartiles, deciles, percentiles), interquartile range, sum of squared errors, variance, standard deviation, coefficient of variability...)</p> <p>Graphical representation of results (box plot, P-P, Q-Q, Stem and leaf, histogram, pictogram, polygon, f)</p> <p>Normal distribution and some other distributions (sampling distributions, skewness, kurtosis, test for normality of distribution)</p> <p>Qualitative researches and mixed methods</p> <p>Action researches (stages, purpose, draft, implementation specifics, sample)</p> <p>Grounded theory</p> <p>Parametric and nonparametric tests</p> <p>Homoscedasticity and homogeneity of variance (tests, bootstrapping methods)</p> <p>Chi square test (log linear Chi)</p> <p>T-test (one sample, related samples, independent samples)</p> <p>ANOVA (one way, two way)</p> <p>Correlations (linear, non-linear, partial, zero order corr)</p>
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> independent assignments 2.7. Comments:

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)						
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	<u>YES</u>	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	<u>YES</u>	NO	(other)	YES	NO
	Preliminary exam	<u>YES</u>	NO	Practical work	<u>YES</u>	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)	Title			Number of copies in the library			Availability via other media		
2.11. Optional literature	<p>Opić, S. (2018). Specificity and Limitation of MANOVA and Discriminant Function Analysis in Social Sciences. In L. Gómez Chova, A. López Martínez, I. Candel Torres L (Eds), ICERI 2018 Proceedings, 5901-5907.</p> <p>Opić, S. (2019). Advantages and limitations of linear canonical correlation analysis (LCCA). In L. Gómez Chova, A. López Martínez, I. Candel Torres L (Eds), ICERI 2019 Proceedings, 6332-6338.</p>								
2.12. Other (as the proposer wishes to add)									

24. Professional - pedagogical practice in kindergarten

COURSE CODE: 96213

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Adrijana Višnjić-Jevtić, PhD		1.6. Year of the study	3.
1.2. Name of the course	Professional - pedagogical practice in kindergarten		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	0+80+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study of early childhood education		1.9. Expected enrolment in the course	
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	<p>Application and analysis of theoretical knowledge in practice on the importance of meeting the developmental and individual needs of children as an important starting point for designing an integrated, open curriculum.</p> <p>Understanding the concept of a reflective practitioner who continually evaluates the effects of his or her achievements; Development of the ability to adapt to new and unexpected situations through the active application of acquired competencies.</p> <p>Understanding, analysis and creation of educational activities in relation to children's abilities, possibilities, needs and interests.</p> <p>Understanding and analysis of the child's activities and developmental possibilities as a prerequisite for the co-construction of an integrated curriculum (project work) in response to the child's developmental, individual and special needs.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	Mastered methodical subjects			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Understanding and developing the professional identity of ECE teachers and acting in accordance with ethical norms and professional code.</p> <p>Ability to act professionally in an intercultural and inclusive environment (respect for diversity).</p> <p>The use of different forms of language and artistic expression in the curricula of early childhood education.</p>			

	Ability to use theoretical models and scientific research in the field of early childhood education to change and develop practice (reflective practitioner).								
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Connecting theoretical knowledge with practical experiences in the educational process</p> <p>Connecting, understanding and applying partial methodological knowledge in creating a comprehensive open curriculum of early childhood education based on the child's interests, needs and rights.</p> <p>Understanding the child as a competent and active individual.</p> <p>Understanding children's developmental and individual needs and interests.</p> <p>Organization, implementation and evaluation of educational activities.</p> <p>Understanding the concept of reflection and evaluation in relation to the implemented activities.</p>								
2.5. Course content (syllabus)	Application of theoretical knowledge from the methodical subjects in the integrated educational process.								
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	2	
2.10. Required literature (available in the library and/or via other media)	Title				Number of copies in the library			Availability via other media	
	<i>Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje</i> (2014). Zagreb: Ministarstvo znanosti, obrazovanja i sporta.								
	<i>Državni pedagoški standard predškolskog odgoja i naobrazbe</i> (2008.). Narodne novine 63/2008.								

	Brajković, S. (ed.) <i>Uspješno mentoriranje odgajatelja u pristupu usmjerenom na dijete</i> . Zagreb: Korak po korak		
2.11. Optional literature	Harris Helm, J., Katz, L. (2011). <i>Young Investigators: The Project Approach in the Early Years</i> . New York: Teachers College Press Skinner, S.M. (2007). <i>Creative activities in Early Years</i> . London: SAGE		
2.12. Other (as the proposer wishes to add)			

25. English Phonetics and Phonology

COURSE CODE: 52854				
1. GENERAL INFORMATION				
1.1. Course teacher	Professor Kristina Cergol, PhD		1.6. Year of the study	1
1.2. Name of the course	English Phonetics and Phonology		1.7. ECTS credits	3
1.3. Associate teachers	Professor Silvija Hanžić Deda, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	15L + 45E
1.4. Study programme (undergraduate, graduate, integrated)	Integrated primary education (835 programme)		1.9. Expected enrolment in the course	45
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2 20 %
2. COURSE DESCRIPTION				

2.1. Course objectives	<ul style="list-style-type: none"> - to introduce students to the phonetic features and phonological system of the English language as well as the specificities of connected speech - to enable students to teach school children English, while focusing on the specificities of pronunciation, accent, intonation and phonetic transcription - to enable students to independently use international phonetic transcription
2.2. Enrolment requirements and/or entry competences required for the course	-
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Having completed all course requirements, the students will be able to:</p> <ul style="list-style-type: none"> - organise their own learning and professional development within lifelong learning with respect to the pronunciation, stress patterns and intonation of the English language for the purpose of performing continuous and high-quality classroom work with primary school children - develop perception, production and transcription of speech in the English language - make decisions based on professional competence, apply criticism and self-criticism in solving problems related to English language teaching.
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Having completed all course requirements, the students will be able to:</p> <ul style="list-style-type: none"> - interpret connected speech rules in order to achieve fluency and accuracy in communication in the English language - apply comprehensive knowledge of the English language in teaching, especially the knowledge of pronunciation, word stress and intonation - apply knowledge of phonological system of the English language as well as the specifics of connected speech - apply knowledge of structures and rules related to connected speech and appropriate intonation patterns - use the skill of careful perception and transcription of various samples of speech and be able to independently use the International Phonetic Association system for transcription of speech - apply linguistic and paralinguistic elements (mime, gestures, rhythm, etc.) in their speech - apply the rules of appropriate expression in the English language in practice, so that it is appropriated to primary school children - demonstrate the ability to emphasize relevant phonetic elements so that their explicit development may be facilitated in primary school children
2.5. Course content (syllabus)	Lectures:

- 1 Introduction: the foundations of phonetics and phonology as a discipline in applied linguistics
- 2 Phonemic system of the English language and avoidance of negative transfer from the Croatian language
- 3 Speech organs and their function
- 4 English consonants: place and manner of articulation, voiced and voiceless consonants
- 5 English vowels (emphasis on the differences between the British and American vowel inventories)
- 6 Diphthongs and triphthongs
- 7 Phonetic transcription of the English language and International Phonetics Association (IPA) symbols
- 8 Syllable
- 9 Word/Syllable stress
- 10 Unstressed syllables (schwa) + stressed (strong) and unstressed (weak) forms in the English language
- 11 Sentence rhythm, tonic
- 12 Connected speech
- 13 Intonation and basic intonation patterns
- 14 Phonological processes

Exercises:

- 1 Introduction: basic terminology
- 2 Basic phonetic features and phonetic system of the English language
- 3 English Phonetic Transcription and International Phonetic Transcription (IPA) Symbols
- 4 Consonants: occlusive - p, b
- 5 Consonants: occlusive - t, d
- 6 Consonants: occlusive - k, g
- 7 Stressing words
- 8 Consonants: fricatives - f, c
- 9 Approximate - w
- 10 f, v, w – pronunciation practice
- 11 'shwa'
- 12 Sentence rhythm
- 13 Short written knowledge test 1 (1-12)
- 14 Consonants: fricatives - s, z

	15 Consonants: fricatives - ʃ, ʒ 16 Consonants: affricates - tʃ, dʒ 17 Connected speech and phonetic transcription of connected speech 18 Consonants: fricatives - θ, ð 19 Fricative h, nasal ŋ 20 Practicing sentence rhythm and stressed words through short nursery rhymes and chants 21 Short written knowledge test 2 (13-21) 22 Approximates - r, l 23 Practicing the pronunciation of consonant groups 24 Weak forms 1 25 Weak forms 2 26 Vowels - ɪ, i: 27 Vowels - e, æ 28 Tonic, tone unit 29 Vowels - ʌ, a: 30 Vowels - o, ɔ:										
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:				
2.8. Student responsibilities	Regular class attendance and participation: 45 Regular preparation for classes, tests, homework: 15 Individual portfolio preparation: 15 Individual seminar task preparation: 15 Overall: 90 hours = 3 ECTS										
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO		

	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS	3	
2.10. Required literature (available in the library and/or via other media)	Title				Number of copies in the library			Availability via other media	
	(selected chapters): Brazil, D. (1997). Pronunciation for Advanced Learners of English. Cambridge: Cambridge University Press.							online	
	Brown, G. (1990). Listening to Spoken English. London: Longman.							online	
	(selected chapters): Collins, B. and Mees, I.M. (2003). Practical Phonetics and Phonology, A resource book for students. London: Routledge.							online	
	(selected chapters): Hancock, M. (2004). English Pronunciation in Use. Cambridge: Cambridge University Press.							online	
	Jones, D. (2004). Cambridge English Pronouncing Dictionary, 16th edition. Cambridge: Cambridge University Press.							online	
	Josipović Smojver, V. (1999). Phonetics and Phonology for Students of English. Targa: Zagreb. Ponsonby, M. (1987). How Now Brown Cow? London: Prentice Hall International.				6			online	
2.11. Optional literature	Cunningham, S. et al. (1996). Headway Pronunciation. Oxford: Oxford University Press. Graham, C. (1991). Jazz Chants. Oxford: Oxford University Press. Graham, C. (1994). Jazz Chants for Children. Oxford: Oxford University Press.								

	<p>Graham, C. (1995). Jazz Chants Fairy Tales. Oxford: Oxford University Press.</p> <p>Narančić Kovač, S. i Andraka, M. (1999). Dječje pučke pjesmice u sveučilišnoj nastavi engleskoga izgovora. Strani jezici, XXVIII (1), 26-38.</p> <p>Narančić Kovač, S. i Andraka, M. (1999). Što pjesma daje i uzima govoru. Zbornik Učiteljske akademije u Zagrebu, I (1), 193-200.</p> <p>Rackham, A. (1985). Mother Goose Nursery Rhymes. London: Chancellor Press.</p>
2.12. Other (as the proposer wishes to add)	-

26. Kinesiology

COURSE CODE: 58126				
1. GENERAL INFORMATION				
1.1. Course teacher	Professor Marija Lorger, PhD		1.6. Year of the study	2
1.2. Name of the course	Kinesiology		1.7. ECTS credits	4
1.3. Associate teachers	Professor Snježana Mraković, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+0+15
1.4. Study programme (undergraduate, graduate, integrated)	Integrirani učiteljski studij-program 903		1.9. Expected enrolment in the course	80
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	10 %
2. COURSE DESCRIPTION				
2.1. Course objectives	To teaching the general laws of managing the exercise process as well as the consequences of the effects of these processes on the human body with special reference to the population of school children.			

	To acquaint students with the basics of research methodology in the field of kinesiology, ways to solve problems related to the management of the exercise process and possible changes in anthropological characteristics, motor abilities and state of health under the influence of an appropriate exercise program.
2.2. Enrolment requirements and/or entry competences required for the course	Apart from the administrative conditions, and enroll in the 4th semester of study, there are no additional conditions or additional entry competencies.
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquisition of theoretical and methodological knowledge in the field of basic kinesiological disciplines, applied kinesiological disciplines - kinesiological methodology, auxiliary kinesiological disciplines. Theoretical and practical preparation for the integrated application of this insights in working with children in primary education.
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Get acquainted with the structure of kinesiology, basic, applied and auxiliary kinesiology disciplines and its relationship to other sciences. Introduction to the basic concepts of kinesiology. Introduction to the scientific foundations of kinesiology, the principles of approach to kinesiological problems and the foundations of scientific research in kinesiology. Getting to know the legality of managing physical exercise process as a cybernetic system and planning and programming this process. Introduction to the concept and effect of kinesiological stimuli on the transformation of the anthropological status of the child. Introduction with the health, hygiene and environmental aspects of physical exercise.
2.5. Course content (syllabus)	The concept and definition of kinesiology Development of kinesiology Structure of kinesiology, basic kinesiology disciplines, applied kinesiology disciplines - kinesiology methodologies, auxiliary kinesiology disciplines Interdisciplinarity of kinesiology Methodological bases of kinesiology Subject of kinesiology research Research methods Principles of approach to kinesiological problems Basic research methods Structure and stages of research Conception of scientific and professional papers Application of kinesiological laws in education

	<p>Basic principles of exercise process management Fundamentals of the cybernetic approach in kinesiology The concept of a managed process Planning and programming a managing the exercise process The concept and definition of kinesiological stimuli Influence of kinesiological stimuli on anthropological characteristics Influence of kinesiological stimuli on quantitative and qualitative features of anthropological characteristics Influence of kinesiological stimuli on anthropometric peculiarities Influence of kinesiological stimuli on functional-motor abilities Influence of kinesiological stimuli on cognitive abilities, conative traits and social status Influence of kinesiological stimuli on motor information Kinesiological stimuli in the function of education Influence of kinesiological stimuli on health The concept and definition of health Health and physical activity Influence of physical activity on body structure Environment and health Influence of natural factors on health Physical exercise and ecology Hygiene and physical exercise</p>								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:						
2.8. Student responsibilities	<p>Regular class attendance and active participation; seminar paper from given literature; paper or presentation of a given topic in a seminar; reading prescribed literature; independent learning and preparation</p>								
2.9. Monitoring student work	Class attendance	YES	0.8	Research			Oral exam	YES	1.2
	Experimental work			Report			(other)		
	Essay			Seminar paper	YES	0.8	(other)		

	Preliminary exam			Practical work			(other)	
	Project			Written exam	YES	1.2	ECTS credits (total)	4
2.1. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media
	Prskalo, I., Sporiš, G. (2018). Kinesiology. Zagreb: University of Zagreb, Faculty of Teacher Education, University of Zagreb, Faculty of Kinesiology (248 str.)							
	Hoffman, S. J. (2005). Introduction to kinesiology. Champaign, IL: Human Kinetics Publishers, Inc.							
2.11. Optional literature	Kosinac, Z., Prskalo, I. (2017). Kineziološka stimulacija i postupci za pravilno držanje tijela u razvojnoj dobi djeteta. Zagreb: Sveučilište u Zagrebu Učiteljski fakultet (331).							
2.12. Other (as the proposer wishes to add)								

27. Physical Education Teaching Methodology 1

COURSE CODE: 58173			
1. GENERAL INFORMATION			
1.1. Course teacher	Professor Srna Jenko Miholić, PhD	1.6. Year of the study	3
1.2. Name of the course	Physical Education Teaching Methodology 1	1.7. ECTS credits	5
1.3. Associate teachers	Igor Bokor, PhD	1.8. Type of instruction (number of hours L + E + S + e-learning)	15+15+0
1.4. Study programme (undergraduate, graduate, integrated)	Integrated Teacher Study Programme 903	1.9. Expected enrolment in the course	80

1.5. Status of the course	x mandatory	elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION				
2.2. Course objectives	<p>Students will be able to connect the knowledge and laws on which the settlement of biopsychosocial motives for movement and play is based.</p> <p>Students will be able to apply theoretical and professional-methodical knowledge about organizing everyday and occasional forms of work, in which they will successfully use the contents of physical and health education.</p> <p>Students will be able to independently perform all programs and organizational forms of work in PE</p>			
2.3. Enrolment requirements and/or entry competences required for the course	Apart from the administrative requirements, i.e. the enrolled 6th semester of study, there are no additional requirements or additional entry competencies.			
2.4. Learning outcomes at the level of the programme to which the course contributes	Students will be able to identify theoretical and professional-methodical knowledge and ultimately be able to independently carry out all programs and organizational forms of work in PE, which will contribute to the training of future teachers for the integration of educational areas and successful work within the teaching profession.			
2.5. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will become familiar with the general and special goals and tasks of PE and physical and health education.</p> <p>Students will master the basic concepts of PE teaching methodology. Students will adopt the basic concepts, goals and tasks of PE teaching methodology as a scientific and teaching discipline.</p> <p>Students will be able to recognize the general features of the biopsychosocial development of students with a focus on younger school age.</p> <p>Students will be trained to perform all organizational forms of work in the physical and health education field.</p> <p>Students will be able to immediately prepare for the PE class (theoretical, methodical and organizational).</p>			
2.6. Course content (syllabus)	<p>Concept, definition and subject of PE teaching methodology.</p> <p>The goal and tasks of PE teaching methodology.</p> <p>Theoretical aspects of PE teaching methodology.</p> <p>PE teaching methodology in the modern classification of science.</p> <p>Interdisciplinarity of PE teaching methodology.</p> <p>Structure of PE teaching methodology.</p> <p>The relationship between PE teaching methodology and special methodologies.</p> <p>Methodological bases of research in PE teaching methodology.</p> <p>Physical and health education area (goals and tasks, place and role, connection of physical and health education area with other education areas).</p> <p>Constitutional and legal regulation of physical and health education area.</p>			

	<p>Organizational forms of work in physical and health education area. Extracurricular and extracurricular organizational forms of work. PE lesson. Structure of PE lesson, introductory part, preparatory part of the lesson, tasks and content of the introductory and preparatory part of the lesson. The main part of the lesson and the final part of the lesson; tasks and content of the main and final part of the lesson. Distribution of the main part of the lesson. Loads during the PE lesson. Class competitions, different events and trips. Training of non-swimmers, micropauses, winter and summer vacations, macropauses. Preparing teachers for work - for the PE lesson.</p>								
2.7. Format of instruction Please underline relevant format:	<u>lectures</u> seminars and workshops <u>exercises</u> online in entirety partial e-learning field work	<u>independent assignments</u> multimedia and the internet laboratory work with mentor (other)	2.8. Comments:						
2.9. Student responsibilities	Regular class attendance and active participation; Perform parts of the lesson independently Reading prescribed literature; Independent learning and preparation								
2.10. Monitoring student work	Class attendance	<u>YES</u>		Research		<u>NO</u>	Oral exam	<u>YES</u>	
	Experimental work		<u>NO</u>	Report		<u>NO</u>	Homework		NO
	Essay		<u>NO</u>	Seminar paper		<u>NO</u>	Peer teaching		NO
	Preliminary exam		<u>NO</u>	Practical work	<u>YES</u>		(other)		NO
	Project		<u>NO</u>	Written exam	<u>YES</u>		ECTS credits (total)	5	
2.11. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Findak, V. (1999). <i>Metodika tjelesne i zdravstvene kulture</i> . Zagreb: Školska knjiga (288 str.).						10		
	Findak, V., Prskalo, i. (2004). <i>Kineziološki leksikon za učitelje</i> . Petrinja: Visoka učiteljska škola (102 str.).						20		

	Findak, V., Prskalo, I. i Babin, J. (2011) <i>Sat tjelesne i zdravstvene kulture u primarnoj edukaciji</i> . Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu (173 str).	20	
2.11. Optional literature			
2.12. Other (as the proposer wishes to add)			

28. Music culture 1

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Martina Mičija, Ph.D. Assoc. Prof. Tamara Jurkić Sviben, PhD, MA		1.6. Year of the study 2
1.2. Name of the course	MUSIC CULTURE 1		1.7. ECTS credits 3
1.3. Associate teachers	Nikola Sebastian Jambrošić – Zagreb Tomislav Cvrtila – Čakovec Tihomir Prša – Petrinja		1.8. Type of instruction (number of hours L + E + S + e-learning) 15+15+0
1.4. Study program (undergraduate, graduate, integrated)	Integrated teacher study with modules – program 903		1.9. Expected enrolment in the course 90
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) 1
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of this course is to determine the elements that make up musical culture as a subject, to define the parameters of music in a physical sense, to analyze the elements of musical notation, to separate a musical example into the elements of musical notation and to realize the sound perception of a note as a written sign - synthesis.		
2.2. Enrolment requirements and/or entry competences required for the course	Enrolled in the 2nd year of study in accordance with the Study Regulations		

2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Conversance of basic scientific and theoretical knowledge from educational fields in upbringing and education (linguistic-communication, social-humanistic, mathematical-natural science, information-communication, physical and health, artistic field), and mastery of relevant content from the corresponding teaching subjects;</p> <ol style="list-style-type: none"> 1. Achieve a synthetic level of the cognitive area of professional knowledge through the basic elements of musical literacy / writing reading and playing musical examples. 2. Achieve the basic level of articulation in the psychomotor area of musical literacy/ playing rhythm and time with singing and movement 								
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize tone parameters and explain them in physical terms 2. Name, explain, get to know and adopt the elements of musical writing 4. Read and perform examples written in sheet music 5. Connect, identify and organize the elements of the musical alphabet into a whole 6. To know basic scientific and theoretical knowledge from educational areas in primary education (art area), and to master the relevant content from the corresponding teaching subjects 								
2.5. Course content (syllabus)	<ul style="list-style-type: none"> • tone parameters and characteristics • musical alphabet and solmization / relative and absolute notation • g- key, f- key, informative c- key / dictation • tonal system / names of octaves, ways of writing notes and naming tones within each octave • note values • rhythm, meter (beats), ligature, dotted note, syncopation / dictation, playing • measure/type, relative note value, conversion from one measure to another • scale, relationships of tones within the scale / degree, degree, semi-degree / auditory recognition • major and minor scales with raisers and lowers / all major and minor scales of the circle of fifths and fourths • transposing from tonality to tonality • intervals by type and size / recognition, assignment • chord, types of fifth chords and their turns / recognition, playing • reading the given examples in rhythmic syllables with the beat of the meter • reading given examples by solmization with meter timing • reading the given examples in the musical alphabet with the beat of the meter 								
2.6. Format of instruction	<u>lectures</u> seminars and workshops <u>exercises</u> online in entirety partial e-learning field work	<u>independent assignments</u> multimedia and the internet laboratory work with mentor peer teaching (other)	2.7. Comments:						
2.8. Student responsibilities	Regular attendance at classes, writing assignments and active participation, reading literature and taking notes, attending concerts, independent studying, preparing and going to the preliminary exam								
2.9. Monitoring student work	Class attendance	<u>YES</u> 1	NO	Research	YES	<u>NO</u>	Oral exam	YES	<u>NO</u>
	Experimental work	YES	<u>NO</u>	Report	YES	<u>NO</u>	Homework	<u>YES 0,5</u>	NO
	Essay	YES	<u>NO</u>	Seminar paper	YES	<u>NO</u>	Peer teaching	YES	<u>NO</u>

	Preliminary exam	<u>YES</u> 1	NO	Practical work	YES	<u>NO</u>	Independent study and practice	<u>YES 0.5</u>	NO
	Project	YES	<u>NO</u>	Written exam	<u>YES</u>	NO	ECTS credits (total)	3	
2.1. Required literature (available in the library and/or via other media)	Title						Availability in the library	Availability via other media	
	Andreis, J. (1967), Vječni Orfej [Eternal Orfej], Zagreb, Školska knjiga.						YES		
	Atanasov Piljek, D. – Fiolić D. (2025), Sviranka, - renewed edition, (script for playing and singing), Zagreb, Faculty of Teacher Education, University of Zagreb.						YES		
	Michels, U. (2004), Atlas glazbe I. i II. [Atlas of music I. and II.], Zagreb, Golden marketing Technical book.								
	Završki, J. (1995), Teorija glazbe [Theory of music], Zagreb, Školska knjiga.								
2.12. Optional literature	Lhotka-Kalinski, I. (1975), The art of singing, Zagreb, Školska knjiga. Golčić, I. (2010), Solfeggio, PR 1, Zagreb, HKD Sv. Jeronim. Tomašić, Đ. (2003), The essential theory of music, Zagreb, Erudit.								
2.13. Other (as the proposer wishes to add)	The course is held entirely in English.								

29. Music culture 2

1. GENERAL INFORMATION			
1.3. Course teacher	Assist. Prof. Martina Mičija, Ph.D. Assoc. Prof. Tamara Jurkić Sviben, PhD, MA		1.7. Year of the study 2
1.4. Name of the course	MUSIC CULTURE 2		1.7. ECTS credits 2
1.4. Associate teachers	Nikola Sebastian Jambrošić – Zagreb Tomislav Cvrtila – Čakovec Tihomir Prša – Petrinja		1.11. Type of instruction (number of hours L + E + S + e-learning) 15+15+0
1.5. Study program (undergraduate, graduate, integrated)	Integrated teacher study with modules – program 903		1.12. Expected enrolment in the course 50
1.6. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.13. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) 3
2. COURSE DESCRIPTION			
2.10. Course objectives	<p>To identify music as an element of aesthetic education Point out the aesthetically valuable music and the elements that make it so Adopt a certain number of aesthetically valuable compositions from musical literature Analyze and synthesize musical components of compositions Connect the characteristics of different musical periods through music, representatives and musical forms Compare musical styles Form personal musical taste Revise personal general musical culture</p>		
2.11. Enrolment requirements and/or entry competences required for the course	Enrolled in the 2nd year of study in accordance with the Study Regulations pass the preliminary exam at the end of the 3rd semester		
2.12. Learning outcomes at the level of the programme to which the course contributes	Conversance of basic scientific and theoretical knowledge from educational fields in upbringing and education (linguistic-communication, social-humanistic, mathematical-natural science, information-communication, physical and health, artistic field), and mastery of relevant content from the corresponding teaching subjects;		

		Students will: achieve the synthetic level of the cognitive area of professional knowledge through the basic elements of musical culture (reading, playing and singing certain music pieces) achieve the level of organizing the values of the affective area of musical culture (listening, recognizing and analyzing artistic compositions)	
2.13.	Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Students will be able to: recognize the musical forms of the listened compositions name, explain, get to know and adopt part of the musical terminology analyze the listened piece and distinguish its musical components recognize certain works from music literature create an auditory perception of different musical terms and compositions connect, identify and organize the features of musical styles develop the articulation in the area of music performance and sheet music reading	
2.14.	Course content (syllabus)	Analysis of the expressive components of a musical work: meter, rhythm, melody, harmony, tempo, dynamics, agogics, color, and form Aural analysis of musical forms on examples of compositions for listening from the Curriculum for Musical Culture (motive, phrase, short and long musical sentence, short and long musical periods) Recognition and auditory analysis of simple musical forms Recognition and aural analysis of complex musical forms: one-movement and multi-movement, solo song, opera, oratorio, cantata, musical... Program music Historical overview of periods and styles in musical art with major representatives Knowledge of musical instruments using examples from music literature (Instrumental music / getting to know the basic features of symphony orchestra instruments) Vocal music / voice, types of voices, voice care, basics of vocal technique and vocal hygiene (informative) Training for vocal performance of simple examples according to the Curriculum for Musical Culture Short and simple rhythmic and melodic dictations / auditory recognition, writing down Implementation and design of dictation by students Musical analysis / performing composition, characteristics of style, form, theme, musical texture	
2.15.	Format of instruction	lectures seminars and workshops exercises online in entirety partial e-learning field work	independent assignments multimedia and the internet laboratory work with mentor peer teaching (other)
			2.16. Comments: Com-
2.17.	Student responsibilities	Regular attendance at classes and active participation Reading prescribed literature and taking notes Attending concerts Independent study and exam preparation	

2.18. student work	Monitoring	Class attendance	<u>YES</u> 0,5	NO	Research	YES	<u>NO</u>	Oral exam	<u>YES</u> 0,50	<u>NO</u>
		Experimental work	YES	NO	Report	YES	NO	Homework	YES	NO
		Essay	YES	<u>NO</u>	Seminar paper	YES	<u>NO</u>	Peer teaching	YES	<u>NO</u>
		Preliminary exam	YES	<u>NO</u>	Practical work	YES	<u>NO</u>	(other)	YES	<u>NO</u>
		Project	YES	<u>NO</u>	Written exam	<u>YES</u> 0,50	NO	ECTS credits (total)	2	
2.2. Required literature (available in the library and/or via other media)	Title							Availability in the library	Availability via other media	
	Atanasov Piljek, D. – Fiolić D. (2025), Sviranka – renewed edition (script for playing and singing which contains all the planned songs in accordance with the Curriculum of Music Culture), Zagreb, Faculty of Teacher Education							YES		
	Njirić, N. (1992), Pjevanka – a manual for teachers with methodical instructions for teaching musical culture in the first, second and third grade of elementary school, Školska knjiga, Zagreb.							YES		
2.14. Optional literature	<p>Michels, U. (2004), Atlas glazbe I. and II. [Atlas of music I. and II.], Zagreb, Golden marketing Technical book, 265 pages.</p> <p>Andreis, J. (1975), Povijest glazbe 1-4 [History of Music 1-4], Liber Mladost, Zagreb.</p> <p>Majer-Bobetko, S. (1991), Osnove glazbene kulture [Basics of musical culture], Školska knjiga, Zagreb.</p> <p>Županović, L. (1980), Stoljeća hrvatske glazbe [A century of Croatian music], Školska knjiga, Zagreb.</p> <p>Tuksar, S. (2000), Kratka povijest europske glazbe [Short history of European music], Matica hrvatska, Zagreb.</p> <p>Tuksar, S. (2000), Kratka povijest hrvatske glazbe [A short history of Croatian music], Matica hrvatska, Zagreb.</p>									
2.15. Other (as the proposer wishes to add)	<p>The condition for passing the exam in Music Culture 2 is passing the preliminary exam in Music Culture 1.</p> <p>The course is held entirely in English.</p>									

30. Drawing 1

1. GENERAL INFORMATION				
1.5. Course teacher	Professor Kristina Horvat Blažinović, PhD		1.6. Year of the study	1.
1.6. Name of the course	Drawing 1		1.7. ECTS credits	2
1.5. Associate teachers	Morana Varović Čekolj		1.8. Type of instruction (number of hours L + E + S + e-learning)	15+30+0
1.6. Study programme (undergraduate, graduate, integrated)	undergraduate, graduate, integrated		1.9. Expected enrolment in the course	30
1.7. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.19. Course objectives	<p>The main goal is to develop students' abilities for creative artistic thinking and creative application of drawing design in primary education.</p> <p>Specific goals:</p> <ul style="list-style-type: none"> • to acquaint students with the meaning of drawings in the educational process, • introduce students to the medium of drawing and familiarize them with the possibilities of its application in education, • to acquaint students with the artistic and technological specificities of various drawing media, • to train students in the art of independent creative design of drawings. 			
2.20. Enrolment requirements and/or entry competences required for the course	none			

<p>2.21. Learning outcomes at the level of the programme to which the course contributes</p>	<p>IU38 – to develop the skill of expression in different art media</p> <p>IU80 – to analyze the basic terms of artistic creation and the role of art in the everyday life of an individual and society as a whole</p> <p>IU83 - to apply the elements of the visual perception and art process in the personal artistic-creative process</p> <p>IU84 – to think critically about concepts and personal expression in artistic fields</p> <p>IU88 - to organize art classes to encourage students to express their personality through artistic expression</p>
<p>2.22. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> • to define the specifics of drawing expression • to choose the appropriate drawing technique according to the art task • to identify the specifics of the visual language in the drawing • to demonstrate knowledge of adequate methods of selection of necessary drawing materials for certain artistic expressions • to create independently a work of art in the field of drawing
<p>2.23. Course content (syllabus)</p>	<p>Drawing as a means of visual communication</p> <p>Essential visual elements in the field of drawing</p> <p>Types of drawings</p> <p>Types of drawing media</p> <p>Drawing techniques</p> <p>Linear drawing</p> <p>Shading techniques in drawing</p> <p>Linear perspective</p>

2.24. Format of instruction:	X lectures <input type="checkbox"/> seminars and workshops X exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.25. Comments:				
2.26. Student responsibilities	Mandatory class attendance (0,5 ECTS) Practical work (45 classroom hours = 1,5 ECTS). Personal study time for written exam and portfolio development (30 hours = 1 ECTS). Total student workload is 90 learning hours (classroom hours and personal work outside of class) (= 3 ECTS)								
2.27. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	Portfolio	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	2	
2.1. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Stanyer, P., Rosenberg, T. (2003). <i>A Foundation Course in Drawing: A Complete Program of Techniques and Skills</i> . Watson-Guptill Pubns								

2.11. Optional literature	<p>Gury, A. (2017). <i>Foundations of Drawing: A Practical Guide to Art History, Tools, Techniques, and Styles</i>. California, New York: Watson-Guptill Publications.</p> <p>Kandinsky, W. (2018). <i>Point and Line to Plane</i>. New York: Dover Publications, Inc.</p> <p>Metzger, P. (1992). <i>Perspective Without Pain</i>. Cincinnati, Ohio: North Light Books.</p> <p>Stanyer, P., Rosenberg, T. (1996). <i>Abstract Drawing from First Principles (Art School)</i>. Bookmart Ltd.</p> <p>V. Holmes, C. (2017). <i>Drawing Dimension - Shading Techniques: A Shading Guide for Teachers and Students (How to Draw Cool Stuff) Shading Techniques</i>. Library Tales Publishing, Incorporated; Illustrated edition.</p> <p>Artist Monographs</p>		
2.12. Other (as the proposer wishes to add)			

31. Drawing 2

1. GENERAL INFORMATION			
1.7. Course teacher	Professor Kristina Horvat Blažinović, PhD	1.11. Year of the study	1.
1.8. Name of the course	Drawing 2	1.12. ECTS credits	2
1.6. Associate teachers	Morana Varović Čekolj	1.13. Type of instruction (number of hours L + E + S + e-learning)	15+30+0
1.7. Study programme (undergraduate, graduate, integrated)	undergraduate, graduate, integrated	1.14. Expected enrolment in the course	50

1.8. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.15. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.28. Course objectives	<p>The main goal is to develop students' abilities for creative artistic thinking and creative application of drawing design in primary education.</p> <p>Specific goals:</p> <ul style="list-style-type: none"> • to acquaint students with the meaning of drawings in the educational process, • introduce students to the medium of drawing and familiarize them with the possibilities of its application in education, • to acquaint students with the artistic and technological specificities of various drawing media, • to train students in the art of independent creative design of drawings. 			
2.29. Enrolment requirements and/or entry competences required for the course	none			
2.30. Learning outcomes at the level of the programme to which the course contributes	<p>IU38 – to develop the skill of expression in different art media</p> <p>IU80 – to analyze the basic terms of artistic creation and the role of art in the everyday life of an individual and society as a whole</p> <p>IU83 - to apply the elements of the visual perception and art process in the personal artistic-creative process</p> <p>IU84 – to think critically about concepts and personal expression in artistic fields</p> <p>IU88 - to organize art classes to encourage students to express their personality through artistic expression</p>			

<p>2.31. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. apply the specifics of the visual-art language in the personal artistic practice of drawing expression 2. apply many drawing techniques and procedures; 3. demonstrate technical drawing skills at the primary level; 4. critically judge one's work and the level of graphic achievements of others; 5. apply knowledge about drawing values and connect them interdisciplinarily in multidisciplinary projects, for example, illustrations of children's books, designing posters and other forms of visual communication media; 		
<p>2.32. Course content (syllabus)</p>	<p>Drawing techniques in artistic expression</p> <p>Drawing composition</p> <p>Compositions of complex drawing forms</p> <p>Illusionistic drawing</p> <p>Symbolic drawing</p> <p>Autonomous content of the drawing form</p> <p>Abstract drawing</p> <p>Motif, theme, imagination as an incentive to the drawing process</p>		
<p>2.33. Format of instruction:</p>	<p>X lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p>X exercises</p> <p><input type="checkbox"/> online in entirety</p> <p><input type="checkbox"/> partial e-learning</p> <p><input type="checkbox"/> field work</p>	<p>X independent assignments</p> <p><input type="checkbox"/> multimedia and the internet</p> <p><input type="checkbox"/> laboratory</p> <p><input type="checkbox"/> work with mentor</p> <p><input type="checkbox"/> (other)</p>	<p>2.34. Comments:</p>
<p>2.35. Student responsibilities</p>	<p>Mandatory class attendance (0,5 ECTS)</p>		

	Practical work and portfolio development (45 classroom hours = 1,5 ECTS). Total student workload is 60 learning hours (classroom hours and personal work outside of class) (= 2 ECTS)										
2.36. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO		
	Experimental work	YES	NO	Report	YES	NO	Portfolio	YES	NO		
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO		
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO		
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	2			
2.2. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media		
	Stanyer, P., Rosenberg, T. (2003). <i>A Foundation Course in Drawing: A Complete Program of Techniques and Skills</i> . Watson-Guption Pubns										
2.11. Optional literature	<p>Barcsay, J. (1993). <i>Anatomy For The Artist</i>. Metro Books; 1st edition</p> <p>Gury, A. (2017). <i>Foundations of Drawing: A Practical Guide to Art History, Tools, Techniques, and Styles</i>. California, New York: Watson-Guption Publications.</p> <p>Kandinsky, W. (2018). <i>Point and Line to Plane</i>. New York: Dover Publications, Inc.</p> <p>Metzger, P. (1992). <i>Perspective Without Pain</i>. Cincinnati, Ohio: North Light Books.</p> <p>Stanyer, P., Rosenberg, T. (1996). <i>Abstract Drawing from First Principles (Art School)</i>. Bookmart Ltd.</p> <p>V. Holmes, C. (2017). <i>Drawing Dimension - Shading Techniques: A Shading Guide for Teachers and Students (How to Draw Cool Stuff) Shading Techniques</i>. Library Tales Publishing, Incorporated; Illustrated edition.</p>										

	Artist Monographs
2.13. Other (as the proposer wishes to add)	

32. Didactics of Visual Art Education

1. GENERAL INFORMATION				
1.1. Course teacher	Professor Miroslav Huzjak, PhD		1.11. Year of the study	1, 2, 3, 4, 5
1.2. Name of the course	Didactics of Visual Art Education		1.12. ECTS credits	2
1.3. Associate teachers	...		1.13. Type of instruction (number of hours L + E + S + e-learning)	15+0+0 + e-learning
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.14. Expected enrolment in the course	5
1.5. Status of the course	mandatory	<input checked="" type="checkbox"/> elective	1.15. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.13. Course objectives	To train students to independently design and implement art classes in elementary school.			

2.14. Enrolment requirements and/or entry competences required for the course	-		
2.15. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - understanding and ability to apply pedagogical, psychological, sociological and methodological theories in educational practice; - knowledge of basic scientific and theoretical knowledge from educational areas in primary education (social-humanistic and artistic areas), and mastery of relevant content from the corresponding subjects; - knowledge of the basic concepts of visual art and the role of art in the everyday life of individuals and society as a whole, and awareness of the development of ideas and their transformations through various artistic forms; - acquisition of teaching skill and encouraging students to express their own personality through artistic expression. 		
2.16. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>On completing the course students will be able to:</p> <ul style="list-style-type: none"> - be able to create a teaching unit through the relationships between art problems, motifs and art techniques; - develop the ability to analyze and evaluate students' art works; - acquire knowledge about the harmfulness of stereotypes and templates in children's drawings, as well as how to avoid them; - acquire knowledge about the characteristics of perception; - acquire knowledge about cross-curricular and interdisciplinary connections between the content of school subjects 		
2.17. Course content (syllabus)	<ol style="list-style-type: none"> 1. Didactic basics of fine art in school 2. Lessons designing: Designing art lessons in elementary school 3. Design and architecture in art lessons 4. Evaluation of children's artwork 5. Clichés (stereotypes) and Conformism in Children's Drawing 6. Cross-curricular (intersubject) connection of the content of school subjects 		
2.18. Format of instruction	<u>lectures</u> seminars and workshops exercises online in entirety	<u>independent assignments</u> multimedia and the internet laboratory work with mentor	2.19. Comments:

	<u>partial e-learning</u> field work	<u>peer teaching (other)</u>							
2.20. Student responsibilities	Regular attendance and active participation - 15 hours Preparing presentations of two topics - 6 hours Homework and preparation for class - 9 hours								
2.21. Monitoring student work	Class attendance	<u>YES</u>	<u>NO</u>	Research	YES	<u>NO</u>	Oral exam	YES	<u>NO</u>
	Experimental work	YES	<u>NO</u>	Report	YES	<u>NO</u>	Homework	<u>YES</u>	NO
	Essay	YES	<u>NO</u>	Seminar paper	YES	<u>NO</u>	Peer teaching	<u>YES</u>	NO
	Preliminary exam	YES	<u>NO</u>	Practical work	YES	<u>NO</u>	(other)	YES	NO
	Project	YES	<u>NO</u>	Written exam	YES	<u>NO</u>	ECTS credits (total)	2	
2.22. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	1. Huzjak, M. (2013). Analytical Observation Method in the Development of Children's Drawings. In: Croatian Journal of Education, Vol:15; Sp.Ed. No. 1/2013, pp. 81-98. URL: http://likovna-kultura.ufzg.unizg.hr/Miroslav%20Huzjak_Analytical_Observation_Method.pdf							Web	
	2. Huzjak, M. (2019). Rhythm in the Children's Artistic Expression. In: Requirements and Approaches for Contemporary Teacher Training. pp. 103 - 114. URL: http://likovna-kultura.ufzg.unizg.hr/Miroslav%20Huzjak_Rhythm%20in%20the%20Children's%20Artistic%20Expression.pdf							Web	
	3. Huzjak, M. (2016). The Influence of Intersubject Connection on Student's Learning Performance in Art Education. In: Croatian Journal of Education, Vol 18, Sp.Ed.No.2/2016, pp. 85-109. URL: http://likovna-kultura.ufzg.unizg.hr/Miroslav%20Huzjak_The%20Influence%20of%20Intersubject.pdf							Web	
	4. Huzjak, M. , Zupanic-Benic, M. (2017). Measuring creativity in didactics of visual art in elementary school. In: Croatian Journal of Education; received, not yet published. URL: http://likovna-kultura.ufzg.unizg.hr/Miroslav%20Huzjak_Marijana%20Benic_Measuring%20creativity.pdf							Web	

	5. Duh, M., Herzog, J., Huzjak, M. (2016). Popularity of Art Motifs among Fourth-Grade Primary School Students in Slovenia and Croatia. In: The New Educational Review, Vol. 43, No. 1, pp. 92 - 103. URL: http://likovna-kultura.ufzg.unizg.hr/Duh_Herzog_Huzjak_Popularity%20of%20Art%20Motifs.pdf		Web
2.11. Optional literature	-		
2.23. Other (as the proposer wishes to add)	The course is held entirely in English.		

33. Teaching natural history science outdoors

1. GENERAL INFORMATION				
1.6. Course teacher	Assist. Prof. Marina Vilenica, PhD		1.16. Year of the study	1, 2, 3, 4, 5
1.7. Name of the course	Teaching natural history science outdoors		1.17. ECTS credits	4
1.8. Associate teachers	Assist. Prof. Vlatka Mičetić Stanković, PhD Prof. Marko Čaleta, PhD		1.18. Type of instruction (number of hours L + E + S + e-learning)	15 lectures 15 seminars +e-learning
1.9. Study programme (undergraduate, graduate, integrated)	All study programmes		1.19. Expected enrolment in the course	15 students
1.10. Status of the course	mandatory	X elective	1.20. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2, 10%

2. COURSE DESCRIPTION	
2.24. Course objectives	<p>Recognizing the importance and necessity of implementing out-of-classroom teaching in the educational process.</p> <p>Acquiring skills for conducting practical work in the educational process.</p> <p>Acquiring the ability to conduct simple biological research.</p> <p>Developing skills for identifying plant and animal species.</p> <p>Understanding the importance of the concept of biological diversity and its conservation.</p> <p>Understanding the importance of museums and museum collections in the conservation of biological diversity.</p> <p>The importance of natural history museums as guardians of local cultural heritage.</p>
2.25. Enrolment requirements and/or entry competences required for the course	<p>Basic knowledge in Science subjects.</p>
2.26. Learning outcomes at the level of the programme to which the course contributes	<p>Students at Primary school teacher studies will:</p> <p>IU9 - apply teamwork skills</p> <p>IU12 - use research to evaluate, monitor, and improve teaching practice (as a reflective practitioner)</p> <p>IU13 - design scientific research relevant to educational practice in compulsory education</p> <p>IU24 - integrate appropriate information and communication technologies and media into the teaching process</p> <p>IU45 - organize teaching in the areas of cross-curricular topics, education for development, civic education, extracurricular and out-of-school activities, respecting and affirming the values of education in an intercultural environment</p> <p>Students at Early Childhood Education Studies will:</p> <p>IU9 - choose appropriate forms of communication when working with children in early and preschool education institutions</p> <p>IU42 - conduct research on early and preschool educational practices</p> <p>IU12 - organize pedagogical practice and the educational process in accordance with the principles of sustainable development</p> <p>IU15 - design scientific research in the field of early and preschool education</p> <p>IU24 - implement alternative didactic-methodical approaches in daily educational practice in accordance with the specific requirements of the environment</p>
2.27. Expected learning outcomes at the level of the	<p>On completing the course students will be able to:</p> <p>Recognize the concept of biological diversity in a practical way in a natural environment.</p> <p>Learn ways to preserve biological diversity through practical examples.</p> <p>Explain the role of taxonomy and systematics, the basic branches of biology, in natural science research.</p>

course (3 to 10 learning outcomes)	Distinguish the basic morphological features of the plant and animal world in the context of systematics and taxonomy. Compare methods of collecting, processing, storing, and protecting natural science materials. Draw conclusions about the importance of natural science collections and museums as essential additions to teaching natural science in preschool and early elementary education.								
2.28.Course content (syllabus)	<p>The aims of the course are:</p> <p>Familiarization with the concept of out-of-classroom teaching</p> <p>Fieldwork as a form of out-of-classroom teaching</p> <p>Project-based teaching as a form of out-of-classroom teaching</p> <p>Why is biological diversity important?</p> <p>Biodiversity hotspots in the world and in the Republic of Croatia</p> <p>Introduction to taxonomy and systematics of the living world</p> <p>Taxonomy and systematics – getting to know the most numerous representatives of multicellular organisms</p> <p>Methodology of scientific work and research in the natural sciences</p> <p>Methods of collecting natural science materials</p> <p>Museums – past, present, future</p> <p>The importance of natural science collections in the context of biological diversity</p> <p>Making a herbarium</p> <p>Creating a zoological collection</p> <p>Modern methods of identifying the living world around us</p> <p>Examples of good practice in out-of-classroom teaching in our region</p>								
2.29. Format of instruction	<u>lectures</u> <u>seminars and workshops</u> exercises online in entirety <u>partial e-learning</u> <u>field work</u>	<u>independent assignments</u> multimedia and the internet laboratory work with mentor <u>peer teaching (other)</u>	2.30. Comments: Students will also visit Croatian Natural History Museum in Zagreb.						
2.31.Student responsibilities	Attending classes and active participating in discussions. Participating in outdoor classes. Regular preparation for classes by reading prescribed literature. Creating and presenting personal collections. Preparing project presentation.								
2.32.Monitoring student work	Class attendance	<u>YES</u>	NO	Research	<u>YES</u>	NO	Oral exam	<u>YES</u>	NO
	Experimental work	<u>YES</u>	NO	Report	<u>YES</u>	NO	Homework	<u>YES</u>	NO
	Essay	YES	<u>NO</u>	Seminar paper	YES	<u>NO</u>	Peer teaching	<u>YES</u>	NO

	Preliminary exam	YES	<u>NO</u>	Practical work	<u>YES</u>	NO	(other)	YES	NO
	Project	<u>YES</u>	NO	Written exam	YES	<u>NO</u>	ECTS credits (total)	4	
2.33. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Frick H, Greeff M (2021) Handbook on natural history collections management – A collaborative Swiss perspective. Swiss Academies Communications 16 (2)								
	https://www.hilarispublisher.com/open-access/taxonomythe-crucial-yet-misunderstood-and-disregarded-tool-for-studying-biodiversity-2332-2543-1-128.pdf								
	Giribet G, Edgecombe G (2020) The Invertebrate Tree of Life. Princeton University Press. Retrieved from https://www.perlego.com/book/1130676/the-invertebrate-tree-of-life-pdf (Original work published 2020)								
2.11. Optional literature	Lewington R (2019) Guide to Garden Wildlife (2nd Edition). Bloomsbury USA.								
2.34. Other (as the proposer wishes to add)	The course is held entirely in English.								

34. Drama Lab Across Curriculum

1. GENERAL INFORMATION			
1.3. Course teacher	Professor Maša Rimac Jurinović, PhD	1.11. Year of the study	4 th and 5 th
1.4. Name of the course	Drama Lab Across Curriculum	1.12. ECTS credits	4
1.4. Associate teachers	Professor Katarina Aladrović Slovaček, PhD Professor Lidija Cvikić, PhD Professor Željka Knežević, PhD Professor Iva Nemeč, PhD	1.13. Type of instruction (number of hours L + E + S + e-learning)	15 + 15 + 0

	visiting lecturers (from Erasmus + ACIIS partner institutions)			
1.5. Study programme (undergraduate, graduate, integrated)	undergraduate, graduate, integrated		1.14. Expected enrolment in the course	20
1.21. Status of the course	mandatory	elective	1.15. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20 %)	2
2. COURSE DESCRIPTION				
2.11. Course objectives	<ul style="list-style-type: none"> • To introduce students to the principles and practices of drama in primary education across different subjects and age groups. • To develop students' competencies in applying drama methods in language, science, and humanities education. • To encourage interdisciplinary thinking through integration of drama with visual arts, storytelling, and improvisation. • To enhance communication, collaboration, and creativity skills among future educators. • To provide hands-on experience through structured drama workshops and reflective evaluation. 			
2.12. Enrolment requirements and/or entry competences required for the course	English language skills and competences			
2.13. Learning outcomes at the level of the programme to which the course contributes	<p>Students will:</p> <p>IU2 – Interpret the interdependence of individual parts of the educational system</p> <p>IU9 – Apply teamwork skills</p> <p>IU18 – Self-evaluate one's own teaching practice</p> <p>IU29 – Critically reflect on the need for the holistic development of students, taking into account their developmental characteristics, abilities, interests, and the right to diversity</p> <p>IU61 – Create appropriate stimuli for the development of language-communication competence and language activities in various creative fields (linguistic, literary-artistic, dramatic, stage, and media)</p>			

2.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>After completing the course students will be able to:</p> <ul style="list-style-type: none"> • Identify and explain key concepts and approaches in drama in education. • Design and implement simple drama-based activities for different school subjects. • Use drama techniques to support language development and intercultural communication. • Facilitate basic improvisational exercises in educational settings. • Collaborate with peers in planning and delivering creative educational sessions. • Reflect on their own teaching practice using drama evaluation tools. • Recognize the potential of drama for student empowerment and inclusive learning. 		
2.15. Course content (syllabus)	<ol style="list-style-type: none"> 1. Drama activities for every class (and subject) 2. Drama in education or how drama entered schools 3. Language competence - is there room for drama? 4. Language games 5.-6. Improvisation 7.-8. Structuring the drama workshop 7. Bridges and rivers. - Empowerment through drama and visual art in language learning. 8.-9. Mantle of expert – drama for Humanities 10.-11. Kamishibai - multimodality of the story 12.-13. Process drama in Science learning 14. – 15. Students presentations. 		
2.16. Format of instruction:	<p>lectures, seminars and workshops</p> <p>exercises, online in entirety</p> <p>partial e-learning, field work</p>	<p>independent assignments</p> <p>multimedia and the internet, laboratory</p> <p>work with mentor</p>	<p>2.17. Comments:</p>

		peer teaching (other)							
2.18. Student responsibilities	Regular attendance and active participation - 30 hours Preparing presentations of one topic with drama activities - 30 hours Homework and preparation for class - 15 hours Independent learning/ reading - 20 hours								
2.19. Monitoring student work	Class attendance	<u>YES</u>	NO	Research	YES	<u>NO</u>	Oral exam	YES	<u>NO</u>
	Experimental work	YES	<u>NO</u>	Report	YES	<u>NO</u>	Homework	<u>YES</u>	NO
	Essay	YES	<u>NO</u>	Seminar paper	YES	<u>NO</u>	Peer teaching	<u>YES</u>	NO
	Preliminary exam	YES	<u>NO</u>	Practical work	<u>YES</u>	<u>NO</u>	(other)	YES	NO
	Project	<u>YES</u>	NO	Written exam	<u>YES</u>	NO	ECTS credits (total)	4	
2.20. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Fontichiaro, K. (2007) <i>Active Learning through Drama. Podcasting, and Puppetry</i> . Libraries Unlimited. Johnstone K.(2007) <i>Improvisation and the Theatre</i> . London: Methuen drama.								
	McGowan, T. M. (2010). <i>The Kamishibai Classroom: Engaging Multiple Literacies through the Art of Paper Theater</i> . Libraries unlimited.								
	Neelands, J. (2015) <i>Structuring Drama Work</i> . Cambridge University Press.								

	O'Toole J. i Haseman B. (1988.) <i>Dramawise. An introduction to the elements of drama</i> . Hainemann Educational. Melbourne.		
	O'Toole, J. - Stinson, M. - Moore, T. (2009) <i>Drama and Curriculum - A Giant at the Door</i> . London: Springer.		
	Spolin V.(1999) <i>Improvisation for the Theatre</i> . Evanston: Northwestern University Press.		
2.11. Optional literature	<ul style="list-style-type: none"> • Aladrović Slovaček, K. 2018. <i>Kreativne jezične igre</i>. Zagreb: Alfa. • Gaber Korbar, V. et al. (2024) <i>Collection of creative assesment activities</i>. Ljubljana: Društvo ustvarjalcev Taka Tuka (https://www.takatuka.net/ files/ugd/03f8e0_efa06859f7a94afbb50bcf8d3fab1a10.pdf) • Krušić, V. (ur.) <i>Odgoj za građanstvo, odgoj za život</i>. Zagreb: HCDO. http://www.hcdo.hr/wp-content/uploads/downloads/2017/03/P91557 Odgoj za gradanstvo.pdf • Rimac Jurinović, M. (ur.) 2020. <i>Igrom do sporazumijevanja</i>. Zagreb: Naklada Teatar Tirena. https://www.tirena.hr/wp-content/uploads/2020/04/Igrom-do-sporazumijevanja.pdf 		
2.13. Other (as the proposer wishes to add)			