



University of Split

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Faculty of Philosophy

UNDERGRADUATE AND GRADUATE **TWO-COURSE STUDY OF PEDAGOGY**

**Master of Pedagogy**

**March 2007.**

**CURRICULUM**

Two-Course University Undergraduate and Graduate Studies

Master of Pedagogy

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## **INTRODUCTION**

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## **1. RATIONALE FOR INITIATING THE STUDY**

The basic reason underlying initiating a two-course study of pedagogy at University of Split is the obvious scarcity of professional collaborators – pedagogues and educationists in the Croatian education system, particularly in the area of Dalmatia. The proceedings were initiated upon ensuring the appropriate academic, both teaching and scientific staff, necessary for the realisation of the programme, as well as after meeting the material and organisational requirements, particularly concerning adequate venues in which the study is to be successfully performed.

### **A. Feasibility estimation**

The purpose of establishing the two-course study of pedagogy at the Faculty of Philosophy, University of Split, can be justified by the following reasons:

- A need observed in local school, as well as in the adjacent areas of South-West Bosnia and the major part of Herzegovina, mainly populated by Croats and traditionally gravitating towards the University of Split), for qualified professional collaborators – pedagogues and educationists.
- Our conviction that the study of pedagogy in Split will significantly contribute towards decreasing the scarcity of qualified professional collaborators – pedagogues and educationists in schools and other educational institutions, as well as meet an increased interest in the study for several reasons:
  - a) possibility of studying in Split is bound to increase the interest in the study of pedagogy among secondary school graduates.
  - b) the possibility of studying in Split will provide opportunities for those students whose financial status would prevent them for enrolling in other universities.

### **B. Scientific Competitiveness**

In view of the contents the Programme hereby proposed has been conceived primarily with the aim to educate the students in accordance with the needs of contemporary education

practice. The study has been simultaneously designed to ensure an adequate basis for research and scientific work and a continuation of education in postgraduate and doctoral studies.

### **C. Research Collaboration**

One of the basic prerequisites for the proposed Programme to be successfully and efficiently realised is the collaboration at the teaching, professional and scientific levels of all the factors participating in the process of education and training. Apart from the Faculty of Philosophy, these factors encompass higher education institutions of Split University (Faculty of Sciences, Mathematics and Kinesiology, Academy of Arts), including other universities and related faculties in the Republic of Croatia, as well as institutions of pre-tertiary education, particularly in ensuring the practice and conducting research and scientific work, School Agency of Ministry of Education and others.

### **D. Comparability**

The proposed programme of study of pedagogy is basically, both in its contents essence and organisation, comparable with the already existing studies of pedagogy in the Republic of Croatia (Faculties of Philosophy in Zagreb, Zadar and Rijeka, Faculties of Pedagogy in Maribor, Slovenia, and Pescara, Italy. It is also compatible with other two-course pedagogy studies at any university. Moreover, with regard to the proposed conception of the programme, pace of studying, possible student mobility and ECTS transfer system, the proposed Programme is also comparable with similar studies within the European Union.

However, by its conception and part of its content, the programme is specific and differs from other similar programmes in that it essentially propels the students towards practical aspects of educational and pedagogical work. It is characterised by combining pedagogy with other courses of study, especially by being incorporated into the teaching methodologies of particular curricular subjects and education areas and being concerned with the pedagogical practice in schools and other education institutions. In the course of study the future pedagogue / educationist is given an opportunity of directly applying and empirically verifying the pedagogical theories in everyday practice. This orientation is also encouraged at the theoretical level – by means of lectures, seminars and practical exercises conducted on the concrete substratum sample, as well as by immediate practice in pre-school institutions, primary and secondary schools, institutions educating children with special needs and children's homes.

## **2. PAST EXPERIENCE OF THE PROGRAMME PROPONENT**

As the proponent of the Programme, the Faculty of Philosophy is a legal successor of the former Teacher Training Academy (with a sixty-year tradition) which can, by its function, be basically regarded as a primarily pedagogical study (educating and training of lower primary school and pre-school teachers and educators. At the same time, the Faculty is a legal successor of Department of Social Studies and Humanities at the University of Split, which also has a long tradition and experience, both in teaching and research work. Consequently, it will be safe to claim that the programme proponent, in spite of not having directly dealt with the study of pedagogy, has ample experience in teacher education and training. Up to a certain extent, this can be viewed as an advantage, enabling us to conceive and create a new university study with novel and original solutions, unencumbered with traditional structures and conceptions.

## **3. STUDENT MOBILITY**

In compliance with the organisational and curricular conception and the Bologna principles, the student is able to spend a part of his studies (one or more terms) outside the proponent's institution. The student is free to choose among elective courses offered by other higher education institutions of Split University, in the Republic of Croatia or abroad for the entire duration of study, taking examinations in a number of courses, obtaining the required number of ECTS per annum.

## **4. INTERNATIONAL COLLABORATION**

**See Ad. 3**

## **II. GENERAL PART**

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**1. STUDY TITLE:**

The two-course undergraduate and graduate study of pedagogy belongs to the scientific area of social sciences, field of educational sciences, branch pedagogy.

**2. STUDY PROPONENT AND ORGANISER:**

University of Split, Faculty of Philosophy, Sinjska 2.

**3. INSTITUTIONAL STRATEGY OF PROGRAMME DEVELOPMENT**

The study is to be established as a regular full-time undergraduate and graduate university study. In the subsequent stages postgraduate specialist and doctoral studies of school pedagogy and special pedagogy have been planned in collaboration with Pedagogy Departments at other faculties of philosophy, as well as with the Education and Rehabilitation Centre of Zagreb University.

As soon as the required conditions are met, we plan to organise undergraduate and graduate studies for part-time and extramural students, for which a great deal of interest has already been shown, particularly among pre-school teachers, as well as teachers at other educational levels and dealing with other subjects and areas.

**4. INNOVATIVENESS OF THE PROGRAMME:**

Our programme is primarily characterised by its innovativeness. Its basic novelty in relation to similar studies elsewhere in Croatia lies in its orientation towards and focusing on pedagogical practice – concrete work in education institutions, which is made obvious from the syllabus.

- a. Out of the total number of lectures (lesson periods) as envisaged by the programme, the ratio between lectures, seminars and practical exercise classes is 855 : 810 : 435. Consequently, lectures make up some 40% of the entire syllabus, the rest being dedicated to practical work. Thus the ratio between theory and practice is 2 : 3.
  - In all elective courses the ratio between lectures, seminars and practical exercises amounts to 1 : 2 in favour of the practical student work.

In view of the fact that every winter term is followed by each student spending one whole week (30 lesson periods, i.e. a total of 150 classes in the course of the study) doing practical work in schools and other educational institutions, in addition to 165

hours dedicated to the practical part on the graduation thesis, the ratio between lectures and seminars is almost 1 : 2, even more favouring pedagogical practice.

- b. Unlike other similar studies, this programme has a much more pronounced orientation to the issues of social and special pedagogy, i.e. working with children with special needs integrated into the regular education system.
- c. It has been envisaged to introduce students to the teaching methodologies of all educational areas (in both schools and kindergartens) in order to acquaint them, at least at an elementary level, with methodological characteristics of the teaching process as conducted in different schools and at a variety of levels.
- d. The concept of elective courses is aimed at directing the students towards particular areas, both in the scientific-theoretical and practical aspects of pedagogical work.

The programme hereby proposed represents a modern, dynamic and partly multidisciplinary approach to enabling the students to competently deal with their tasks as professional associates – collaborators in educational institutions, as well as for the continuation of study in one of postgraduate specialist and doctoral studies.

Essentially based on the traditions of the Western European and Mediterranean civilisation circles, the university study hereby proposed ensures a quality breakthrough in the realisation of teaching and, by establishing a partnership among the factors of the educational process, seeks to update and modernise the traditional values in upbringing, education and student training. It is in this way that we hope to build a by-pass between tradition and modern pedagogical and social trends and developments. The realisation of the proposed study programme therefore requires, as a necessary prerequisite, establishing an operational partnership with educational and rehabilitation institutions (labour market) in whose activities the pedagogue / educationist is expected to participate as a professionally qualified and trained collaborator in a permanent attempt to promote and encourage life-long education, education available to all, as well as qualifying students for their first employment.

## **5. ENROLMENT PREREQUISITES**

Enrolment prerequisites have been defined by the law.

The two-course **study of pedagogy** is combined with the studies and courses already existing at the Faculty of Philosophy, University of Split, and is open to all the candidates who, according to the law, meet the requirements and are eligible to enter higher education.

The study is divided into two cycles – undergraduate (3 years) and graduate (2 years). Upon the completion of undergraduate study, the student obtains the status, if he/she so wishes, of bachelor (B.A.) of pedagogy and the other course of study, as well as the right to continue the study at the graduate level. Upon completing studies at the graduate level, the student obtains an M.A. (master of pedagogy degree) degree with the right to enrol in both professional and scientific studies at the postgraduate level.

## 6. CRITERIA AND PROCEDURES IN CANDIDATE SELECTION

Students are admitted within the limits of a predetermined quota, Decree of the Faculty Council and a permission granted by the University Senate, the costs being partly covered by the budget and partly by students themselves.

Criteria for candidate selection are explicitly stated by the Faculty Statute of Admission and Classification Procedures.

Candidates are thereupon selected on the basis of their secondary school achievement and grades as follows:

- taking into account grades in particular classes and in the final examination (the Croatian equivalent of G.C.E. (A-level) examination)
- taking account secondary school grades in particular subjects (psychology, philosophy and sociology).

Candidates having an A-level secondary school graduation certificate at the national level have a right to enrol directly within the granted quota.

## 7. LEARNING OUTCOMES AND COMPETENCES

Upon completing the graduate study the student will be qualified to work as a **professional collaborator – pedagogue** with pupils and their parents, teachers and educators in schools and rehabilitation centres, as well as other education institutions dealing with persons of different ages. Apart from this, graduate students will be enabled to conduct research and scientific work at specialist and doctoral studies, research projects and the like, as well as a life-long informal education and improvement, constantly promoting educational activities in their respective jobs.

The three-year undergraduate study will qualify the students for jobs such as associates / collaborators in educational institutions.

## **COURSE SPECIFICATION**

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## 1. PROGRAMME STRUCTURE AND ORGANISATION

The two-course university study of pedagogy consists of ten terms (six undergraduate and four graduate) over five years of study.

The first three years of study constitute the undergraduate level at which the students acquire basic knowledge and skills in pedagogy, viewed both as a science and as a practice. During this time the student is required to obtain a minimum of 30 ECTS in pedagogy and 30 ECTS in other course of study, i.e. 60 ECTS per year of study (a total of 180 ECTS, out of which 10% goes to elective courses). Apart from the theoretical knowledge encompassed by each course, the students will be directly included in educational practice in order to acquire concrete knowledge and specific skills which will enable them to understand and appreciate the purpose of study in its entirety.

The fourth and the fifth years of study make the **graduate level** which focuses on scientific work and research, as well as specific and special aspects of pedagogy. Based on similar principles as the undergraduate study, this level will enable the student to actively participate in professional activities, as well as in research and scientific projects within a variety of pedagogical sciences and practices. Apart from the basic theoretical, methodological and professional knowledge and skills, this part of the programme will enable the students to choose particular areas of pedagogical and research work in accordance with their interests and preferences.

In the fifth year of study, during the ninth term, students are offered a choice of a number of topics for their graduation thesis, being also given a possibility of proposing an appropriate subject themselves, according to their interests and personal preferences – either in pedagogy or the other course of study. Each student is obliged to officially register for the thesis by the beginning of the tenth term. The Department Council then appoints a mentor at the student's proposal or at their own discretion, having primarily in mind the subject of the thesis. The student then collaborates with the mentor, 2 hours per week being allocated for the task.

The graduation thesis subject may pertain to the area of pedagogical theory and practice, while the related research can be done in the area of the other course of study. During the tenth term the student is obliged to start work on the graduation project and, in collaboration with the mentor, take all the measures necessary for its successful realisation. For this task the student is allocated between 2 and 5 ECTS.

## 2. THE CURRICULUM / SYLLABUS

### A) PROGRAMME STRUCTURE WITH THE LIST OF COMPULSORY COURSES

UNDERGRADUATE STUDY									
Year	Term	Course					Status	ECTS	Supervisor /Lecturer
		Code	title	l	s	e			
<b>I</b>	<b>I</b>	FFPD21	Systematic Pedagogy	2	2	-	compulsory	5	Milat
	<b>I</b>	FFPD01	Philosophy of Education	2	1	-	compulsory	4	Žarnić
	<b>I</b>	FFPD11	Language Culture	1	2	-	compulsory	3	Vulić
	<b>II</b>	FFPD02	Foreign Language for Special Purposes	1	-	3	compulsory	3	Vickov
	<b>II</b>	FFPD03	Developmental Psychology <sup>1</sup>	2	2	-	compulsory	5	Klarin
	<b>II</b>	FFPD22	History of Pedagogy	2	1	-	compulsory	4	Radeka
	<b>I<sup>2</sup></b>		Elective Course <sup>3</sup>	1	2	-	elective	3	-
	<b>II</b>		Elective Course	1	2	-	elective	3	-
	<b>Σ</b>			<b>6+6</b>	<b>7+5</b>	<b>0+3</b>	-	<b>15+15</b>	
<b>II</b>	<b>III</b>	FFPD31	Introduction to Scientific Literacy	1	2	-	compulsory	3	Arbunić
	<b>III</b>	FFPD85	Introduction to kinesiology methodic	1	-	1	compulsory	2	Rogulj
	<b>III</b>	FFPD80	Didactics	2	1	1	compulsory	4	Rodek
	<b>III</b>	FFPD04	Sociology of Education	2	1	-	compulsory	3	Pilić
	<b>IV</b>	FFPD32	School Pedagogy	1	-	2	compulsory	4	Arbunić
	<b>IV</b>	FFPD33	Preschool Pedagogy	2	1	-	compulsory	4	Ivon
	<b>IV</b>	FFPD81	Introduction to Methodology of Language and Art	1	-	2	compulsory	4	I. Tomić-F.; Nemeth, Dobrota, Kušević
	<b>III</b>		Elective Course	1	2	-	elective	3	-
	<b>IV</b>		Elective Course	1	2	-	elective	3	-
	<b>Σ</b>			<b>7+5</b>	<b>6+3</b>	<b>2+4</b>	-	<b>15+15</b>	-
<b>III</b>	<b>V</b>	FFPD82	Introduction to Methodology of Social Sciences and Humanities	1	-	2	compulsory	3	Žarnić, Kovačević
	<b>V</b>	FFPD05	Pedagogical Psychology	2	2	-	compulsory	4	Klarin
	<b>V</b>	FFPD61	Andragogy	1	2	-	compulsory	5	Matijević
	<b>VI</b>	FFPD83	Introduction to Methodology of Mathematics and Science	1	-	2	compulsory	3	Kostović, Mišurac
	<b>VI</b>	FFPD12	Basics of Pedagogical Statistics	2	-	1	compulsory	4	Arbunić
	<b>VI</b>	FFPD41	Social Pedagogy	2	1	-	compulsory	5	Uzelac
	<b>V</b>		Elective Course	1	2	-	elective	3	-
	<b>VI</b>		Elective Course	1	2	-	elective	3	-
	<b>Σ</b>			<b>5+6</b>	<b>6+3</b>	<b>2+3</b>	-	<b>15+15</b>	

<sup>1</sup> Developmental and Pedagogical Psychology are compulsory for those students whose other course does not include subjects related to psychology, while other students (those who have the above mentioned courses), choose instead the required number of elective courses in order to obtain the required number of ECTS.

<sup>2</sup> The student is obliged to pass the third and fourth course per term respectively, including the elective course, by the end of academic year.

<sup>3</sup> The list of elective courses offered by the Department of Pedagogy is to be found in a separate section, following the list of compulsory courses, i.e. the structure of study.

GRADUATE STUDY									
Year	Term	Course title					Status	ECTS	Supervisor/ Lecturer
				p	s	v			
IV	VII	FFPD42	Family Pedagogy	2	1	1	compulsory	4	Ljubetić
	VII	FFPD13	Methodology of Pedagogical Research	3	1	-	compulsory	5	Milat
	VII	FFPD84	Introduction to Methodology of Technical Education and Culture	1	-	2	compulsory	3	Milat, Kovačević
	VII I	FFPD85	Multimedia Didactics	2	-	1	compulsory	3	Matijević
	VII I	FFPD71	Comparative Pedagogy	2	2	-	compulsory	5	Domović
	VII I	FFPD43	Partnership Between Family and Education Institutions	1	1	1	compulsory	4	Ljubetić
	VII		Elective Course	1	2	-	elective	3	-
	VII I		Elective Course	1	2	-	elective	3	-
		<b>Σ</b>		<b>7+6</b>	<b>4+5</b>	<b>3+2</b>	<b>-</b>	<b>15+15</b>	<b>-</b>
V	IX	FFPD34	The Pedagogue in Educational Institution	1	-	3	compulsory	3	Ljubetić
	IX	FFPD44	Pedagogy of Free Time	1	-	2	compulsory	4	Arbunić
	IX	FFPD14	Methodology of Creating a Curriculum	2	1	-	compulsory	5	Milat
	X	FFPD51	Special Pedagogy	2	1	-	compulsory	3	Oberman- Babić,Sunko
	X	FFPD72	Educational Policies	2	1	-	compulsory	4	Domović
	X	FFPD86	Distance Learning	1	2	-	compulsory	3	Rosić
	X	FFPD90	Project Registration and Completing Graduation Thesis	-	2	11	compulsory	2-5	-
	IX		Elective Course	1	2	-	elective	3	-
	X		Elective Course	1	2	-	elective	3	-
		<b>Σ</b>		<b>5+6</b>	<b>3+8</b>	<b>5+11</b>	<b>-</b>	<b>15+15</b>	<b>-</b>

3. LIST OF ELECTIVE COURSES<sup>4</sup>

ELECTIVE COURSES									
Year	Term	Course					status	ECTS	Supervisor / Lecturer
		Course code	title	l	s	e			
I	I	FFPD05	Child and Society	1	2	-	elective	3	Pilić, Mendeš
	I	FFPD06	Pedagogical Anthropology of Work	1	2	-	elective	3	Milat
	II	FFPD07	Religious Pedagogy	1	2	-	elective	3	Father Grubišić
	II	FFPD46	Pedagogical Communication	1	2	-	elective	3	Ljubetić, Kovačević
II	III	FFPD45	Education for Peace and Tolerance	1	-	3	elective	3	Pilić, Mendeš
	III	FFPD87	Teaching Combined Classes	1	2	-	elective	3	Arbunić
	IV	FFPD52	Pedagogy of Gifted	1	2	-	elective	3	Ljubetić
	IV	FFPD23	Interactive Pedagogy	1	2	-	elective	3	Ivon
	IV	FFPD88	Didactic Theories	1	2	-	elective	3	Rodek
III	V	FFPD74	Alternative Conceptions of Education	1	2	-	elective	3	Matijević
	V	FFPD08	Psychology of Self-Confidence and Positive Thinking	1	2	-	elective	3	Nazor
	VI	FFPD89	Media in Education	1	2	-	elective	3	Rodek
	VI	FFPD09	Psychology of Self Initiative	1	2	-	elective	3	Nazor
IV	VII	FFPD35	Economics of Education	1	2	-	elective	3	Pašalić, Maršić
	VII	FFPD36	School System	1	2	-	elective	3	Domović, Maršić
	VIII	FFPD53	Prevention of Behaviour Disorder	1	2	-	elective	3	Uzelac, Sunko
	VIII	FFPD54	Visual Arts in Education and Therapy	1	2	-	elective	3	Prijatelj-Pavičić, Pivac
V	IX	FFPD37	Extracurricular and Extramural Activities	1	2	-	elective	3	Arbunić, Nemeth
	IX	FFPD55	Pedagogy of Children with Special Needs	1	2	-	elective	3	Uzelac, Sunko
	X	FFPD56	Practicum in Social and Special Pedagogy	1	-	3	elective	3	Uzelac, Sunko
	X	FFPD57	Abused and Neglected Children	1	2	-	elective	3	Arbunić, Sunko

<sup>4</sup> Apart from the courses listed above, the students may choose / take elective courses taught in all departments, not only at the Faculty of Philosophy, but at other faculties of Split University, elsewhere in Croatia or abroad.

#### 4. OTHER OPTIONAL AND ELECTIVE ACTIVITIES

In the course of study the student has an opportunity of attending various professional and scientific seminars, conferences, round tables, etc., both in Croatia and/or abroad, as well as actively participating, publishing papers and articles in corresponding journals. Such activities are registered as elective courses and verified by Head of Department, following a decision taken by the Department Council. With an application form the student is obliged to submit one of the following documents:

- a certificate confirming participation
- a certificate confirming paper presentation, accompanied by the text, or
- a photocopy of the published paper

These student activities are assessed as follows:

- every published scientific paper, regardless of its nature – 6 ECTS
- every published professional paper – 4 ECTS
- paper presentation – 3 ECTS
- participation in conferences, seminars, etc. – 2 ECTS

ECTS thus obtained enter the total of ECTS per term and may represent a substitute for elective courses, both for a particular term and the required minimum number of ECTS. In the two-course study ECTS obtained in one study programme may not be registered and validated for the other study programme.

Apart from the above mentioned compulsory and elective courses and the possibility of obtaining ECTS by participating in conferences and publishing papers, cultural, art and sports events have also been envisaged by the programme. These will be compulsory only to an extent that they are related to particular courses, but are in principle devised as optional and recreational. ECTS will be allocated for such activities as well.

## **5. STUDY PROGRAMME – COURSE INFORMATION**

<b>Course title</b>		<b>Systematic Pedagogy</b>	
<b>Lecturer</b>		Josip Milat, Ph.D., Full Professor; Tonća Jukić, Assistant Lecturer	
<b>Course code</b>		FFPD21	<b>ECTS</b> 5
<b>Course type</b>		compulsory	<b>Level of course</b> undergraduate
<b>Year of study</b>		1st	<b>Term</b> 1st
<b>Teaching methods</b>		Lectures and seminar	<b>L+S+P / E</b> 2+2+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>		<p><b>Lectures:</b>  Scientific definition – epistemological characteristics, aim and tasks, basic concepts of pedagogy, pedagogy and other sciences, social and historical dimension and development of pedagogy, learning and training viewed as conditioned processes, man-work-society.  Pedagogical theories of personality development – stages of development, aspects and levels of qualitative development. Aspects and methods of pedagogical work in the teaching and training process.  Basic theories – spiritual and scientific pedagogy, pedagogy as both an empirical and critical science, other relevant trends in pedagogy.  Alternative pedagogical theories and practices. Relation between pedagogy and andragogy within the system of lifelong "learning". Enabling pupils / students to live in a plural society - multi-cultural community. Basic methods of pedagogical work. Pedagogy within the system of science and scientific system of pedagogy. Basic characteristics of school system.</p> <p><b>Seminar:</b>  Analysing and discussing pedagogical issues based on particular sources taken from pedagogical literature, theory and practice. Students' seminar papers.</p>	
<b>Learning outcomes and competences</b>		<p><b>General competences:</b>  Critical scientific study of pedagogy as both theory and practice of teaching and training people for life, successful organisation and satisfactory professional and scientific dealing with pedagogical issues and activities in the processes of education and training.</p>	
<b>READING</b>	<b>Recommended</b>	1. Milat J.: Pedagogija – teorija osposobljavanja, Školska knjiga, Zagreb, 2005. (str.: 177) 2. Giesecke H.: Uvod u pedagogiju, Educa, Zagreb, 1993. (str.: 172) 3. Lenzen D.: Vodič za studij znanosti o odgoju – što može, što želi, Educa, Zagreb, 2002. (str.: 219.)	
	<b>Supplementary</b>	1. Delors J.: Učenje blago u nama, Educa, Zagreb, 1998. (str.: 302) 2. Glasser W. Kvalitetna škola, Educa, Zagreb, 2005. (str.: 147) 3. König E. Zedler P.: Teorije znanosti o odgoju, Educa, Zagreb, 2000. (str.: 275.) 4. Lesourne J.: Obrazovanje i društvo, Educa, Zagreb, 1993. (str.: 345) 5. Malić Mužić: Pedagogija, Školska knjiga, Zagreb, 1981. (294) 6. Suhodolski B.: Tri pedagogije, Duga, Beograd, 1974. (str.: 250)	
<b>Assessment methods</b>		Oral examination – discussion based on issues from recommended literature, as well as issues dealt with in students' seminar papers.	
<b>Quality assurance methods</b>		Students will evaluate the quality of teaching by filling in anonymous questionnaires, the results being processed and publicised by students' representatives. Institutional evaluation.	

<b>Course title</b>		<b>Philosophy of Education</b>	
<b>Lecturer</b>		Berislav Žarnić, Ph.D., Associate Professor; Perislava Bešić-Smlatić, M.A, Research Fellow	
<b>Course code</b>	FFPD01	<b>ECTS</b>	4
<b>Course type</b>	compulsory	<b>Level of course</b>	undergraduate
<b>Year of study</b>	1st	<b>Term</b>	1st
<b>Teaching methods</b>	lectures, seminar, essay	<b>L+S+P /E</b>	1+2+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian, English	
<b>Course contents</b>	<p>The course comprises the following units: (a) relation of contemporary philosophy to orientations in science and education, (b) anthropology of education and concept of natural development in contemporary philosophy of education. Unit (a) is divided into 4 thematic cycles. the first comprises «phenomenology» in philosophy, its crucial points being historicism, existentialism and hermeneutics, and the related hermeneutical education science. The second cycle includes the development of «analytical» philosophy, particularly through positivism and critical rationalism and the ensuing empirical orinationation in education. The third thematic cycle explores the basic ideas of critical theory of society in educational theory, while the fourth cycle is concerned with basic ideas of post-modern philosophy and its sources, especially structuralism and theory of the unconscious, and its reception in educational sciences. The second, shorter init, provides a brief introduction to philosophical anthropology and consider the issue of anthropological basis of education. a historical survey (reconstruction) is provided of the influential idea according to which «education should be compatible with the degree of natural development, explaining the development of ideas of intellectual and moral development (special attention given to theories of Rousseau, Kant, Spencer, Piaget and Kohlberg). Seminar discussions will be dedicated to analysis of selected works from the area of philosophy of education, with special emphasis upon logical and methodolohical text analysis.</p>		
<b>Learning outcomes and competences</b>	<p>The very nature of the course contents and methods applied are aimed at encouraging reflection, critical thinking and thinking of a higher order. Concerning specific competences, the course enables the student to recognise philosophic prerequisites in pedagogical scientific orientations, as well as in any given pedagogical attitude. The student is expected to be rendered capable of basic logical analysis of the text, as well as of recognising philosophic prerequisites of educational theories and practical pedagogies.</p>		
<b>READING</b>	<b>Recommended</b>	<p>Arno Anzenbacher (1992) <i>Filozofija: uvod u filozofiju</i>. Zagreb: Školska knjiga  Eckard König i Peter Zedler (2001) <i>Teorije znanosti o odgoju</i>. Zagreb: Educa</p>	
	<b>Supplementary</b>	<p>Allan C. Ornstein i Daniel U. Levine (2000) <i>Foundations of Education</i>. Boston: Houghton Nifflin Company  Carl Bereiter. (2002). <i>Education and Mind in the Knowledge Age</i>. Mahwah: Lawrence Erlbaum Associate  <i>Encyclopaedia of Philosophy of Education</i> Michael A. Peters, Paulo Ghiraldelli Jr., Paul Standish i Berislav Žarnić (ured.) (199X) <a href="http://www.ffst.hr/ENCYCLOPAEDIA">http://www.ffst.hr/ENCYCLOPAEDIA</a>  <i>Filozofija odgoja: izbor tekstova hrvatskih pisaca</i>. (1997) priredio Ivan Čehok. Zagreb: Školska knjiga  <i>Filozofija odgoja: obrazovni portal</i> (uređuje B. Žarnić) (<a href="http://www.ffst.hr/~berislav/phed">http://www.ffst.hr/~berislav/phed</a>)  Frieda Heyting, Dieter Lenzen, John White (ured.) (2001) <i>Methods in Philosophy of Education</i>. London: Routledge  Jerome Bruner (2000) <i>Kultura obrazovanja</i>. Zagreb: Educa  <i>Metodički ogledi: časopis za filozofiju odgoja</i>. Zagreb: Hrvatsko filozofsko društvo  Milan Polić. (1997) <i>Čovjek, odgoj svijet: mala filozofijsko-odgojna razložba</i>. Hrvatski Leskovac: Kruzak  Srećko Kovač (2004) <i>Logika</i>. Zagreb: Hrvatska sveučilišna naklada</p>	
<b>Assessment methods</b>		<p>Students' work is monitored by observing their participation in seminar, while the levels attained in analytical in critical thinking is evaluated on the basis of essays. Positively marked essay is a prerequisite for oral examination. The final grade is derived from participation in seminar (15%), essay (35%) and oral examination (50%).</p>	
<b>Quality assurance methods</b>		<p>The quality is monitored by means of students' and colleagues' evaluation.</p>	

<b>Course title</b>		<b>Language Culture</b>	
<b>Lecturer</b>		Sanja Vulić, Ph.D., Assistant Professor; Gordana Laco, M.A., Assistant Lecturer	
<b>Course code</b>		FFPD31	<b>ECTS</b> 3
<b>Course type</b>		Compulsory	<b>Level of course</b> undergraduate
<b>Year of study</b>		1st	<b>Term</b> 1st
<b>Teaching methods</b>			<b>L + S + P/E</b> 1 + 2 + 0
<b>Prerequisites</b>		None	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>		<p>Orthography norms and standards of the Croatian language. Apart from the standard Croatian language, dialects, regional and local idioms will be studied, especially attitudes towards slang, professional jargons and sociolects. The complex terminology and classifications pertaining to dialectology will not be applied, but rather the reasons of gradual extinction of dialects in the contemporary world will be considered from the sociolinguistic and psycholinguistic viewpoints. The influences of certain systems within the language itself, as well as the ones exerted by other languages upon the Croatian language will be studied. All of the above will be identified on contemporary texts.</p> <p>Basics of ethnolinguistics: words gradually disappearing from the Croatian language or becoming archaic, their meaning and usage.</p> <p>Basics of onomastics: types of proper names, acknowledging sociolinguistic and psycholinguistic factors and conditions influencing conversion of proper names into common nouns and vice versa, common nouns being converted into proper names.</p> <p>Basics of semantics: identifying superordinates and subordinates within a modern approach to language.</p> <p>The students will be expected to competently use basic language textbooks, e.g. orthography manuals, various types of dictionaries (monolingual and bilingual), terminology dictionaries and diverse glossaries, which will also acquaint them with basics of lexicography.</p>	
<b>Learning outcomes and competences</b>		<p>Raising the students' sensitivity to and awareness of the importance of language as a means of communication in the teaching process, its use in other media pertaining to the contemporary civilisation, but also its place in tradition, focusing on language as a primary means of spoken and written communication in various contexts and situations.</p> <p>This is the reason why these issues will be approached from the sociolinguistic, psycholinguistic and ethnolinguistic points of view</p>	
<b>Reading</b>	<b>Recommended</b>	<p>Samardžija, M. <i>Iz triju stoljeća hrvatskoga standardnog jezika</i> (II., prošireno izdanje), Hrvatska sveučilišna naklada, Zagreb, 2004.</p> <p>Babić, S. Ham. S. Moguš. M.: <i>Školski pravopis</i>, Zagreb, 2005.</p> <p>Ham, S.: <i>Hrvatska školska gramatika</i>, Školska knjiga, Zagreb, 2003.</p>	
	<b>Supplementary</b>	Težak, S. <i>Hrvatski naš (ne)podobni</i> , Školske novine, Zagreb, 2004.	
<b>Assessment methods</b>		Written and oral examination	
<b>Quality assurance methods</b>		Students' and colleagues' evaluation at the end of term	

<b>Course title</b>	<b>Foreign Language(s)- /ESP/</b>		
<b>Lecturer</b>	Gloria Vickov, M.A., Senior Lecturer		
<b>Course code</b>	FFPD02	<b>ECTS</b>	2
<b>Course type</b>	obvezni	<b>Level of course</b>	undergraduate
<b>Year of study</b>	1st	<b>Term</b>	2nd
<b>Teaching methods</b>	lectures, exercises, discussions	<b>P+S+V</b>	1 + 0 + 3
<b>Prerequisites</b>	language proficiency at the secondary school level		
<b>Language of instruction</b>	English (or another foreign language)		
<b>Course contents</b>	Integration and implication of language skills (grammar and lexis) in interactions of professional semantic orientation. Developing the skill of reading and understanding professional and scientific texts in the foreign language related to pedagogy: specific terminology, key words, strategies of <i>skimming</i> and <i>scanning</i> , deducing meaning from the context and grammar peculiarities in pedagogical jargon. Oral presentation on given pedagogical subjects, expressing opinions and attitudes, paraphrasing, note taking. The use of monolingual dictionaries and scientific publications. Foreign language used for special and academic purposes on relevant web sites.		
<b>Learning outcomes and competences</b>	<p>The students will:</p> <ul style="list-style-type: none"> <li>- consolidate and improve their knowledge of various grammar categories in the foreign language necessary for understanding scientific and professional pedagogical publications.</li> <li>- extend and activate their vocabulary scope and idioms related to pedagogy</li> <li>- develop the capacity of functional use of the foreign language as employed in pedagogy (both oral and written)</li> <li>- learn and acquire techniques of reading and understanding scientific and professional publications in the foreign language</li> <li>- become acquainted with the use of the foreign language in pedagogy by browsing through relevant web sites</li> <li>- learn how to properly use monolingual dictionaries, as well as other relevant literature in the foreign language</li> </ul>		
<b>READING</b>	<b>Recommended</b>	Skripta: Marasović-Alujević, M. (2003.): <i>English for Educators</i> , Split: Visoka učiteljska škola Sveučilišta u Splitu.	
	<b>Supplementary</b>	Walter, C. I Swan, M. (1997): <i>How English Works</i> , Oxford, OUP. Bujas, Ž. (1999.): <i>Veliki hrvatsko-engleski rječnik</i> . Zagreb: Globus Bujas, Ž. (1999): <i>Veliki englesko-hrvatski rječnik</i> . Zagreb: Globus. Cowie, A. P., Mackin, R. & McCaig, I. R. (1993), <i>Oxford Dictionary of English Idioms</i> , Oxford: OUP. Cowie, A. P. & Mackin, R., (1993), <i>Oxford Dictionary of Phrasal Verbs</i> , Oxford: OUP. <i>Oxford Collocations Dictionary for Students of English</i> , (2003), Oxford: OUP	
<b>Assessment methods</b>		Regular attendance is compulsory, as well as active participation in class. A portfolio (collection of brief written papers) is also a prerequisite, as is a relevant oral presentation. Written preliminary examination. Oral examination.	
<b>Quality assurance methods</b>		Students' and colleagues' evaluation.	

<b>Course title</b>	<b>Developmental Psychology</b>		
<b>Lecturer</b>	Mira Klarin, Ph.D., Assistant Professor; Ina Reić-Ercegovac, M.A., Assistant Lecturer		
<b>Course code</b>	FFPD03	<b>ECTS</b>	5
<b>Course type</b>	compulsory	<b>Level of course</b>	undergraduate
<b>Year of study</b>	1st	<b>Term</b>	2nd
<b>Teaching methods</b>	lecture, workshops, seminar	<b>L+S+P / E</b>	2+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	History of developmental psychology: pre-scientific and scientific period. Survey of major theories of development (psychodynamic approach, behavioural approach, cognitive approach, ethological approach, ecological / environmental approach). Research methodology concerning human development. Basic concepts of developmental psychology: heredity and environment, maturing and learning, growth and development. Periodic categorisation: biological, social, cultural and historical aspects of particular development periods. Theories and approaches to child development. Prenatal development. Birth, physical and motoric growth and development. Development of senses and perception. Cognitive development. Developmental changes in memory. Resolving problems. Affective development; development of temperament. Social development. Aggressive and pro-social behaviour in children. Development of self.		
<b>Learning outcomes and competences</b>	Acquiring basic knowledge of development processes in different periods of life and their dependence upon biological, social, cultural and historical factors. Gaining an insight into principles and laws governing child development as a prerequisite for understanding children in all stages of their development.		
<b>READING</b>	<b>Recommended</b>	Vasta, R., Heith, M., Miller, S.A. (1998). <i>Dječja psihologija</i> , Naklada Slap, Jastrebarsko. Santrock, J.W. (2003). <i>Life-Span Development</i> , New York: McGraw Hill. Thomas, R.M. (2001): <i>Recent theories of human development</i> , London, Sage Publications, Inc.	
	<b>supplementary</b>	Klarin, M (2006). <i>Razvoj djece u socijalnom kontekstu</i> , Naklada Slap, Jastrebarsko Bugge, F. (2002). <i>Razvojna psihologija Jeana Piageta</i> , Naklada Slap, Jastrebarsko. Duran, M. (2004). <i>Dijete i igra</i> , Naklada Slap, Jastrebarsko. Lacković-Grgin, K. (2000). <i>Stres u djece i adolescenata</i> , Naklada Slap, Jastrebarsko. Lacković-Grgin, K. (2005). <i>Psihologija životnog vijeka: kratki osvrt na njezinu povijest i probleme</i> , U: K. Lacković-Grgin, V. Čubela Adorić, <i>Odabrane teme iz psihologije odraslih</i> , Jastrebarsko, Naklada Slap. (Priručnik u pripremi) Bukatko, D., Daehler, M.W. <i>Child development</i> , Houghton Mifflin Company, New York Shaffer, D.R. (2000). <i>Social and Personality Development</i> . USA, Wadsworth Internet izvori	
<b>Assessment methods</b>		Written examination, seminar paper	
<b>Quality assurance methods</b>		Continual assessment or evaluation of activity.	

<b>Course title</b>	<b>History of Pedagogy</b>		
<b>Lecturer</b>	Igor Radeka, Ph.D., Associate Professor		
<b>Course code</b>	FFPD22	<b>ECTS</b>	4
<b>Course type</b>	compulsory	<b>Level of course</b>	undergraduate
<b>Year of study</b>	1st	<b>Term</b>	2nd
<b>Teaching methods</b>	Lectures, workshops, seminar, research	<b>L+S+P / E</b>	2+1+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	<p>Subject matter, aim and tasks of the course. Research methodology of History of Pedagogy. Period categorisation. Development of pedagogy.</p> <p><b>General history of pedagogy:</b> Upbringing in prehistorical times. Upbringing and education in ancient civilisations. First education systems of the Antiquity. Polarisation between religious and secular in the Middle Ages. Pedagogical circumstances in the 17th and 18th centuries. Establishment of modern education in the 19th century. Reform movements in the late 1800s and early 1900s. Totalitarian and democratic principles in the 20th century education.</p> <p><b>National history of pedagogy:</b> Development of mediaeval school system in Croatia. Pedagogical theory and practice in Croatia from the 16th to the 18th century. Influence of WWII totalitarian regimes upon national pedagogy. Development of pedagogy under the influence of socialist systems after WWII. Return to pluralist pedagogy from the 1990-ies onwards.</p>		
<b>Learning outcomes and competence</b>	Understanding of history of pedagogy and education, development of pedagogy as a science, emergence of pedagogical theories and influence of social and cultural circumstances upon upbringing and education. Understanding the course of development of pedagogy in order to take a critical attitude to both past and present.		
<b>READING</b>	<b>Recommended</b>	Mate Zaninović (1988): <i>Opća povijest pedagogije</i> , Zagreb, Školska knjiga. Dragutin Franković /ur./ (1958): <i>Povijest školstva i pedagogije u Hrvatskoj</i> , Zagreb, PKZ. Eckard König, Peter Zedler (2001): <i>Teorije znanosti o odgoju</i> , Zagreb, Educa.	
	<b>supplementary</b>	Ivan Dumbović (1997): Pregled velikih datuma hrvatske pedagogije, školstva i učiteljstva: Kronologija nekih znamenitijih postignuća, <i>Napredak</i> , Zagreb, br. 3, str. 368-381. Jasminka Ledić (1995): Plaidoyer za "novu" povijest pedagogije, <i>Napredak</i> , Zagreb, br. 1, str. 84-91. Lipman Matthew (1991): <i>Thinking in Education</i> , Cambridge, Cambridge University Press. Igor Radeka (2001): Mogućnosti metodologije povijesti pedagogije. Zbornik radova: <i>Teorijsko-metodološka utemeljenost pedagoških istraživanja</i> , Filozofski fakultet, Rijeka, 201-211. Morsy Zaghoul (1997): <i>Thinkers on Education</i> , vol. 1-4, UNESCO Publishing/Oxford & IBH Publishing. Six primary sources from the world pedagogical heritage relating to different historical periods and two pertaining to Croatian pedagogy – in consultation with the lecturer.	
<b>Assessment methods</b>	Seminar papers, preliminary examination and written examination.		
<b>Quality assurance methods</b>	Anonymous questionnaire to be regularly filled in by students, as well as institutional evaluation (Faculty and/or University).		

<b>Course title</b>	<b>Introduction to Scientific Literacy</b>		
<b>Lecturer</b>	Antun Arbunić, Ph.D., Assistant Professor .		
<b>Course code</b>	FFPD11	<b>ECTS</b>	3
<b>Course type</b>	compulsory	<b>Level of course</b>	undergraduate
<b>Year of study</b>	1st	<b>Term</b>	1st
<b>Teaching methods</b>	lectures, seminar	<b>L+S+P / E</b>	1+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Classification of written works. Concept, types and characteristics of scientific and professional papers and articles. Structure of particular types of scientific and professional papers. Quoting literature, lists of quoted and supplementary works, designating tables, diagrams, charts, etc., appendices. Writing seminar paper and preparation for writing a graduation thesis.		
<b>Learning outcomes and competences</b>	Lectures are intended to provide the student with the basic knowledge of the types and structure of professional and scientific papers and how they should be written. As a specific competence, the student will be enabled to competently write seminar papers, as well as different projects and, finally, the graduation thesis.		
<b>READING</b>	<b>Recommended</b>	Zelenika, Ratko (2000): Metodologija i tehnologija izrade znanstvenog i stručnog djela. Ekonomski fakultet u Rijeci, Rijeka. Silobrčić, Vlatko (1998): Kako sastaviti, objaviti i ocijeniti znanstveno djelo. Medicinska naklada, Zagreb.	
	<b>Supplementary</b>	Šamić, Midhad (1990): Kako nastaje naučno djelo. Svjetlost, Sarajevo. Jokić, Maja (2005): Bibliometrijski aspekti vrednovanja znanstvenog rada. Sveučilišna knjižara, Zagreb. Gibaldi, J. (1995): MLA handbook for writers of research papers. The modern language association of America, New York.	
<b>Assessment methods</b>	Oral presentation followed by an analysis of seminar papers related to different courses.		
<b>Quality assurance methods</b>	Students' evaluation by means of an anonymous questionnaire. External evaluation conducted by the Faculty.		

<b>Title of the subject</b>		<b>Introduction to kinesiology methodic</b>		
<b>Teacher</b>		Nenad Rogulj, Ph.D., Assistant Professor		
<b>Code</b>		FFPD85	<b>ECTS</b>	2
<b>Type</b>		obligatory	<b>Level</b>	undergraduate
<b>Year</b>		2.	<b>Semester</b>	3.
<b>Form</b>		lectures	<b>L+S+P / E</b>	1+0+1
<b>Preconditions</b>		none		
<b>language</b>		Croatian, English		
<b>Content</b>		Concept, aim and basic tasks of kinesiology, Physical education and kinesiology methodic. Pedagogical procedures and didactic principles in kinesiology. Basics of motor learning. Work methods and methodical principles in Physical education. Methodical procedures in Physical education. Basics of planning and programming the educational and training processes in kinesiology. Tracking, testing and evaluating in the area of Physical education.		
<b>Acquired competence</b>		Students' competence for methodical action in kinesiology. i.e. for application of modern methodic knowledge, work methods and procedures in the area of Physical education in educative institutions		
<b>References</b>	<b>required</b>	Findak, V, (1993). Metodika tjelesne i zdravstvene kulture. Školska knjiga. Zagreb. Findak, V. (1996) Tjelesna i zdravstvena kultura u osnovnoj školi. Školska knjiga. Zagreb. Mraković, M. (1997). Uvod u sistematsku kineziologiju. Kineziološki fakultet u Zagrebu, Zagreb.		
	<b>additional</b>	Findak, V., D. Metikoš, M. Mraković (1992). Kineziološki priručnik za učitelje, Zagreb. Hopple C.J. (2005). Elementary Physical Education Teaching & Assessment. Human kinetics. Prskalo, I. (2001). Osnove kineziologije. Visoka učiteljska škola u Petrinji, Petrinja. Rogulj, N., V. Srhoj, I. Šimunović (2003). Promjene u motoričkim sposobnostima djece predškolske dobi nakon jednogodišnjeg programiranog kineziološkog tretmana. Zbornik radova Fakulteta prirodoslovno-matematičkih znanosti i odgojnih područja u Splitu, Split, str. 165-173.		
<b>Way of knowledge testin and exam taking</b>		After listening to lectures, students sit for written and/or oral exam		
<b>Way of tracking the quality of success in performing the subject and/or modul</b>		Student evaluation by applying anonimuos survey		

<b>Course title</b>	<b>Didactics</b>		
<b>Lecturer</b>	Stjepan Rodek, Ph.D., Associate Professor; Morana Koludrović, Assistant Lecturer		
<b>Course code</b>	FFPD80	<b>ECTS</b>	4
<b>Course type</b>	compulsory	<b>Level of course</b>	undergraduate
<b>Year of study</b>	2nd	<b>Term</b>	3rd
<b>Teaching methods</b>	lectures, seminar	<b>L+S+P /E</b>	1+2+1
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	<p>Didactics as a theory of education and teaching. Basic concepts of didactics. Historical development of didactics. Methodological problems of didactic research. Organisational prerequisites of contemporary teaching (social, cultural, anthropological, psychological). Cognitive foundations of the teaching process.</p> <p>Teaching plan and programme / curriculum. Theoretical and methodological approach to devising curricula. Operational and adjusted programmes. Curricula evaluation. Structure and stages of the teaching process. Teaching systems. Teaching methods. Organisation and articulation of teaching. Media in learning and teaching: didactic function, selection and classification of teaching media. Computer in teaching. Forms of computer application in teaching. Computer simulation and the Internet in teaching. Computer programming with respect to didactics.</p> <ul style="list-style-type: none"> <li>- Didactic solutions in some alternative schools.</li> <li>- Life-long education and adequate training for it.</li> </ul>		
<b>Learning outcomes and competences</b>	Familiarising the students with basic concepts of didactics theories and development of competences in lecture's process planning, organizing and evaluating. Reaching competences for critical thinking about modern teaching practice and getting ability for teaching organization dominated by strategies of active learning.		
<b>READING</b>	<b>Recommended</b>	Bognar,L. i Matijević, M. (2002). Didaktika. Zagreb: Školska knjiga Bežen,A. i dr. (1991). Osnove didaktike. Zagreb: Školske novine Poljak, V. (1991). Didaktika. Zagreb: Školska knjiga Kyriacou, C. (1995). Temeljna nastavna umijeća. Zagreb: Educa	
	<b>Supplementary</b>	Brajša,P. (1993), Pedagoška komunikologija, Zagreb: Školske novine Matijević,M. (2004), Ocjenjivanje u osnovnoj školi. Zagreb: Tipex Meyer,H. (2002),Didaktika razredne kvake. Zagreb: Educa Rodek,S. (1986),Kompjutor i suvremena nastavna tehnologija. Zagreb: Školske novine Glaser,W. (1994), Kvalitetna škola. Zagreb, Educa Milat,J. (1995), Pripremanje za nastavu – metodički priručnik. Zagreb: Hrvatska zajednica tehničke kulture	
<b>Assessment methods</b>		Lectures and seminar are a condition for the final oral examination.	
<b>Quality assurance methods</b>		Student evaluation.	

<b>Course title</b>	<b>Sociology of Education</b>		
<b>Lecturer</b>	Šime Pilić, Ph.D., Associate Professor; Branimir Mendeš, Assistant Lecturer		
<b>Course code</b>	FFPD04	<b>ECTS</b>	3
<b>Course type</b>	compulsory	<b>Level of course</b>	preddiplomski
<b>Year of study</b>	2nd	<b>Term</b>	3rd
<b>Teaching methods</b>	Lectures, seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>	examinations of the 1st and 2nd years of study		
<b>Language of instruction</b>	Croatian		
<b>Course content</b>	1. theoretical and historical survey, 2. social context of education, 3. institutional education system, 4. education and social changes, 4. sociology of teacher profession, 6. education and culture, 7. education and technological changes.		
<b>Learning outcomes and competences</b>	Knowledge of basic relations between society and its values with education, viewed as a means of socialisation of young people, as a social fact and a process essential to the reproduction of culture of society. Along with other educational courses, this course is aimed at contributing towards acquiring teacher's skills and competences. It enables the students to analyse the place and function of educational institutions in society, as well as the place of protagonists within these institutions and society as a whole. The course is also expected to contribute towards acquiring specific skills, such as satisfying pupils' needs, independence, team work, ability to apply the knowledge in practice, creativity, as well as gaining insight into the social foundations of their own profession.		
<b>READING</b>	<b>recommended</b>	Cifrić, I. (1990). <i>Ogledi iz sociologije obrazovanja</i> . Zagreb: Školske novine. Flere, S. (1986). (ur.). <i>Proturječja suvremenog obrazovanja</i> . Zagreb: CDD. Haralambos, M., Holbron, M. (2002). <i>Sociologija: Teme i perspektive</i> . Zagreb: Golden marketing, (11. poglavlje: Obrazovanje, str. 773-882). Pilić, Š. (2002). <i>The Education of Teachers in a Post-Socialist Society: the Case of Croatia</i> . In: Sultana R.G. (ed.) (2002). <i>Teacher Education in the Euro-Mediterranean Region</i> . New York, Washington, Baltimore, Bern, Frankfurt an Main, Berlin, Brussels, Vienna, Oxford: Peter Lang Publishing, 51-68.	
	<b>supplementary</b>	Baranović, B. (1994). <i>Promjene obrazovnog diskursa u postsocijalističkoj Hrvatskoj</i> . <i>Revija za sociologiju</i> XXV, 3-4, 201-211. Bogdanović, S. (1990). <i>Obrazovanje - rijeka ponornica</i> . Zagreb: Andragoški centar. Cifrić, I. (1998). <i>Obrazovanje između tradicije i modernizacije</i> . <i>Obrazovanje odraslih</i> 33, 1-4, 23-35. Durkheim, E. (1996). <i>Obrazovanje i sociologija</i> . Zagreb: Societas. Goja, J. (1998). <i>Tranzicijski problemi teorije obrazovanja: funkcionalna i konfliktna perspektiva</i> . <i>Sociologija sela</i> 36, 1-4 (139/142): 89-102. Halliman, M. T. (2000). <i>Sociology of Education</i> . New York: Kluwer Academic. Meighan, R. (1996). <i>A Sociology of Educating</i> . 2nd ed, London: Cassell Educational Ltd. Mialaret, G. (1989). <i>Uvod u edukacijske znanosti</i> . Zagreb: Školske novine. Morin, E. (2002). <i>Odgoj za budućnost</i> . Zagreb: Educa.	
<b>Assessment methods</b>		Proficiency tests, written and oral examination	
<b>Quality assurance methods</b>		Student evaluation, analysis of examination results, long-term monitoring and observation of student work.	

<b>Course title</b>	<b>School Pedagogy</b>		
<b>Lecturer</b>	Antun Arbunić, Ph.D., Assistant Professor		
<b>Course code</b>	FFPD32	<b>ECTS</b>	4
<b>Course type</b>	compulsory	<b>Level of course</b>	undergraduate
<b>Year of study</b>	2nd	<b>Term</b>	4th
<b>Teaching methods</b>	Lectures, seminar	<b>L+S+P/E</b>	1+0+2
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Position and significance of school pedagogy within pedagogical sciences. School as a sub-system within the overall education system: position, roles, tasks and organisation. School as a system: organisation, functioning, models and approaches. Basic forms of organisation of educational activities in school and factors participating in the education process. Internal and external evaluation of school achievement. Collaboration of school and parents, as well as with the social environment.		
<b>Learning outcomes and competences</b>	The course is aimed at acquainting the students with school as a living educational system and enabling them to identify, carry out and resolve basic jobs and problems. Based on theoretical knowledge obtained in different courses of study, as well as on the insight into the functioning of school gained during practical work, the student will achieve competences of critical evaluation of contemporary ways of dealing with school tasks and issues (internal organisation, collaboration with the social <i>milieu</i> , organisation of the teaching process, discipline, efficiency in problem resolving, collaboration with parents, permanent teacher education...), as well as with possibilities of changes in the existing practices as viewed by the contemporary pedagogue with reference to relevant knowledge obtained through this course of study.		
<b>READING</b>	<b>recommended</b>	Vrcelj, S. (2000), Školska pedagogija. Filozofski fakultet u Rijeci, Rijeka. Jurić, V. (2004): Metodika rada školskog pedagoga. Školska knjiga, Zagreb. Silov, M. (2001): Suvremeno upravljanje i rukovođenje u školskom sustavu. Persona, Velika Gorica. Barth.B.M. (2004): Razumjeti što djeca razumiju. Profil International, Zagreb.	
	<b>supplementary</b>	Stoll, L.; Fink, D. (2003): Mijenjamo naše škole. Educa, Zagreb. Dryden, G.; Vos, J. (2001): Revolucija u učenju. Educa, Zagreb. Madelin, M. (1991), Osloboditi školu. Zagreb: Educa, Zloković, J. (1998), Školski neuspjeh – problem učenika, roditelja i Lecturera. Filozofski fakultet, Rijeka. Glasser, W. (1999): Lecturer u kvalitetnoj školi. Educa, Zagreb. Vrcelj, S. (1996), Kontinuitet u vrednovanju učenikova uspjeha. Pedagoški fakultet, Rijeka. Day, Ch. (1999): Developing Teachers, The Challenges of Lifelong Learning. Falmer Press, London. Hargreaves, A. (2003): Teaching in the Knowledge Society. Open University Press, McGraw-Hill Education, Berkshire, England.	
<b>Assessment methods</b>	Presentation of students' papers in seminar. If a student should fail to meet the agreed standards of seminar paper, he/she will take an oral examination.		
<b>Quality assurance methods</b>	A cooperative evaluation will be conducted twice per term, taking into consideration students' expectations and obligations, as well as aims and tasks set by the programme of study.		

<b>Course title</b>	<b>Preschool Pedagogy</b>		
<b>Lecturer</b>	Hicela Ivon, Ph.D., Assistant Professor		
<b>Course code</b>	FFPD33	<b>ECTS</b>	4
<b>Course type</b>	compulsory	<b>Level of course</b>	undergraduate
<b>Year of study</b>	2nd	<b>Term</b>	4th
<b>Teaching methods</b>	Lectures and seminar	<b>P+S+V</b>	2+1+0
<b>Prerequisites</b>	Systematic Pedagogy		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	The subject and tasks of preschool pedagogy as a scientific discipline. Basic concepts and terms of preschool pedagogy. Research methodology. New approaches to researching the phenomenon of preschool education. Humanist approach to theory and practice of preschool education. The educator and the humanistically oriented curriculum. Selection and planning of contents of educational work in preschool institutions. Organisation of educational work with infants and young children in a preschool institution. Theories and research concerning children's game. Playing, development and learning of the preschool child.		
<b>Learning outcomes and competences</b>	Enabling the students to interpret phenomena of preschool pedagogy, both from theoretical and practical aspects.		
<b>READING</b>	<b>Recommended</b>	Miljak, A. (1996). Humanistički pristup teoriji i praksi predškolskog odgoja, Persona, Velika Gorica-Zagreb. Milanović, M., Stričević, I., Maleš, D., Sekulić—Majurec, M. (2000.), Skrb za dijete i poticanje razvoja djeteta u Republici hrvatskoj. Zagreb: Targo. Prijedlog koncepcije razvoja predškolskog odgoja, Programsko usmjerenje odgoja i obrazovanja predškolske djece, Glasnik Ministarstva prosvjete i kulture, br. 7/8, 1991, Zagreb. Bredekamp, S. (1996), Kako odgajati djecu: Odgojno primjerena praksa za djecu od rođenja do osme godine. Zagreb:Educa. Katz, L. G., i McClan, D. E. (1999). Poticanje razvoja dječje socijalne kompetencije. Zagreb: Educa.	
	<b>supplementary</b>	Milanović, M. (1997). Pomozimo im rasti. Priručnik za partnerstvo odgojitelja i roditelja. Zagreb: Ministarstvo prosvjete i športa Republike Hrvatske. Došen-Dobud, A. (2004). S djecom u jaslicama. Zagreb: Alinea. Šagud, M. (2002). Odgajatelj u dječjoj igri. Zagreb: Školske novine.	
<b>Assessment methods</b>		Monitoring student work, participation in discussions, oral examination.	
<b>Quality assurance methods</b>		Student evaluation, examination results.	

<b>Course title</b>	<b>Introduction to Methodology of Language and Arts</b>		
<b>Lecturer</b>	Ivana Tomić-Ferić, Ph. D. Assistant Professor; Jadranka Nemeth-Jajić, Ph.D., Lecturer; Dubravka Kušević, M.A. Lecturer ; Snježana Dobrota, M.A., Senior Lecturer		
<b>Course code</b>	FFPD81	<b>ECTS</b>	3
<b>Course type</b>	compulsory	<b>Level of course</b>	undergraduate
<b>Year of study</b>	2nd	<b>Term</b>	4th
<b>Teaching methods</b>	Lectures, practical exercises	<b>L+S+P/E</b>	1+0+2
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Methodological systems and approaches to teaching of language and arts. Organisation of teaching. Methods of teaching and learning. Influence of media upon cultivating aesthetic values. Encouraging and promoting pupils' creativity in language, literature, drama, music and visual arts.		
<b>Learning outcomes and competences</b>	The students will be enabled to competently observe the teaching of the Croatian language, visual arts and music, as well as to competently correlate and integrate various contents. They are also expected to be enabled for independent and team work, as well as for monitoring, evaluating and assessing their own work.		
<b>READING</b>	<b>Recommended</b>	Peko – Pintarić (1999.), <i>Uvod u didaktiku hrvatskoga jezika</i> , Pedagoški fakultet, Osijek (odabr. pogl.) Rosandić, D. (2005.), <i>Metodika književnog odgoja</i> , Školska knjiga, Zagreb. (odabr. pogl.) Težak, S. (1990.). <i>Metodika nastave filma</i> , Školska knjiga, Zagreb. (odabr. pogl.) Rojko, P. (1996) <i>Metodika nastave glazbe. Teorijska-tematski aspekti</i> . Sveučilište J.J. Strossmayera u Osijeku. (odabr. pogl.) Karlavaris, B. (1990) <i>Metodika likovnog odgoja 1, 2</i> . Rijeka: Hofbauer. (odabr. pogl.)	
	<b>supplementary</b>	Rosandić, D. (2003.), <i>Kurikulski metodički obzori. Prinosi metodici hrvatskoga jezika i književnosti</i> , Školske novine, Zagreb. Grgurić, N. & M. Jakubin (1996) <i>Vizualno-likovni odgoj i obrazovanje</i> . Zagreb: Educa. Čudina-Obradović, M. (2000.), <i>Kad kraljevna piše kraljeviću</i> , Udruga roditelja Korak po korak, Zagreb. Ilišin, V. (2001) <i>Djeca i mediji: uloga medija u svakodnevnom životu djece</i> . Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži. Težak, S. (1996.), <i>Teorija i praksa nastave hrvatskoga jezika 1</i> , Školska knjiga, Zagreb.	
<b>Assessment methods</b>		Written and oral examination	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires; colleagues' evaluation and reflection, student achievement at examinations.	

<b>Course title</b>	<b>Introduction to Methodology of Humanities</b>		
<b>Lecturer</b>	Berislav Žarnić, Ph.D., Associate Professor; Sonja Kovačević, Ph.D., Senior Lecturer		
<b>Course code</b>	FFPD82	<b>ECTS</b>	3
<b>Course type</b>	obvezni	<b>Level of course</b>	undergraduate
<b>Year of study</b>	3rd	<b>Term</b>	5th
<b>Teaching methods</b>	Lectures, practical exercises	<b>L+S+P/E</b>	1+0+2
<b>Prerequisites</b>	Examination in the course entitled <i>Didactics</i>		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Definition and interdisciplinary nature of methodology of humanities. Specific features and significance of humanities and subjects based upon them. Methodological articulation of teaching humanistic subjects. Research. Extracurricular teaching. Themes for special occasions and developmental themes. Teaching periods, contemporary approaches, lesson preparation, teaching evaluation and assessment. Supplementary lessons.		
<b>Learning outcomes and competences</b>	<ul style="list-style-type: none"> <li>- professional and methodological ability of critical thinking and evaluation, good and creative planning and preparation of teaching contents by applying the results of contemporary methodology.</li> <li>- awareness of and sensitivity to the significance of humanistic subjects</li> <li>- ability to use modern teaching aids and facilities</li> <li>- ability to apply principles, teaching methods and methodologically based forms of work</li> <li>- students' ability to plan, prepare, monitor, evaluate and assess the quality of teaching</li> <li>- ability to use information, independence and aptitude for team work</li> <li>- developing research skills, creativity, critical thinking combined with a desire and need for life-long learning in the area of methodology</li> </ul>		
<b>READING</b>	<b>preporučena</b>	Skok P., (2002): Izvanučionička nastava. Pedagoški servis, Zagreb. Marinković J., (1983). Metodika nastave filozofije. Školska knjiga, Zagreb Strmnčnik, F. (2001.). Didaktika-osrednje teoretične teme. (poglavlje: Odnos med splošno in posebno didaktiko, str. 37-55), Znanstveni inštitut Filozofske fakultete u Ljubljani, Ljubljana	
	<b>suplementarna</b>	Anić, K., Jakovac, D., Pavletić, Z., Silvestrić, Lj., (2001): Humane vrednote. Odgoj za humanost - priručnik za učitelje. Hrvatski crveni križ. Zagreb. Previšić, V., (1987): Izvannastavne aktivnosti i stvaralaštvo. Školske novine, Zagreb. Kranjčev, B. (1985): Uvođenje učenika u istraživački rad. Školska knjiga, Zagreb.	
<b>Assessment methods</b>	Monitoring student activities, participation in discussions, writing and presentation of a methodological issue. Written and/or oral examination.		
<b>Quality assurance methods</b>	Student evaluation via anonymous questionnaires; class observation, evaluation and critical analysis of colleagues' work. Student achievement at examinations, self-assessment.		

<b>Course title</b>	<b>Pedagogical Psychology</b>		
<b>Lecturer</b>	Mira Klarin, Ph.D., Assistant Professor; Ina Reić-Ercegovac, M.A.		
<b>Course code</b>	FFPD05	<b>ECTS</b>	4
<b>Course type</b>	compulsory	<b>Level of course</b>	undergraduate
<b>Year of study</b>	3rd	<b>Term</b>	6th
<b>Teaching methods</b>	Lectures, workshops, seminar	<b>L+S+P/E</b>	2+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Definition of pedagogical psychology. Research methods as employed by pedagogical psychology (descriptive, correlation, experimental). Maturing process and learning. Learning – definition and basic prerequisites. Theories of learning. Knowledge distribution. Laws underlying knowledge acquisition. Phenomena accompanying learning (transfer; transfer theories). Abilities and learning. Motivation and learning. Rational organisation of learning. Memory and levels of memory. Forgetting: causes and patterns underlying it. Retroactive inhibition. Cognitive styles, learning strategies, teaching methods. Assessing achievement in school.		
<b>Learning outcomes and competence</b>	Familiarising the students with basic concepts of pedagogical psychology: learning, memorising and the patterns underlying them. Basic knowledge of conditions necessary to ensure successful learning and memorising. Different learning methods and processes. Ability to organise their own learning with maximum efficiency, as well as passing knowledge on to others. By becoming aware of subjective and objective factors in assessing knowledge, the students will find ways of increasing their objectivity in assessing pupils.		
<b>READING</b>	<b>Recommended</b>	Zarevski , P. (1995). Psihologija učenja i pamćenja. Naklada Slap. Jastrebarsko. Grgin, T. (2001). Edukacijska psihologija. Naklada Slap. Jastrebarsko.	
	<b>supplementary</b>	Miljković, D.; Rijavec, M.; Vizek-Vidović, V. i Vlahović-Štetić, V. (2003). Psihologija obrazovanja, IEP. Zagreb. Grgin, T. (2001). Školsko ocjenjivanje. Naklada Slap. Jastrebarsko. Howe, M.J.A. (1999). Psihologija učenja. Naklada Slap. Jastrebarsko. Zarevski, P. (ur.) (2000). Učitelj za učitelje: primjeri provedbe načela Aktivne/efikasne škole. IEP Zagreb. Andrilović, V. (2001). Samostalno učenje. Naklada Slap. Jastrebarsko. Internet izvori.	
<b>Assessment methods</b>	Written examination, seminar paper		
<b>Quality assurance methods</b>	Continual assessment and evaluation of activity		

<b>Course title</b>	<b>Andragogy</b>		
<b>Lecturer</b>	Milan Matijević, Ph.D., Full Professor		
<b>Course code</b>	FFPD61	<b>ECTS</b>	5
<b>Course type</b>	compulsory	<b>Level of course</b>	undergraduate
<b>Year of study</b>	4th	<b>Term</b>	7th
<b>Teaching methods</b>	Lectures, workshops, seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Subject of andragogy as a scientific discipline. The second and the third age of man (andragogical and psychological characteristics). Aims of adult education. Basic areas of adult education. Life-long education and its place in adult education. Organisation of adult education. Didactic models in teaching adults. Educational environment and media in adult education. Curriculum theory and teaching adults. Educational technology in adult education. Andragogical and didactic aspects of distance learning. Didactic strategies. Enabling adults for self-education. Examination and assessment as an andragogical phenomenon. Teaching atmosphere in adult education institutions and forms of work. Specific methodologies in andragogical research.		
<b>Learning outcomes and competences</b>	Organising diverse ways of adult education, both working people and senior citizens. Getting acquainted with andragogical projects and methodological peculiarities in researching andragogical phenomena. Mastering specific methods of teaching adults and gaining an insight into research so far conducted in the area of adult education.		
<b>READING</b>	<b>Recommended</b>	Klapan, A. i Matijević, M. (Ur.), (2002), <i>Obrazovanje odraslih i cjeloživotno učenje</i> . Zagreb: Hrvatsko andragoško društvo. Matijević, M. (2000), <i>Učimo po dogovoru</i> . Zagreb: CDO "Birotehnika".	
	<b>supplementary</b>	Pongrac, S. (1985), <i>Komunikacije u dopisnom obrazovanju</i> . Zagreb: NIRO "Školske novine". Pongrac, S. I dr. (1985), <i>Suvremeni pristup modelima dopisnog obrazovanja</i> . Zagreb: CDO "Birotehnika". Reece, I. And Walker, S. (1995), <i>Teaching, Training and learning: Busines Education Publishers</i> , Durham, The Open University - Otvoreno sveučilište u Velikoj Britaniji <a href="http://www.open.ac.uk/">http://www.open.ac.uk/</a> Fernuniversitaet in Deutschland <a href="http://www.fernuni-hagen.de/">http://www.fernuni-hagen.de/</a>	
<b>Assessment methods</b>	Monitoring student activity in seminar. Written and oral examination.		
<b>Quality assurance methods</b>	Student evaluation via anonymous questionnaires.		

<b>Course title</b>	<b>Introduction to Methodology of Mathematics and Science</b>		
<b>Lecturer</b>	Vesna Kostović-Vranješ, Ph.D., Senior Lecturer; Irena Mišurac Zorica, M.A., Lecturer predavač		
<b>Course code</b>	FFPD83	<b>ECTS</b>	3
<b>Course type</b>	compulsory	<b>Level of course</b>	undergraduate
<b>Year of study</b>	3rd	<b>Term</b>	5th
<b>Teaching methods</b>	Lectures and practical exercises	<b>L+S+P/E</b>	1+0+2
<b>Prerequisites</b>	Examination in <i>Didactics</i> (a prerequisite)		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Definition and interdisciplinary methodologies employed in teaching science and mathematics. Specific features and significance of subjects pertaining to this area. Methodological articulation of the teaching process. Research. Extracurricular and extramural classes. Compiling school collections, vivarium, school garden, school trips. Themes related to special occasions and developmental themes. Health, environmental and humane education within the teaching of science and related subjects. Teaching periods, modern approach, lesson preparation, as well as evaluation of the teaching process. Supplementary classes.		
<b>Learning outcomes and competences</b>	<ul style="list-style-type: none"> <li>- professional and methodological competence in critical thinking, good and creative planning and preparing teaching contents by applying achievements of modern methodology.</li> <li>- awareness of and sensitivity to the significance of teaching science, mathematics and related subjects</li> <li>- ability to use modern teaching aids and facilities</li> <li>- ability to apply appropriate principles and methodology</li> <li>- planning, preparing, monitoring, evaluating and assessing the teaching process</li> <li>- ability to use information, independence and aptitude for team work</li> <li>- developing research competences, creativity and critical thinking, combined with a desire and need for life-long learning and improvement in methodology</li> </ul>		
<b>READING</b>	<b>recommended</b>	De Zan, I. (2006). Metodika nastave prirode i društva. Školska knjiga, Zagreb. Skok P., (2002): Izvanučionička nastava. Pedagoški servis, Zagreb. Markovac J., (2001).Metodika početne nastave matematike, Školska knjiga, Zagreb Pavleković M., (2001). Metodika nastave matematike s informatikom I i II, Element, Zagreb. Sikirica, M. (2003) Metodika nastave kemije. Školska knjiga, Zagreb. Grubić, M. (1969) Metodika nastave poznavanja prirode i biologije. PKZ, Zagreb.	
	<b>supplementary</b>	Munjiza E. (2003): Pedagogijska funkcija školskih vrtova. HPKZ, Slavonski Brod. Devernay B., Garašić D., Vučić V. (2001): Odgoj i obrazovanje za okoliš i održivi razvoj. UNICEF Društvo za unapređivanje odgoja i obrazovanja, Zagreb. Sharma, C. M. (2001): Matematika bez suza: kako pomoći djetetu s teškoćama u učenju matematike. Ostvarenje, Lekenik. Jakovljević N., Vrgoč D. (1999): Škola u prirodi: priručnik za učitelje. HPKZ, Zagreb. Ovčar, S. (1990): Razvijanje mišljenja u nastavi matematike. Zrinski, Čakovec. Kranjčev, B. (1985): Uvođenje učenika u istraživački rad. Školska knjiga, Zagreb.	
<b>Assessment methods</b>	Monitoring student activity (participation in discussions, presentation of a relevant methodological issue). Written and/or oral examination.		

<b>Course title</b>		<b>Basics of Pedagogical Statistics</b>	
<b>Lecturer</b>		Antun Arbunić, Ph.D., Assistant Professor	
<b>Course code</b>	FFPD12	<b>ECTS</b>	4
<b>Course type</b>	Obvezni	<b>Level of course</b>	undergraduate
<b>Year of study</b>	3rd	<b>Term</b>	6th
<b>Teaching methods</b>	Lectures and practical exercises	<b>L+S+P/E</b>	2+0+1
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>	Basic areas and concepts of statistics. Statistics as a basis of scientific research. Statistics in pedagogical and psychological research. Statistical processing, display (numerical and graphical) of the results obtained, data analysis, mean value, dispersion index. Verifying hypotheses; correlations, additional non-parameter procedures applied in testing significant data aberrations.		
<b>Learning outcomes and competences</b>	Mastering basic concepts of descriptive and inferential statistics will enable the students for independent research of pedagogical phenomena, as well as reading and understanding scientific journals and periodicals. The knowledge and ability to collect, systematise, process and analyse the data and appropriately display the results thereby obtained will render the students capable of writing scientific papers and articles based on exact and verifiable data, all in accordance with methodological requirements.		
<b>READING</b>	<b>recommended</b>	Petz, B. (2002) Osnovne statističke metode za nematematičare. Naklada Slap, Zagreb. Mužić, V. (1986) Metodologija pedagoških istraživanja. Svjetlost, Sarajevo. Mužić, V. (2004) Uvod u metodologiju istraživanja odgoja i obrazovanja, Educa, Zagreb.	
	<b>Supplementary</b>	Mejovšek, M. (2003.). Uvod u kvantitativne metode znanstvenog istraživanja u društvenim i humanističkim znanostima, Naklada Slap, Jastrebarsko. Šošić, I. – Serdar, V. (2000.). Uvod u statistiku, Školska knjiga, Zagreb. Gronlund, E. (1990.) Measurement and Evaluation in Teaching. Macmillan Pub.Co.	
<b>Assessment methods</b>		Written and oral examination	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires (prepared by students themselves with the aid of relevant literature) at the end of term. The results will be also processed and publicised by students. The lecturer will evaluate the quality by monitoring students' work and reflecting upon examination results. External evaluation.	

<b>Course title</b>		<b>Social Pedagogy</b>	
<b>Lecturer</b>		Slobodan Uzelac, Ph.D., Full Professor; Esmeralda Sunko, M.A., Lecturer	
<b>Course code</b>	FFPD41	<b>ECTS</b>	5th
<b>Course type</b>	compulsory	<b>Razina</b>	graduate
<b>Year of study</b>	4th	<b>Term</b>	8th
<b>Teaching methods</b>	Lectures, seminar	<b>L+S+P/E</b>	2+1+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>	<p>Historical concepts of social pedagogy (education for community, social pedagogy as the third area of education, education for socially moral behaviour).</p> <p>Definitions, subject and tasks of contemporary social pedagogy as theoretical, scientific and practical discipline of intentional socialisation (education) of persons with behaviour disorder</p> <p>Social and pedagogical aspects of behaviour disorder in children and adolescents: concept, form and clasifications. Components of socio-pedagogical interventions:</p> <ul style="list-style-type: none"> <li>- Multicausal and dialectic etiologial basis of behaviour disorder in children and adolescents</li> <li>- Social significance, phenomenology and dynamics of disorders in children and adolescents</li> <li>- Scientific, theoretical and ethical conditions of sociopedagogical treatment of children and adolescents</li> <li>- Interdisciplinary and transdisciplinary nature as a necessary prerequisite of social integration of children and adolescents. Specific features of sociopedagogical interventions in school environment (sociopedagogical methods and techniques of individual and group work. SEMINAR PAPER: Description of a person with behaviour disorder: the need and possibility of sociopedagogical interventions.</li> </ul>		
	<p>The course is aimed at providing students with knowledge and insight into the specific nature of social pedagogy and sociopedagogical interventions with a special emphasis on complex sociopedagogical aspects concerning behaviour disorder in children and adolescents.</p> <p>It is also expected to enable the students for an early detection of behaviour disorder in children and adolescents and/or initiating sociopedagogical intervention in accordance with the needs of specific groups of children and adolescents suffering from the aforementioned disorder.</p>		
<b>Learning outcomes and competences</b>	<p>The course is aimed at providing students with knowledge and insight into the specific nature of social pedagogy and sociopedagogical interventions with a special emphasis on complex sociopedagogical aspects concerning behaviour disorder in children and adolescents.</p> <p>It is also expected to enable the students for an early detection of behaviour disorder in children and adolescents and/or initiating sociopedagogical intervention in accordance with the needs of specific groups of children and adolescents suffering from the aforementioned disorder.</p>		
	<p>The course is aimed at providing students with knowledge and insight into the specific nature of social pedagogy and sociopedagogical interventions with a special emphasis on complex sociopedagogical aspects concerning behaviour disorder in children and adolescents.</p> <p>It is also expected to enable the students for an early detection of behaviour disorder in children and adolescents and/or initiating sociopedagogical intervention in accordance with the needs of specific groups of children and adolescents suffering from the aforementioned disorder.</p>		
<b>READING</b>	<b>Recommended</b>	<p>Bouillet, D. i Uzelac, S. (2007): Osnove socijalne pedagogije, Zagreb: Školska knjiga (u tisku)</p> <p>Bašić, J., Koller-Trbović, Uzelac, S., ur. (2004): Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja, Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, zbornik radova</p> <p>Uzelac, S (1995): Osnove socijalne edukologije, Sarena, Zagreb.</p>	
	<b>supplementary</b>	<p>Bouillet, D., Uzelac, S., Kapac, V. (2005): Iskaz razrednika o nasilničkom ponašanju u hrvatskim školama, Napredak, 146( 2):170-183.</p> <p>Bouillet, D. (2005): Primjena međunarodnih standarda i preporuka u djelovanju hrvatskog društva prema djeci i mladima s poremećajima u ponašanju, Ljetopis Studijskog centra socijalnog rada, 12(1):107-131.</p> <p>Bouillet, D. (2005): Sveučilišno obrazovanje socijalnih pedagoga u zemljama Europske unije, <i>Kriminologija i socijalna integracija</i>, 13(1):75-89.</p> <p>Uzelac, S., Vučinić-Knežević, M. Mikšaj-Todorović, Lj. (1999) Procjena Lecturera o rizičnosti socijalnog ponašanja učenika u: Zbornik radova Drugog međunarodnog znanstvenog kolokvija «Lecturer–čimbenik kvalitete u odgoju i obrazovanju», Odsjek za pedagogiju Filozofskog fakulteta Sveučilišta u Rijeci, str.504-509.</p> <p>Uzelac, S. i Magdalenić, I. (2000): Rani poremećaji u društvenom ponašanju sudski sankcioniranih maloljetnih nasilnika iz hrvatskih ruralnih sredina. <i>Sociologija sela</i>, 38, ¾, (149/150), 393-406.</p>	
<b>Assessment methods</b>		Written and oral examination	
<b>Quality assurance methods</b>		Preliminary examinations and seminar papers.	

<b>Course title</b>		<b>Family Pedagogy</b>	
<b>Lecturer</b>		Maja Ljubetić, Ph.D., Assistant Professor; Tonća Jukić, Assistant Lecturer	
<b>Course code</b>		FFPD42	<b>ECTS</b> 4
<b>Course type</b>		compulsory	<b>Level of course</b> graduate
<b>Year of study</b>		4th	<b>Term</b> 7th
<b>Teaching methods</b>		Lectures / seminar / workshops / practical exercises	<b>L+S+P/E</b> 1+2+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian (English)	
<b>Course contents</b>		<p><b>Family</b> – trends, problems, perspectives (definition of family from modern to vital families, characteristics of contemporary families, family community as a system, functional and disfunctional families, family atmosphere and functioning of the family, contemporary family in the Republic of Croatia. <b>Parenthood</b> – relationship, a role and/or a process? (parenthood and factors influencing it, parenting styles and children's behaviour as a possible response to them, influence exerted by mother and father upon children's development and education, pedagogical education of parents as a prerequisite for parents' pedagogical competence (metalevel).</p>	
<b>Learning outcomes and competence</b>		Basic general knowledge of the subject studied, ability to identify, understand and appreciate the specific nature of family communities and the ability to adequately respond to specific needs of family members. Oral and written communication and competence in presenting papers. Skills in using information derived from different sources and its use for practical purposes, aptitude for team work.	
<b>READING</b>	<b>recommended</b>	<p>Janković, J. (1996) <i>Pristupanje obitelji</i>. Zagreb, Alinea. (odabrana poglavlja)  Maleš, D. (1999) <i>Uloga majke i oca u odgoju djeteta</i>. U: Obitelj u suvremenom društvu. Zagreb. Državni zavod za zaštitu materinstva i mladeži.  Maleš, D. (1984) <i>Psihosocijalni elementi pedagoške atmosfere u obitelji</i>. Split, Školski vjesnik, br. 3-4; (str. 187-197).  Miljak, A. (1995) <i>Mjesto i uloga roditelja u (suvremenoj) humanističkoj koncepciji predškolskog odgoja</i>. Zagreb, U: Društvena istraživanja – hrvatska obitelj na raskrižju, god. 4. (1995), br. 4-5 (18-19), str. 601-613.  Žižak, A. (1997) <i>Kompetentnost roditelja za odgoj djece</i>. Pomozimo im rasti - priručnik za partnerstvo odgojitelja i roditelja. Zagreb, Ministarstvo prosvjete i športa RH, UNICEF, Kustoš.  Benett, J., Grimley, L. K. (2001) <i>Parenting in the Global Community: A Cross-Cultural International Perspective</i>. In: Fine, M. J. &amp; Lee, S. W. (Eds.) Handbook of Diversity in Parent Education. Accademic Press. (odabrana poglavlja)</p>	
	<b>supplementary</b>	<p>Covey, R.S. (1998) <i>Sedam navika uspješnih obitelji – Kako izgraditi izvrsnu obiteljsku kulturu u uzburkanom svijetu?</i> Zagreb, Mozaik knjiga.  Milanović, M., Stričević, I., Maleš, D., Sekulić-Majurec, A. (2000) <i>Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj</i>. Zagreb, UNICEF-Ured za Hrvatsku i Ministarstvo prosvjete i športa RH, Targa.  Collins, W. A., Russell, G. (1991) <i>Mother-child and father-child relationships in middle childhood and adolescence: A developmental analysis</i>. Developmental Review, 11, 99-136.</p>	
<b>Assessment methods</b>		Proficiency testing in the course of academic year by seminar papers, essays, preliminary examinations, active participation in discussions. Written / oral examination.	
<b>Quality assurance methods</b>		Internal cooperative evaluation is to be conducted twice per term (evaluation and self-evaluation student/lecturer). External evaluation will be made by an independent Faculty committee.	

<b>Course title</b>		<b>Methodology of Pedagogical Research</b>	
<b>Lecturer</b>		Josip Milat, Ph.D., Full Professor, Tonča Jukić, Assistant Lecturer	
<b>Course code</b>		FFPD13	<b>ECTS</b> 5
<b>Course type</b>		university course	<b>Level of course</b> graduate
<b>Year of study</b>		4th	<b>Term</b> 7th
<b>Teaching methods</b>		Lectures and seminar	<b>L+S+P/E</b> 3+1+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>		<p><b>Lectures: Part 1.</b> Introduction to general methodology of research. Basic concept definitions, gnoseological basis and epistemological characteristics. System and classification of science and scientific research. Scientific research, scientific discovery and technical invention. Characteristics and problems of scientific cognition. Research project. Properties of a good professional and scientific paper.</p> <p><b>Part 2.</b> Basic methodologies of pedagogical research. Characteristics, limits and possibilities of pedagogical research, sources of selecting research issues. Research methods. Techniques and instruments used in data collecting. Data analysis methods. Writing a report and research result application.</p> <p><b>Seminar:</b> Analysis of a research project. Independent design of a project.</p>	
<b>Learning outcomes and competences</b>		<p>General competences: Enabling the students to independently and successfully conduct scientific research. Use of relevant scientific literature and research results in study and professional work.</p> <p>Ability to independently write a professional and scientific paper in compliance with methodology requirements.</p>	
<b>READING</b>	<b>recommended</b>	<ol style="list-style-type: none"> <li>1. Milat J: Osnove metodologije istraživanja, Školaka knjiga Zagreb, 2005. (str.: 95)</li> <li>2. Mužić V.: Uvod u metodologiju istraživanja odgoja i obrazovanja, Eduka, Zagreb, 2002. (str 231)</li> </ol>	
	<b>supplementary</b>	<ol style="list-style-type: none"> <li>1. Andrić V.: Andrić V.: Metode i tehnike istraživanja u psihologiji odgoja i obrazovanja, Školska knjiga, Zagreb, 1991. ( str. 140.)</li> <li>2. Teorijsko- metodološka utemeljenost pedagoških istraživanja, Zbornik radova, Sveučilište u Rijeci, Opatija, 2001.</li> <li>3. Vujević M.: Uvođenje u znanstveni rad u području društvenih znanosti, Školska Knjiga, Zagreb, 2001.</li> <li>4. Research in the field of Education – Collection of scientific papers, Pedagoška fakulteta, Maribor 1995.</li> </ol>	
<b>Assessment methods</b>		Oral examination; discussions on issues dealt with in recommended literature, as well as those addressed in students' seminar papers.	
<b>Quality assurance methods</b>		<p>Student evaluation via anonymous questionnaires at the end of each term. The results will be processed, analysed and publicised by student representatives.</p> <p>Institutional evaluation.</p>	

<b>Course title</b>		<b>Introduction to Methodology of Technical Education and Culture</b>	
<b>Lecturer</b>		Josip Milat, Ph.D., Full Professor; Stjepan Kovačević, Assistant Lecturer	
<b>Course code</b>	FFPD84	<b>ECTS</b>	3
<b>Course type</b>	compulsory	<b>Level of course</b>	graduate
<b>Year of study</b>	4th	<b>Term</b>	7th
<b>Teaching methods</b>	Lectures and seminar	<b>L+S+P/E</b>	1+0 +2
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	<p><b>Lectures:</b> Technical education and education for work as a pedagogical value and a component of general education curriculum. Specific features and function of teaching. Contents of technical culture, lesson preparation, teaching forms and methods, pupil assessment, integrating function of technical contents in school curricula, vocational orientation, free technical activities and technical creativity.</p> <p><b>Seminar:</b> devising a teaching unit related to technical education and culture by students' own choice. Teaching in simulated conditions.</p>		
<b>Learning outcomes and competences</b>	GENERAL COMPETENCES: Awareness of the function of acquisition of knowledge and skills pertaining to the area of technical education and culture within the process of training. Ability to analyse and evaluate the teaching of technical education and culture.		
<b>READING</b>	<b>recommended</b>	1. Milat J: Metodika radno-tehničkog područja, Fakultet prirodoslovno-matematičkih znanosti i kineziologije, Sveučilišta u Splitu, skripta 2004. (odabrana poglavlja cca 80 str.) 2. Milat J.: Pripremanje za nastavu– metodički priručnik s primjerima iz područja tehničke kulture, Hrvatska zajednica tehničke kulture, Zagreb, 1995, (str.: 1-56).	
	<b>supplementary</b>	1. Kyriacou, C.: Temeljna nastavna umijeća, Educa, Zagreb, 2001, (odabrana poglavlja) 2. Milat J.: Teorijske osnove metodike politehničkog osposobljavanja , Školske novine Zagreb, 1990 (odabrana poglavlja) 3. Britton E., De Long-Cotty B., Levenson T.: Bringing Technology Education into K-8 Classrooms, ITEA, Corvin Press, USA, 2005.	
<b>Assessment methods</b>		Oral examination; discussions on issues dealt with in recommended literature, as well as those addressed in students' seminar papers.	
<b>Quality methods</b>	<b>assurance</b>	Student evaluation via anonymous questionnaires at the end of each term. The results will be processed, analysed and publicised by student representatives. Institutional evaluation.	

<b>Course title</b>	<b>Multimedia Didactics</b>		
<b>Lecturer</b>	Milan Matijević, Ph.D., Full Professor; Morana Koludrović, Assistant Lecturer		
<b>Course code</b>	FFPD85	<b>ECTS</b>	3
<b>Course type</b>	compulsory	<b>Level of course</b>	graduate
<b>Year of study</b>	4th	<b>Term</b>	7th
<b>Teaching methods</b>	Workshops, project classes, seminar	<b>L+S+P/E</b>	2+0+1
<b>Prerequisites</b>	multimedia classroom		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	<p>Concept definition: media didactics, media pedagogy, media education, multimedia didactics, hypermedia educational technology, Didactic articulation of teaching media. Nature and forms of educational communication. Life-long learning and new media environment. The Internet and the PC in classroom and school. On-line classroom. The Internet and the PC at home. Multimedia. Conventional coursebook and hypermedia educational technology. Media education by means of the Internet and multimedia. Computer games and simulations. Influence of the Internet and multimedia upon didactic strategies. Individualisation of learning. Enabling self-education by means of new media. Multimedia distance learning. Distance teaching as a complement to regular teaching. New roles of teachers. Evaluation research in media.</p>		
<b>Learning outcomes and competences</b>	<p>Ability to use, didactically articulate and research the role of new media in education and the teaching process. Ability to evaluate and appreciate didactic values and effectiveness of new media in teaching.</p>		
<b>READING</b>	<b>recommended</b>	<p>Grabe, M. &amp; Grabe, C. (2004). <i>Integrating Technology for Meaningful Learning</i>, 4/e, Boston, MA: Houghton Mifflin Co.  Matijević, M. (2000). <i>Učiti po dogovoru: Uvod u tehnologiju obrazovanja odraslih</i>. Zagreb: Birotehnika.  Peters, O. (2001). <i>Learning and Teaching in Distance Education</i>. London: Kogan page Limited.</p>	
	<b>supplementary</b>	<p>Jolliffe, J., Ritter, J. &amp; Stevens, D. (2001). <i>The Online Learning Handbook: Developing and using Web-Based Learning</i>. London: Kogan Page.  Lockwood, F. &amp; Gooley, A. (2001). <i>Innovation in Open &amp; Distance learning</i>. London: Kogan Page.  Simonson, M., Smaldino, S., Albright, M., &amp; Zvacek, S. (2003). <i>Teaching and learning at a distance: Foundations of distance education</i>. Upper Saddle River, NJ: Pearson Education, Inc.  Holmberg, B. (1979). <i>Obrazovanje na daljinu</i>: Zagreb: Birotehnika  Issing, L. J. Und Klimsas, P. (Hrsg.), (2002), <i>Information und lernen mit Multimedia und Internet</i>. Weinheim: Beltz Verlag.</p>	
<b>Assessment methods</b>	<p>Participation in project assignments, monitoring student activity in seminar.  Written and oral examination.</p>		
<b>Quality assurance methods</b>	Student evaluation via anonymous questionnaire		

<b>Course title</b>		<b>Comparative Pedagogy</b>	
<b>Lecturer</b>		Vlatka Domović, Ph.D., Associate Professor	
<b>Course code</b>		FFPD71	<b>ECTS</b> 5
<b>Course type</b>		compulsory	<b>Level of course</b> of graduate
<b>Year of study</b>		4th	<b>Term</b> 8th
<b>Teaching methods</b>		Lectures and seminar	<b>L+S+P/E</b> 2+2+0
<b>Prerequisites</b>		proficiency in English	
<b>Language of instruction</b>		Croatian, possibly English	
<b>Course contents</b>		The course focuses on the analyses of diverse educational systems and teacher education systems in Europe and the world. Apart from analysing different education systems and conditions of their development, results of international comparative research of pupil achievement – PISA and TIMSS – will also be discussed and analysed, as well as the data related to concrete educational practices, e.g. external evaluation in education, differentiation (external and internal), class size, coursebooks, parent participation in school, etc. Based on the knowledge of education systems organisation and international research, advantages and disadvantages of education system and teacher training system in Croatia will be discussed.	
<b>Learning outcomes and competences</b>		The students will learn about the education system structure concerning teacher training and Europe and the world, as well as the processes aimed at harmonising the Croatian education system with other countries within a broader European context. The course is also aimed at enabling the students to conduct comparative analyses, as well as to understand principal trends in the education system development.	
<b>READING</b>	<b>Recommended</b>	<p>Journals (selected articles): Comparative Education; Comparative Education review International Journal of Educational Development Odabrana poglavlja iz: Learning for Tomorrow's World. (2003). OECD Mazurek, K., Winzer, M. A. i Majorek, C. (1999). <u>Education in a global society: a comparative perspective</u>. Needham Heights, MA : Allyn and Bacon. (odabrana poglavlja) Domović, V. i Matijević, M. (urednici) (2002). <u>Changes in Education of Teachers in Europe</u>. Metodika (special issue). University of Zagreb, Teacher Education Academy: Zagreb. (odabrana poglavlja) <u>Structures of the education, initial training and adult education systems in Europe</u>. 2003. <a href="http://www.eurydice.org">http://www.eurydice.org</a>. 5. Implementation of Education and Training 2010 - Work Programme. Working group "Improving Education of Teachers and Trainers" – Progress Report. (2003). <a href="http://europa.eu.int/comm/education/policies/2010/doc/working-group-report_en.pdf">http://europa.eu.int/comm/education/policies/2010/doc/working-group-report_en.pdf</a> <u>Međunarodna standardna klasifikacija obrazovanja - ISCED 1997</u>. Zagreb: Državni zavod za statistiku.</p>	
	<b>supplementary</b>	<p>Thomas, E. (2002). <u>Teacher Education – Dilemmas and Prospects</u>. London: Kogan Page. Biermann, R. (ed.) (2003). <u>Europe at Schools in South Eastern Europe – Country Profiles</u>. Zentrum für Europäische Integrationsforschung. Rheinische Friedrich – Wilhelms – Universität Bonn. <u>The teaching profession in Europe: Profile, trends and concerns</u>. Report 1: Initial training and transition to working life of teachers in general lower secondary education. (2002). <a href="http://www.eurydice.org">http://www.eurydice.org</a></p>	
<b>Assessment methods</b>		Regular attendance in lectures and seminar. Preparation for seminar by reading recommended literature and one seminar paper.	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires at the end of term.	

<b>Course title</b>	<b>Partnership Between Family and Educational Institutions</b>		
<b>Lecturer</b>	Maja Ljubetić, Ph.D., Assistant Professor; Tonća Jukić, Assistant Lecturer		
<b>Course code</b>	FFPD43	<b>ECTS</b>	4
<b>Course type</b>	compulsory	<b>Level of course</b>	graduate
<b>Year of study</b>	4th	<b>Term</b>	8th
<b>Teaching methods</b>	Lectures / seminar/ workshops/ practical exercises	<b>L+S+E/P</b>	1+1+1
<b>Prerequisites</b>	Examination in the course <i>Family Pedagogy</i>		
<b>Language of instruction</b>	Croatian (English)		
<b>Course contents</b>	The course content comprises: Principles in establishing, maintaining and promoting relations. Parents' expectations regarding partnership between family and educational institution. Motivation of educational process factors concerning partnership. Good communication. Functioning of microsystem (family/school) and possibilities of collaboration, Aspects of communicating with parents. Role of the pedagogue / educationist in pedagogical education of parents. Quality guidance (parents, children). Counselling work with parents.		
<b>Learning outcomes and competences</b>	Gaining basic general knowledge in the study area and its application in practice. Ability to recognise, understand and appreciate the needs and expectations of educational institution process. Ability to promptly respond to the specific needs. Oral and written communication as well as the ability to present own work. Skills in obtaining information from different sources and using it for practical purposes. Readiness and aptitude for team work, ability to communicate with non-experts in the area of pedagogy.		
<b>READING</b>	<b>recommended</b>	<p>Rosić, V., Zloković, J. (2003) <i>Modeli suradnje obitelji i škole</i>. Đakovo Pedagoška biblioteka za učitelje i odgajatelje. Kolo I., «Tempo» d.o.o. Đakovo, str. 10-70.</p> <p>Maleš, D. (1988) <i>Suradnja predškolske ustanove i obitelji kao pretpostavke uspješnog odgojnog djelovanja</i>. Pojavni oblici poremećaja u ponašanju djece u predškolskim ustanovama i uvjeti života u obitelji. Zagreb, Fakultet za defektologiju Sveučilišta u Zagrebu.</p> <p>Spajić-vrkaš, V; Stričević, I; Maleš, D; Matijević, M. (2004) <i>Poučavati prava i slobode: priručnik za učitelje osnovne škole s vježbama za razrednu nastavu</i>. Zagreb, Filozofski fakultet Sveučilišta u Zagrebu, Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo.</p>	
	<b>supplementary</b>	<p>Maleš, D. (1995) <i>Pedagoško obrazovanje roditelja</i>. U: Pedagoško obrazovanje roditelja – Međunarodni znanstveni kolokvij. Rijeka, Sveučilište u Rijeci, Pedagoški fakultet u Rijeci.</p> <p>Maleš, D. (1996) <i>Od nijeme potpore do partnerstva između obitelji i škole</i>. Zagreb, U: Društvena istraživanja god. 5, br. 1 (21), (str.75-87).</p> <p>Ljubetić, M. (2000) <i>Važno je znati kako živjeti</i>. Zagreb, Alinea.</p> <p>Dinkmeyer, D., Mc Kay, G. D., Dinkmeyer, J. S. (1989) <i>Parenting young children –helpful strategies based on systematic training for effective parenting (STEP)</i>. Inc. Minnesota, American guidance service. XXX Mrežni izvori. www.</p>	
<b>Assessment methods</b>	Proficiency tests throughout the academic year by means of seminar papers, essays, active participation in classes and discussions, oral and written reports on the research work conducted (individual and team work). <b>Examination:</b> Individual and team analyses of research and testing theoretical knowledge concerning the research aim.		

<b>Course title</b>		<b>Pedagogue in Educational Institutions</b>	
<b>Lecturer</b>		Maja Ljubetić, Ph.D., Assistant Professor	
<b>Course code</b>		<b>ECTS</b>	3
<b>Course type</b>		<b>Level of course</b>	graduate
<b>Year of study</b>		<b>Term</b>	9th
<b>Teaching methods</b>		<b>L+S+E/P</b>	1+0+3
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian (English)	
<b>Course contents</b>	Professional associate – peadagogue in interaction with other factors of educational process (pupils, parents, teachers, others, local community). Quality of realations, communication and guidance, self-evaluation and cooperative evaluation of educational process, permanent teacher education at all levels, development programmes in educational institutions, lifelong education of the professional associate / collaborator.		
<b>Learning outcomes and competences</b>	Basic general knowledge of the study programme and its application in practice, guidance abilities: teachers – children – parents. Organising and conducting teacher professional education and improvement, pedagogical education of parents, counselling work with parents. Guidance, organisation and implementation of professional and scientific projects, improvement of educational practices, collaboration with local community, skill of using information obtained from different sources for practical purposes. Readiness and aptitude for team work; oral and written communication and the ability to adequately present their own work (papers, projects, etc.).		
<b>READING</b>	<b>recommended</b>	<p>Jurić, V. (2004) <i>Metodika rada školskog pedagoga</i>. Zagreb, Školska knjiga.</p> <p>Klapan, A. (1991) <i>Praksa u obrazovanju učitelja</i>. Rijeka, Pedagoški fakultet u Rijeci Zavod za pedagogiju.</p> <p>Mušanović, M. (2000) <i>Teorijska polazišta razvojne pedagoške djelatnosti</i>. U: Pedagozi stručni suradnici u inovacijskom vrtiću i školi. Zagreb: Hrvatski pedagoško-književni zbor, 19-28.</p> <p>Mušanović, M; staničić, S; jurić, V; vrgoč, H. (2002) <i>Razvojna pedagoška djelatnost</i>. U: Konceptija promjena odgojno-obrazovnog sustava u Republici Hrvatskoj. Zagreb: Ministarstvo prosvjete i športa RH i Prosvjetno vijeće.</p>	
	<b>supplementary</b>	<p>Glasser, W. (1997) <i>Rukovoditelj i teorija izbora</i>. Varaždin, Varaždinska poslovna škola.</p> <p>Resman, M. (2000) <i>Savjetodavni rad u vrtiću i školi</i>. Zagreb, HPKZ.</p> <p>Wubbolding, E. R.; (1998) <i>Kako uspješno voditi ljude</i>. Zagreb, Alinea.</p>	
<b>Assessment methods</b>		<p>Proficiency tests throughout the academic year by means of seminar papers presentation, their analysis and discussion.</p> <p><b>Examination:</b> Testing of theory – oral examination.</p>	
<b>Quality assurance methods</b>		<p>Internal cooperative evaluation is to be conducted twice per term (evaluation and self-evaluation student/lecturer).</p> <p>External evaluation will be made by an independent Faculty committee</p>	

<b>Course title</b>	<b>Pedagogy of Free Time</b>		
<b>Lecturer</b>	Antun Arbunić, Ph.D., Assistant Professor		
<b>Course code</b>	FFPD44	<b>ECTS</b>	4
<b>Course type</b>	compulsory	<b>Level of course</b>	graduate
<b>Year of study</b>	5th	<b>Term</b>	9th
<b>Teaching methods</b>	Lectures, seminar, practical exercises	<b>L+S+P/E</b>	1+0+2
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Definition of free time. Specific features of free time in children and adolescents. Role of free time. Ways of spending free time and lifestyles of children and adolescents. Free time as a space and factor of behaviour disorder, as well as its prevention, means of developing personal potentials and satisfying needs. Research into free time of children and adolescents – types, methodology, aims and tasks.		
<b>Learning outcomes and competenc</b>	Lectures are aimed at providing the students with basic knowledge of free time as a dominant sociological aspect of human life, and also the necessity of its pedagogically based organisation and articulation as a function of education in free time for free time. Apart from this, seminar and practical exercises will enable the students to actively participate in research of free time of children and adolescents.		
<b>READING</b>	<b>recommen ded</b>	Martinić, T. (1977): Slobodno vrijeme i suvremeno društvo. Informator, Zagreb. Plenković, J. (2000): Slobodno vrijeme mladeži. Sveučilište u Rijeci, Rijeka. Ilišin, V. (2001.): Djeca i mediji: uloga medija u svaCourse codenevnom životu djece. Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb.	
	<b>supplementary</b>	Perasović, B. (2001): Urbana plemena. Hrvatska sveučilišna naklada, Zagreb. Tomić-Koludrović, I., Leburić, A. (2002.): Sociologija životnog stila. Naklada Jesenski i Turk, Hrvatsko sociološko društvo, Zagreb. Košir, M. (1999.). Život s medijima: priručnik o medijskom odgoju za roditelje, Lecturere i učitelje. Doron, Zagreb. Leburić, A., Koludrović, I. T. (1996.). Mladi danas: drukčiji, ali isti. Društvena istraživanja, 5, 5-6, 963-975, Zagreb. *** (2000): Slobodno vrijeme: pedagoška artikulacija i implikacije (tematski broj). Napredak, 141, 4, 403-467. Argyle, M. (1996): The Social Psychology of Lesure. Penguin, London. Larson, R.W., Verma, S. (1999): How children and adolescents spend time across the World: Work, play, and developmental opportunities. Psychological Bulletin, 125, 6, 701-736.	
<b>Assessment methods</b>	Presentation of seminar papers dealing with free time in children and adolescents. Should the required agreed standards of seminar work be met, there will be oral examination.		
<b>Quality assurance methods</b>	Internal cooperative evaluation is to be conducted twice per term (evaluation and self-evaluation student/lecturer). External evaluation will be made by an independent Faculty committee.		

<b>Course title</b>		<b>Methodology of Creating a Curriculum</b>	
<b>Lecturer</b>		Josip Milat, Ph.D., Full Professor	
<b>Course code</b>	FFPD14	<b>ECTS</b>	5
<b>Course type</b>	compulsory	<b>Level of course</b>	graduate
<b>Year of study</b>	5th	<b>Term</b>	9th
<b>Teaching methods</b>	Lectures and seminar	<b>L+S+P/E</b>	2 + 1 +0
<b>Prerequisites</b>		completed undergraduate study	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>		<p><b>Lectures:</b> Definition and theoretical basis of curriculum. Relation between curriculum as a programme of the educational institution and teaching plan and programme of contents and pedagogical activity. Teleological and methodological determinations of curriculum. Curricula of general education and vocational schools. Pedagogical and methodological paradigms of curriculum devising, inductive-deductive and deductive-inductive approaches, teleological prerequisites of curriculum evaluation.</p> <p><b>Seminar:</b> Creating a curriculum for a particular educational area and/or a simple vocation / profession.</p>	
<b>Learning outcomes and competences</b>		General competences: Ability to independently devise, critically analyse and pedagogically evaluate a curriculum for an educational institution based on an adequate methodological approach.	
<b>Literatura</b>	<b>recommended</b>	<ol style="list-style-type: none"> <li>1. Marsh J. C.: Kurikulum – temeljni pojmovi, Educa, Zagreb, 1994. (str. 1-245)</li> <li>2. Pastuović N.: Edukologija, Znamen, Zagreb, 1999. (poglavlje VIII. str. 514-569)</li> <li>3. xxx Pedagogijska istraživanja, znanstveni časopis, br. 2 2005. Hrvatsko pedagogijsko društvo, Zagreb, Školska knjiga, 2005. (zbornik radova o kurikulumu str. 161 – 352)</li> <li>4. xxx Vrednovanje obrazovanja, Zbornik radova međunarodnog znanstvenog skupa, Pedagoški fakultet Osijek, Osijek 1998. (odabrana poglavlja cca 50 str.)</li> </ol>	
	<b>supplementary</b>	<ol style="list-style-type: none"> <li>1. Glasser W.: Kvalitetna škola, Educa Zagreb, 1994.</li> <li>2. xxx E-learning for teachers and trainers – innovative practices, skills and Cedefop Referent series; 49, Luxemburg, 2004.</li> <li>3. xxx Iskustva u izradi nastavnih planova i programa (curriculum) temeljena na istraživanjima zemalja članica OECD-a, RSIZ odgoja i obrazovanja, Zagreb, 1983.</li> <li>4. Legrad L.: Obrazovne politike, Educa, Zagreb, 1993.</li> <li>5. Milat J.: Pedagogija – teorija osposobljavanja, Školska knjiga, Zagreb, 2005.</li> <li>6. Stool L.: Mijenjajmo naše škole, Educa, Zagreb, 2005</li> <li>7. Petančić M.: Ergodidaktika, Općinski zavod za zapošljavanje, Rijeka, 1968.</li> <li>8. Ruder M.I.: What Teachers need to know about Assessment, National Educational Association, Washington 2002.</li> </ol>	
<b>Assessment methods</b>		Oral examination. Discussions based upon issues dealt with in recommended reading and the completed curriculum. Participation in seminar work.	
<b>Quality assurance methods</b>		<p>Student evaluation via anonymous questionnaires at the end of each term. The results will be processed, analysed and publicised by student representatives.</p> <p>Institutional evaluation.</p>	

<b>Course title</b>		<b>Special Pedagogy</b>	
<b>Lecturer</b>		Mira Oberman- Babić, Ph.D., Full Professor; Esmeralda Sunko, M.A.	
<b>Course code</b>		FFPD51	<b>ECTS</b> 3
<b>Course type</b>		compulsory	<b>Level of course</b> graduate
<b>Year of study</b>		5th	<b>Term</b> 10th
<b>Teaching methods</b>		Lectures, seminar	<b>L+S+P/E</b> 2+1+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>		<p>Special pedagogy: concept and definition.  Special education in Croatia, forms of organisation.  Special education subjects.  Forms of departure from average development.  Development difficulties (visual, hearing and speech impairment; neurological and mental problems. disorders in learning, autism, multiple disorders)  Models of special education  Special education programming  Implementation of special education</p>	
<b>Learning outcomes and competences</b>		Students are expected to acquire theoretical and practical knowledge related to issues covered by special education, the people it has been designed for, as well as its programming and methods of implementation.	
<b>Literatura</b>	<b>recommend</b>	Mehringer , A. (2001) :Mala Specijalna pedagogija ,Educa 59 ,Zagreb,2003. Stanley , I., Greenspan , Wieder S.(1998) : ,Dijete s posebnim potrebama , Ostvarenje , Zagreb, Zovko, G. (1993) : Odgoj izuzetne djece ,Hrvatska akademija odgojnih znanosti i Katehetski salezijanski centar , Zagreb , 1993	
	<b>supplement</b>	Vajnaht , E., Vukasović, A., Opća pedagogija , Pedagoško –književni zbor , Zagreb , 1987. Wiliam L.,Heward –Michael D. Orlanski :Exceptional children , Charles E. Merrill Publishing Company , Columbus , Toronto, london , Sydney , 1980. Djačkov A. I. :Osnove defektologije , prijevod s ruskoga ,Školska knjiga , Zagreb , 1973.	
<b>Assessment methods</b>		Oral and written examination. Regular attendance of lectures and seminar and preliminary examination. Final grade will be derived from both elements.	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires at the end of each term. The results will be processed, analysed and publicised by student representatives.  Institutional evaluation.	

<b>Course title</b>	<b>Educational Policies</b>		
<b>Lecturer</b>	Vlatka Domović, Ph.D., Associate Professor		
<b>Course code</b>	FFPD72	<b>ECTS</b>	4
<b>Course type</b>	compulsory	<b>Level of course</b>	graduate
<b>Year of study</b>	5th	<b>Term</b>	10th
<b>Teaching methods</b>	Lectures and seminar	<b>L+S+P/E</b>	2+1+0
<b>Prerequisites</b>	proficiency in English		
<b>Language of instruction</b>	Croatian, possibly English (as may be required)		
<b>Course contents</b>	Different aspects of European educational documents, declarations and recommendations concerning the overall education system (from preschool to higher education, including adult education and training) will be dealt with and analysed. This will provide a basis for analysing the relation between educational policies and their implementation in particular education systems and is expected to result in better understanding and evaluation of dilemmas and uncertainties regarding the development of education system in Croatia.		
<b>Learning outcomes and competences</b>	Students will be acquainted with issues concerning the development of educational policies, as well as problems and dilemmas arising in their implementation. They will also be able to analyse and critically evaluate educational policies, both in Europe and in Croatia.		
<b>READING</b>	<b>Recommended</b>	<p>Since this course is to be realised in the 5th year of study, a complete selection of recommended and supplementary reading will have been compiled and submitted by that time.</p> <p>Journals (article selection):</p> <ol style="list-style-type: none"> <li>1. Comparative Education</li> <li>1. Comparative Education Review</li> <li>2. International Journal of Educational Development</li> </ol> <p>Internet addresses:  <a href="http://www.eurydice.org">http://www.eurydice.org</a>.  <a href="http://europa.eu.int">http://europa.eu.int</a>.</p>	
	<b>supplementary</b>	<ol style="list-style-type: none"> <li>1. Rychen, D. S. And Salganik, L.H. (eds.) Key Competencies – for a Successful Life and Well – functioning Society. Hogrefe &amp; Huber. 2003.</li> <li>2. Bijeli dokument o hrvatskom obrazovanju – Hrvatska u 21. stoljeću. (Pastuović, N. ur.) (2001). Ured za strategiju razvitka Republike Hrvatske.</li> <li>3. Mazurek, K., Winzer, M. A. and Majorek, Cz. (eds) Education in a global society: a comparative perspective. Needham Heights, MA: Allyn and Bacon.</li> <li>4. Plan razvoja sustava odgoja i obrazovanja 2005 – 2010. Ministarstvo znanosti obrazovanja i športa Republike Hrvatske.</li> </ol>	
<b>Assessment methods</b>	Regular attendance of lectures and seminar, adequate reading in preparation for seminar, one seminar paper.		
<b>Quality assurance methods</b>	Student evaluation via anonymous questionnaires.		

<b>Course title</b>		<b>Distance Learning</b>	
<b>Lecturer</b>		Marko Rosić, Ph.D., Assistant Professor	
<b>Course code</b>		FFPD86	<b>ECTS</b> 3
<b>Course type</b>		obvezni kolegij	<b>Razina</b> graduate
<b>Year of study</b>		4th	<b>Term</b> 7th
<b>Teaching methods</b>		Lectures, seminar, advisory hours	<b>L+S+P/E</b> 1+2+0
<b>Prerequisites</b>		Basic computer literacy	
<b>Language of instruction</b>		Croatian (English as may be required)	
<b>Course contents</b>	Introductory remarks and reflections. Historical survey of learning technologies and distance learning. Services provided by distance learning system, analysis of users and suitable methods employed on targeted user groups. Distance learning systems based on computer science (web-sites), intelligent tutor systems. Web-oriented and intelligent tutor systems. Evaluation of distance education system, stages of its development, methods of data display, building subsidiary data bases, examples of distance learning systems.		
<b>Learning outcomes and competences</b>	The student is expected to be able to competently evaluate available distance learning system with regard to the needs expressed by targeted groups of potential users. The student will be able to assume the leading of a distance learning system, as well as participate in a team responsible for developing such systems. Furthermore, the student will be competent in devising the teaching plan and curriculum specifically designed for distance learning systems.		
<b>READING</b>	<b>recommended</b>	W. Chan: "Artificial Agents in Distance Learning", <i>International Journal of Educational Telecommunications</i> , Vol. 1, No. 2-3, pp. 263-282, 1995. Kassiml, K. Sabbir, S. Ranganath: "A Web-based intelligent approach to tutoring", <i>Proceedings of Conference on Engineering Education ICEE 2001</i> , Oslo, Norway, August 6-10, 2001. J. Rickel, W. L. Johnson: "Intelligent Tutoring in Virtual Reality: A Preliminary Report", <i>Proceedings of 8th World Conference on AI in Education</i> , August, 1997. M. Rosić: "Sustavi poučavanja na daljinu" – skripti	
	<b>supplementary</b>	J. Vassileva: "Dynamic Course Generation", <i>Proceedings of 8th World Conference on Artificial Intelligence In Education, Knowledge And Media In Learning Systems</i> , Kobe, Japan, August 18-22, 1997. S. Bloom: "The 2-sigma problem: the search for methods of group instruction as effective as one-to-one tutoring", <i>Educational Researcher</i> , Vol. 13, No. 6, pp. 4-16, 1984.	
<b>Assessment methods</b>		Practical work and oral examination .	
<b>Quality assurance methods</b>		Evaluation is to be carried out by students, the lecturer and experts in the area.	

<b>Course title</b>		<b>Child and Society</b>	
<b>Lecturer</b>		Šime Pilić, Ph.D., Associate Professor; Branimir Mendeš, Assistant Lecturer	
<b>Course code</b>		<b>FFPD05</b>	<b>ECTS</b> 3
<b>Course type</b>		elective	<b>Level of course</b> undergraduate
<b>Year of study</b>		1st	<b>Term</b> 1st
<b>Teaching methods</b>		Lectures, seminar, workshops, independent work	<b>L+S+P/E</b> 1+2+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>		Position of child in society. Child development and social context. Child in socialisation process. Socialisation – definition and relation to cognate concepts. Theoretical constructs of socialisation. Agents of child socialisation: family, peers, preschool institutions, school, Church, media, free time system. Socialisation through sports and physical exercise. Role of game in socialisation process. Socialisation in special circumstances (children's homes, foster families, emergency child accomodation centres, homes for children with behaviour disorder). Socialisation of children with special needs. Possibilities of intervention into the socialisation process. Sex conditioned socialisation. Children's rights in the broader context of human rights. Children's rights as a basis of human rights. International documents on children's rights. Possibilites of education for children's rights. Social initiatives aimed at ensuring children's rights. Violation of children's rights. Social efforts aimed at preventing violence among children, as well as violence upon children.	
<b>Learning outcomes and competences</b>		Understanding and appreciation of position and role of children and their socialisation in contemporary society. Acquisition of general and specific skills necessary for work in an educational institution. Transfer of knowledge in practice. Collaboration and team work. Independence, professional integrity and ethics. Creativity, project work, participation in workshops.	
<b>READING</b>	<b>Recommended</b>	V. Bilić i J. Zloković (2004.): Fenomen maltretiranja djece, Naklada Ljevak, Zagreb, str. 77 – 121. M. Haralambos i M. Holborn ( 2002.): Sociologija – teme i perspektive. Golden marketing. Zagreb. Z. Itković M. Klarin (2006.): Razvoj djece u socijalnom kontekstu, Naklada Slap, Jastrebarsko. E. Paravina (1999.): Ostvarivanje prava djeteta, Savez društava Naša djeca Hrvatske, Zagreb. D. C. Pennington (2004.): Osnove socijalne psihologije, Naklada Slap, Jastrebarsko, 34 – 81. R. Vasta i dr. (2005.): Dječja psihologija, Naklada Slap, Jastrebarsko, str. 599 – 645. M. Vujević (1991.): Uvod u sociologiju obrazovanja, Informator, Zaagreb, str. 58 – 64.	
	<b>Supplementary</b>	L. G. Katz i D. E. McClellan (2005.): Poticanje razvoja dječje socijalne kompetencije, Educa, Zagreb. I. S. Kon (1990.): Dete i kultura, Zavod za udžbenike i nastavna sredstva, Beograd. Nacionalni plan aktivnosti za prava i interese djece u Republici Hrvatskoj od 2006. – 2012, Ministarsvo obitelji, branitelja i međugeneracijske solidarnosti, Zagreb. Svijet dostojan djeci, Zaključni dokumenti Posebnog zasjedanja UN, različiti nakladnici.	
<b>Assessment methods</b>		Active participation in lectures and seminar. Seminar paper and oral examination.	
<b>Quality assurance methods</b>		Examination results, student evaluation.	

<b>Course title</b>		<b>Pedagogical Anthropology of Work</b>	
<b>Lecturer</b>		Josip Milat, Ph.D. Full Professor; Tonća Jukić, Assistant Lecturer	
<b>Course code</b>	FFPD06	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	undergraduate
<b>Year of study</b>	3rd	<b>Term</b>	6th
<b>Teaching methods</b>	Lectures and seminar	<b>L+S+P/E</b>	2+1+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>	<p><b>Lectures:</b> Anthropological aspects of pedagogy. Role of pedagogy in historical development of man and society. Work viewed as a pedagogical category in works of progressive thinkers (philosophers and humanists). Pedagogical theories of development, relation between general and vocational education and training. Changes in nature and contents of general education. Work and technology as pedagogical values.</p> <p><b>Seminar:</b> Critical analysis of particular bibliography sources through students' seminar papers.</p>		
<b>Learning outcomes and competences</b>	Understanding and appreciation of role and significance of pedagogy and work, pedagogical aspects of education and vocational training for development of man.		
<b>Literatura</b>	<b>recommend</b>	<ol style="list-style-type: none"> <li>Petančić M.: Industrijeka pedagogija, Školska knjiga Zagreb, 1975. (odabrana Poglavlja, str 1 – 180)</li> <li>Suhodolski B. Tri pedagogije, NIP Duga, Beograd, 1974. (str. 1- 239)</li> <li>Zaninović M.: Opća povijest pedagogije, Školska knjiga, Zagreb, 1988. (odabrana poglavlja – str (cca 60 str.)</li> </ol>	
	<b>supplementary</b>	<ol style="list-style-type: none"> <li>Britton E., De long-Cotty B., Levenson T.: Bringing Technology Education Into K-8 Classrooms, A joint publication, corwin press, California, 2005.</li> <li>Garanjin L.I.: O odgoju, obrazovanju i javnoj nastavi, Dante Alighieri, Split, 2005, prijevod prof. dr. Ljerka.Šimunković, Split</li> <li>Milat J.: Pedagogija –teorija osposobljavanja , Školska knjiga, Zagreb, 2005.</li> <li>Milat J.: Teorijske osnove metodike politehničkog osposobljavanja, Školske novine, Zagreb, 1990.</li> <li>Schneider H. (ur):Povijest rada, Grafički zavod Hrvatske, 1987</li> <li>xxx Technical and Vocational Education and Training in the 21st Cenrury.UNESCO. Paris, 2002.</li> <li>Vukasović. A.: Utjecaj suvrenene tehnike na koncepciju općeg obrazovanja</li> <li>Žlebni L.:Opšta historija školstva i pedagoških ideja, Naučna knjiga, Beograd, 1962 odabrana poglavlja .</li> <li>Žuravlev I.V. Pedagogika b sisteme nauk o čeloveke, Pedagogika, Moskva 1990.</li> </ol>	
<b>Assessment methods</b>		Oral examination. Discussions based upon issues dealt with in recommended reading and the completed curriculum. Participation in seminar work.	

<b>Course title</b>	<b>Religious Pedagogy</b>		
<b>Lecturer</b>	Father Ivan Grubišić, Ph.D., Research Fellow		
<b>Course code</b>	FFPD07	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	undergraduate
<b>Year of study</b>	1st	<b>Term</b>	1st
<b>Teaching methods</b>	Lectures, seminar	<b>L+S+E/P</b>	1+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	<p>Religion as the oldest form of human thought, belief, evaluation and behaviour. Education within a particular religious tradition as a determining components of man's raising and education. Distinction between <i>religion</i> culture and <i>religious</i> culture. The former comprises the knowledge of religious tenets, rites and ethics, while the latter refers to belief, moral judgment and behaviour in accordance with a particular religious tradition. Religious truths cannot easily cope with advances of science, many religious beliefs being questioned by the process of secularisation and modernism. Contemporary value and contribution of religious education would consist of exploring a deeper meaning of life and ethical principles, i.e. spirituality. We maintain that our civilisation has lost the appreciation of value of life, its relation to life itself being increasingly irresponsible. This is where we perceive a space for religious education and a reception of ethical norms.</p>		
<b>Learning outcomes and competences</b>	<p>This course is conceived as a means of obtaining basic religious literacy, as well as a guidance towards observing and evaluating the role religion plays in contemporary society. The emphasis will, however, be shifted fro the domain of religious truths to an attempt at living in accordance with contemporary values within the space of so-called civil spirituality.</p>		
<b>READING</b>	<b>recommended</b>	<p>Grupa autora, Religije svijeta. Kršćanska sadašnjost, Zagreb  Grubišić, I. ( 1995). Katolici u Dalmaciji, Religiozno ponašanje katolika  Jukić, J. (1973). Religija u industrijskom društvu, Split, Split, Crkva u svijetu  Grubišić,I. i Zrinščak,S. (1999). Religija i integracija, Zagreb: Institut društvenih znanosti Ivo Pilar  Grubišić,I. i (grupa autora) (1993). Religija i sloboda, Split.</p>	
	<b>supplementary</b>	<p>Jukić, J. (1993). Budućnost religije,Split: Matica hrvatska  Jukić, J. ( 1995) Lica i maske svetoga, Zagreb: Kršćanska sadašnjost  Grubišić, I. (1993). Religija i sloboda, Split, HAU-Split  Zbornik radova (1995). Konfesije i rat, Split: Centar z areligijska istraživanja:Hrvatska akademska udruga</p>	
<b>Assessment methods</b>		Seminar paper and oral examination	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires	

<b>Course title</b>		<b>Pedagogical Communication</b>	
<b>Lecturer</b>		Maja Ljubetić, Ph.D., Assistant Professor; Sonja Kovačević, Ph.D., Senior Lecturer	
<b>Course code</b>	FFPD46	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	undergraduate
<b>Year of study</b>	1st	<b>Term</b>	2nd
<b>Teaching methods</b>	Lectures, workshops, practical exercises	<b>L+S+P/EP+S+V</b>	1+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	<p>Nature of human relations. Importance of social perception in establishing human relations, their components (verbal and non-verbal expression, self-revelation, assertiveness, active listening, empathy, self respect, rules of communication). Attitudes governing behaviour: forming attitudes, their components and their role in behaviour, mechanisms influencing attitude changes. Forms of social behaviour (pro-social behaviour, aggressive behaviour), their genesis and their role in human relations.</p> <p>Learning social skills and their role in communication. Conflicts and their non-violent resolving. Conflicts in class and strategies of dealing with them. Interpersonal communication and communication models (Schram's and Glasser's models of "total communication".)</p> <p>Axioms of communication. Basic characteristics of educational communication. Methods of verbal and non-verbal communication in defining social relations within a group. Encounters in the classroom (verbal and non-verbal contacts, significance of words, introducing pupils to the class, "listening" to pupils.</p>		
<b>Learning outcomes and competences</b>	Familiarising the students with basic elements of communication, enabling them to master the skill of competent communication. Acquiring knowledge in order to understand human relations and establish positive human interaction. Enabling the students to take concrete steps in non-violent resolution of conflicts. Raising the students' awareness and sensitivity in order to recognise non-verbal communication signals and their use in establishing competent communication.		
<b>READING</b>	<b>recommended</b>	<p>Brajša ,P. (1994): Pedagoška komunikologija , Školska knjiga , Zagreb.</p> <p>Bratanić,M. (1997.): Susreti u nastavi, Školska knjiga, Zagreb</p> <p>Brajša ,P. (1996): Umijeće razgovora, C.A.S.H.,Pula.</p> <p>Pearsons,J.C. , Spitzberg, B.H. (1990): Interpersonal communication – Concepts, Conponents, And Context, WM.C: Brovn publishers USA</p>	
	<b>supplementary</b>	<p>Brajša,P. (1995): Sedam tajni uspješne škole, Školske novine, Zagreb</p> <p>Green,R.H. (1991): Nov način komuniciranja, Samozaložba, Ljubljana</p> <p>Rodžers,K. (1985): Kako postati ličnost, Nolit, Beograd</p> <p>Ajduković,M. Pečnik,N. (1994) Nenasilno rješavanje sukoba, Alinea, Zagreb</p> <p>Janković, J. (1994) Sukob ili suradnja, Alinea, Zagreb.</p> <p>Pease, A. (1991) Govor tijela, Mladinska knjiga, Ljubljana-Zagreb</p>	
<b>Assessment methods</b>		<p>Monitoring students' activity and testing proficiency (by means of workshops and analysis of work in smaller research groups.</p> <p>Oral examination.</p>	

<b>Course title</b>		<b>Education for Peace and Tolerance</b>	
<b>Lecturer</b>		Šime Pilić, Ph.D., Associate Professor; Branimir Mendeš, Assistant Lecturer	
<b>Course code</b>		<b>ECTS</b>	3
<b>Course type</b>		<b>Level of course</b>	elective undergraduate
<b>Year of study</b>		<b>Term</b>	2nd 3rd
<b>Teaching methods</b>		<b>L+S+P/E</b>	Lecture, seminar papers, workshops, project work 1+0+3
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>		Education for peace – definition and concepts. Methods. Role played by particular factors: family, preschool institutions, school, different groups and associations... Areas of education for peace (accepting oneself and others, collaboration, pro-social behaviour, non-violent resolution of conflicts, environmental and global awareness). Tolerance in society and education process.	
<b>Learning outcomes and competences</b>		Ability to implement concepts of education for peace and tolerance in work with children. Acquisition and development of specific skills: application of knowledge, team work and collaboration, participation in workshops and projects.	
<b>READING</b>	<b>recommended</b>	Čudina –Obradović M. i Težak, D. (1995.): Mirotvorni razred, Znamen, Zagreb. Miljević – Ridički, R. i dr. (1999.): Odgoj za razvoj, Naklada Slap, Jastrebarsko. Krizmanić, M. i Kolesarić, V: Tolerancija u svakodnevnom životu, Naklada Slap, Jastrebarsko.	
	<b>supplementary</b>	Ajduković, M. i Pečnik, N. (2002.): Nenasilno rješavanje sukoba, Alinea, Zagreb. Bognar, L. i dr. (1994.): Budimo prijatelji, Naklada SLON, Zagreb. Janković, J. (2002.): Sukob ili suradnja, Alinea, Zagreb.	
<b>Assessment methods</b>		Seminar paper. Oral examination.	
<b>Quality assurance methods.</b>		Student evaluation via anonymous questionnaires.	

<b>Course title</b>		<b>Teaching Mixed Classes</b>	
<b>Lecturer</b>		Antun Arbunić, Ph.D., Assistant Professor	
<b>Course code</b>	FFPD87	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	undergraduate
<b>Year of study</b>	2nd	<b>Term</b>	3rd
<b>Teaching methods</b>	Lectures, seminar, practical exercises	<b>L+S+P/E</b>	1+1+1
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Mixed class – definition, types, advantages and disadvantages. Curricular approach to teaching mixed class. Didactic-methodological strategies. Principles of planning and programming. Elements of educational technology in teaching mixed class. Types of teaching. Models of articulation of teaching contents. Work evaluation. Monitoring and assessing pupils. Mixed class within the framework of educational ecology.		
<b>Learning outcomes and competences</b>	Introducing students to specific approaches concerning teaching of mixed classes. Enabling them to use this type of teaching as an instrument in developing children's creativity. Seminar will prepare the students to create teaching contents specifically designed for mixed class, while practical exercises (one week, 30 lessons) are aimed at providing the students with an insight into concrete teaching process (15 observation classes), including immediate educational work in such classes (8 hours), whereupon the students will be expected to submit written reports on their experience and observations (7 hours).		
<b>READING</b>	<b>recommended</b>	Lučić, K., Matijević, M. (2004.). <i>Nastava u kombiniranim odjelima</i> , Školska knjiga, Zagreb. Kyriacou, Ch. (2001.). <i>Temeljna nastavna umijeća</i> , Educa, Zagreb.	
	<b>Supplementary</b>	Tehart, E. (2001.): <i>Metode učenja i poučavanja</i> . Educa, Zagreb. Klippert, H. (2001.): <i>Kako uspješno učiti u timu</i> . Educa, Zagreb. Zarevski, P. (ur.; 2003.): <i>Učitelji za učitelje: Primjeri provedbe načela aktivne/efikasne škole</i> . IEP, Zagreb.	
<b>Assessment methods</b>		Seminar paper and practice report. Alternatively written and/or oral examination designed for students who have failed to meet the course requirements.	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires, observation classes, evaluation and critical analysis by colleagues specialising in teaching methodology, students' achievement, written self-evaluation.	

<b>Course title</b>		<b>Pedagogy of Gifted</b>	
<b>Lecturer</b>		Maja Ljubetić, Ph.D., Assistant Professor; Sonja Kovačević, Ph. D., Senior Lecturer	
<b>Course code</b>	FFPD52	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	undergraduate
<b>Year of study</b>	2nd	<b>Term</b>	4th
<b>Teaching methods</b>	Lectures and seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>		<p>What is gift and how can it be defined?          Different theoretical models and approaches to gifted children.          Early detection of gifted children.          Characteristics and needs of the gifted.          Models of work with gifted children.</p>	
<b>Learning Outcomes and Competences</b>		Ability to recognise general and specific characteristics of gifted children. As a specific competence, the students will be enabled to develop plans and programmes designed for gifted children, as well as acquire knowledge of basic methods and skills needed for work with gifted pupils.	
<b>READING</b>	<b>recommended</b>	<ol style="list-style-type: none"> <li>1. Čudina-Obradović, M. (1990): Nadarenost: razumijevanje, prepoznavanje, razvijanje. Školska knjiga, Zagreb.</li> <li>2. Cvetković-Lay, J.(2002): Darovito je, što ću sa sobom. Alinea i CPDD Bistrić, Zagreb.</li> <li>3. Ivanek, A.,ur. (2002)Unapređivanje rada s darovitim učenicima u srednjoškolskom odgoju i obrazovanju. MPŠ, Zagreb</li> </ol>	
	<b>Supplementary</b>	<ol style="list-style-type: none"> <li>1. Cvetković-Lay, J., Sekulić-Majurec, A.(1998): Darovito je, što ću s njim. Alinea i CPDD Bistrić, Zagreb.</li> <li>2. Cvetković-Lay, J., Pečjak, V.(2004): Možeš i drugačije. Alinea i CPDD Bistrić, Zagreb.</li> <li>3. Winner, E. (1997.) Gifted Children: Myths and Realities. Basic Books.</li> </ol>	
<b>Assessment methods</b>		<p>In the course of academic year: seminar paper, participation in class and discussions, research reports.          Examination: successfully completed assignments or oral examination.</p>	
<b>Quality assurance methods</b>		<p>Internal cooperative evaluation is to be conducted twice per term (evaluation and self-evaluation student/lecturer).          External evaluation will be made by an independent Faculty committee.</p>	

Course title	<b>Interactive Pedagogy</b>		
Lecturer	Hicela Ivon, Ph.D., Assistant Professor		
Course code	FFPD23	ECTS	3
Course type	elective	Level of course	undergraduate
Year of study	2.nd	Term	4th
Teaching methods	Lectures and seminar	L+S+P/E	1+2+0
Prerequisites	Completion of the following courses: Systematic Pedagogy, History of Pedagogy, Methodology of Pedagogical Research		
Language of instruction	Croatian		
Course contents	Theoretical basis of interactive pedagogy (Piaget, Vigotski, Inhelder, Walon). Constructivist-interactive concept of interactive pedagogy. Action methodology of interactive pedagogy. Research carried out by CRESAS (Centre for Research in Education and School Adaptation) and IEDPE (European Institute for Developing Potentials of All Children) in Paris, concerned with learning process and successful learning of all children. Interactive pedagogy in preschool, primary and secondary school institutions – results and experience obtained by practical work research.		
Learning outcomes and competences	Ability to monitor and promote the process of learning based on the principles of interactive pedagogy.		
READING	Recommended	xxx (1986.) Svako dete može da uči (Ur.: Mira Stambak). Beograd: Zavod za udžbenike i nastavna sredstva. Ivon, H. (2002). Interaktivna pedagogija - paradigma suradničkog učenja i poučavanja, Zbornik radova (2), ( str. 109-117), (Ur.: R. Bacalja). Zadar: Sveučilište u Splitu, Visoka učiteljska škola u Zadru.	
	supplementary	CRESAS (1984.) L'ecole, la creche, les familles. Collection CRESAS n 3. Paris: L'Harmattan – I.N.R.P. Ivon, H. (2001.) Interaktivna pedagoška praksa u dječjim vrtićima i osnovnoj školi. Zbornik radova (1) (str. 103-113), (Ur.: R. Bacalja). Zadar: Sveučilište u Splitu, Visoka učiteljska škola u Zadru.	
Assessment methods	Monitoring students' work and participation in discussions. Oral examination.		
Quality assurance methods	Student evaluation. Examination results.		

<b>Course title</b>		<b>Didactic Theories</b>	
<b>Lecturer</b>		Stjepan Rodek, Ph.D., Associate Professor; Morana Koludrović, Assistant Lecturer	
<b>Course code</b>	FFPD88	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	undergraduate
<b>Year of study</b>	2nd	<b>Term</b>	4th
<b>Teaching methods</b>	Lectures, seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	<ul style="list-style-type: none"> <li>- Scientific and practical theories. Didactics viewed as a scientific and practical theory.</li> <li>- Didactics as a theory of education (O.Willmann, G.Kerschensteiner, V.Poljak) within the context of critical-constructive science of education (W.Klafki). Education as a basic concept of critical didactics. Planning of teaching according to concept of critical-constructive didactics.</li> <li>- Didactics as a theory of teaching. Berlin (P.Heimann) and Hamburg (W.Schulz) models.</li> <li>- Didactics as a cybernetic-computer science theory (F. von Cube, H.Frank, K.Weltner). Cybernetics and the teaching process. Concept of subjective information.</li> <li>- Didactics as a theory of curriculum. Concept of curriculum, its development and evaluation. Aims of learning and teaching. Implementation of aims according to Mager. Bloom's and Krathwohl's taxonomy approach. Types of learning according to Gagne. Advantages and disadvantages of goal-oriented approach.</li> <li>- Didactics as a critical theory of educational communication (Schäfer and Schaller). Teaching and learning in the context of critical-constructive didactics. Critical and communicative planning of teaching.</li> <li>- Learning and teaching in the light of constructionist theory. Cognitive theory of teaching and learning processes.</li> </ul>		
<b>Learning outcomes and competences</b>	Critical evaluation of educational processes from the standpoint of different didactic theories. Enabling the students to plan and implement the teaching process in accordance with the aforesaid theories.		
<b>READING</b>	<b>Recommended</b>	Gudjons,H.,Teske,R. I., Winkel,R. (ur.), (1992), Didaktičke teorije. Zagreb, Educa Poljak,V. (1984), Didaktičke inovacije i pedagoška reforma škole. Zagreb: Školske novine	
	<b>supplementary</b>	Gagne,R.M. (1985), The Conditions of Learning and Theory of Instruction. Wadsworth Pub Co Gagne,R.M.(1973), Bedingungen des menschliches Lernens. Hannover: Schroedel Verlag Brezinka,W. (1991), Metatheory der Erziehung. Stuttgart: Alfred Kröner Verlag	
<b>Assessment methods</b>		Seminar assignments. Oral examination.	
<b>Quality assurance methods</b>		Student evaluation at the end of term.	

<b>Course title</b>	<b>Alternativne Conceptions of Education</b>		
<b>Lecturer</b>	Milan Matijević, Ph.D., Full Professor		
<b>Course code</b>	FFPD74	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	undergraduate
<b>Year of study</b>	3rd	<b>Semestar</b>	7th
<b>Teaching methods</b>	Workshops, project classes, seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Basic concepts: private and public (state) schools. Alternative schools, alternative pedagogy, anti-pedagogy, free schools, pedagogical or school pluralism. School autonomy –political, legal and administrative prerequisites for pedagogical pluralism in national and international perspective. Pedagogical teaching and conception of Célestin Freinet. Didactics in Freinet's schools. Development of critical thinking and research based learning. Cooperative learning. Pedagogical teaching and conception of Rudolf Steiner. Waldorf school didactics. School as a social organism. Maria Montessori's conception. Janusz Korczak's conception. Pedagogy of a quality school (W.Glaser). Pedagogical project "Step by Step". Peter Petersen's conception. Pedagogical pluralism in European schools. Teacher training for alternative schools.		
<b>Learning outcomes and competences</b>	Introducing students to pedagogical and school pluralism and specific methodology employed in its research, as well as alternative educational theories.		
<b>READING</b>	<b>recommended</b>	Carlgren, F. (1991), <i>Odgoj ka slobodi. Pedagogija Rudolfa Steinera</i> . Zagreb: Društvo za waldorfsku pedagogiju. Matijevic, M. (2002), <i>Alternativne škole</i> . Zagreb: Tipex. Seitz, M. I Hallwachs, U. (1997), <i>Montessori ili Waldorf</i> . Zagreb: Educa.	
	<b>supplementary</b>	Fritz Bohnsack, Ernst Michael Kranich (Hrsg) (1990), <i>Erziehungswissenschaft Und Waldorfpädagogik</i> . Beltz Verlag- Weinheim und Basel. Ernst Michael Kranich, Lorenco ravagali (1990), <i>Waldorfpädagogik In Der Diskussion. Eine Analyse erziehungswissenschaftliche Kritik</i> . Verlag Freies Geistesleben. Dirk Randol (1999), <i>Waldorfpädagogik Auf Dem Pruefstand. Auch eine herausffoerderung an das oeffentliche Schulwesen?</i> VWB – Verlag fuer Wissenschaft und Bildung. Korczak, J. (1999), <i>Januz Korczak – dobri duh čovječanstva</i> . Sarajevo: Omnibus. Scholz, N. (Red.), (1992), <i>Freie Alternativschulen: Kinder machen Schule</i> . Wolfratshausen: Drachen Verlag	
<b>Assessment methods</b>		Seminar paper, essay, participation in project classes.	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires.	

<b>Course title</b>	<b>Psychology of Self-Confidence and Positive Thinking</b>		
<b>Lecturer</b>	Mirjana Nazon, Ph.D., Associate Professor		
<b>Course code</b>	FFPD08	<b>ECTS</b>	3
<b>Course type</b>	izborni	<b>Level of course</b>	undergraduate
<b>Year of study</b>	2nd	<b>Term</b>	4th
<b>Teaching methods</b>	Lectures, seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Concept of self. Social skills. Communication problems. Facing problems. Coping with success and failure. Emotional control.		
<b>Learning outcomes and competences</b>	Introducing students to some methods of raising self-confidence.		
<b>READING</b>	<b>Recommended</b>	D. Miljković, M. Rijavec: Razgovori sa zrcalom: psihologija samopouzdanja, IEP, Zgb., 2001. M. Rijavec: Čuda se ipak događaju: psihologija pozitivnog mišljenja, IEP, Zgb., 2000.	
	<b>supplementary</b>	D. Miljković; M. Rijavec: Bolje biti vjetar nego list, IEP, Zgb, 2002. M. Rijavec, D. Miljković: Vodič za preživljavanje u školi, IEP, Zgb., 2003.	
<b>Assessment methods</b>		Seminar work and examination.	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires.	

<b>Course title</b>	<b>Media in Education</b>		
<b>Lecturer</b>	Stjepan Rodek, Ph.D., Associate Professor; Morana Koludrović, Assistant Lecturer		
<b>Course code</b>	FFPD89	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	undergraduate
<b>Year of study</b>	3rd	<b>Term</b>	6th
<b>Teaching methods</b>	Lectures, seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	<p>Definition of basic concepts and terms: media, mass media, teaching media, pedagogy of media, didactics of media.</p> <p>Media in learning and teaching. Selection, function and classification of teaching media. Audio, visual and audio-visual media in education. Multimedia approach to education. New computer and communication media. Computer assisted learning and teaching.</p> <p>Theories of media effectiveness. Media and lifelong learning.</p>		
<b>Learning outcomes and competences</b>	Critical pedagogical evaluation of media in contemporary education. Learning ways of constructing and deconstructing media messages. Developing skills and strategies for a coherent, didactically based application of new media in education.		
<b>READING</b>	<b>recommended</b>	Košir, M. i dr. (1999). Život s medijima – priručnik o medijskom odgoju za roditelje, Lekturere i učitelje. Zagreb: Doron Trowler, P. (2002). Komunikacija i mediji. U: Haralambos, M. i Holborn, M. Sociologija – teme i perspektive. Zagreb: Golden marketing	
	<b>supplementary</b>	Rodek, S. (1992). Istraživački trendovi u području primjene medija – različiti pristupi i teorije. U: Istraživanja odgoja i obrazovanja, vol.9. Zagreb: Institut za pedagojska istraživanja	
<b>Assessment methods</b>	Oral examination. Participation in seminar work.		
<b>Quality assurance methods</b>	Student evaluation upon completion of course.		

<b>Course title</b>	<b>Psychology of Self-Initiative</b>		
<b>Lecturer</b>	Mirjana Nazor, Ph.D., Associate Professor		
<b>Course code</b>	FFPD09	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	undergraduate
<b>Year of study</b>	2nd	<b>Term</b>	4th
<b>Teaching methods</b>	Lectures, seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Setting and defining goals – hierarchy of values. Planning. Motivation. Coping with success and failure.		
<b>Learning outcomes and competences</b>	Learning and practising some methods of self-motivation.		
<b>READING</b>	<b>Recommended</b>	M. Rijavec, D.Miljković: U potrazi za čarobnom svjetiljkom: psihologija samomotivacije, IEP, Zgb.,2002.	
	<b>supplementary</b>	D. Miljković, M.Rijavec (2001): Razgovori sa zrcalom: psihologija samopouzdanja. IEP-D2, Zagreb. D. Miljković, M.Rijavec (2001): Kako postati i ostati (ne)sretan – psihologija iracionalnih vjerovanja. IEP – D2, Zagreb.	
<b>Assessment methods</b>	Seminar and examination		
<b>Quality assurance methods</b>	Student evaluation via anonymous questionnaires		

<b>Course title</b>		<b>Economics of Education</b>	
<b>Lecturer</b>		Želimir Pašalić, Ph. D., Full Professor; Ivan Maršić, Ph.D., Lecturer	
<b>Course code</b>	FFPD35	<b>ECTS</b>	3.
<b>Course type</b>	elective	<b>Level of course</b>	graduate
<b>Year of study</b>	4th	<b>Term</b>	7th
<b>Teaching methods</b>	Lectures / seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>		<p>GENERAL APPROACH TO ECONOMICS OF EDUCATION. Economics of education as a specific scientific discipline. Basic categories. Concepts and interrelations of productive and non-productive work. INTERACTION OF TECHNICAL PROGRESS AND EDUCATION WITH THE LEVEL OF ECONOMIC DEVELOPMENT. Technical progress (basic elements, measuring its contribution towards economic development). Personnel (professional structure, mobility). Interdependence of education, knowledge, technical progress in the process of economic development. Basic components of theory of "human capital". EDUCATION AND AIMS OF ECONOMIC POLICY. Education system in social environment. Basic components of economic policy. Investment in education – crucial factor in increasing productiveness. Population as a factor of social and economic development. Education and employment. ALLOCATION SYSTEM AND USE OF FINANCIAL MEANS IN EDUCATION. Social dependence of financing education. Cost-effectiveness of investment in education – theory and analysis. Economic cost of education (approach, methodology). Economy of "educational infrastructure". EDUCATION PLANNING. Concept of planning and predicting of education and personnel development. (Elements of macroeconomic approach to education planning). Basics of methodology in education and personnel planning.</p>	
<b>Learning outcomes and competences</b>		Enabling the students to analyse, understand and appreciate economic determination of education with all its specific components (education Vs. economic development, costs of education, education financing and planning).	
<b>READING</b>	<b>Recommended</b>	<p>Jašić, Z. (1979.) Uvod u ekonomiku obrazovanja, Informator, Zagreb  Sundać, D. (ur.) (2002.): Znanje – temeljni ekonomski resurs, Ekonomski fakultet, Rijeka (odabrana poglavlja)  McConnell, Campbell, R., Brue, Stanley, L. (1994): Suvremena ekonomija rada, MATE, Zagreb (4. section)</p>	
	<b>Supplementary</b>	Supplementary literature is defined according to choised themes for seminar paper. The resources are selected articles from Internet and journals (Društvena istraživanja, Ekonomska istraživanja, Financijska teorija i praksa).	
<b>Assessment methods</b>		Continual proficiency assessment (2); seminar paper; final examination	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires	

<b>Course title</b>		<b>School System</b>	
<b>Lecturer</b>		Vlatka Domović, Ph.D., Associate Professor; Ivan Maršić, Ph.D., Lecturer	
<b>Course code</b>	FFPD36	<b>ECTS</b>	3.
<b>Course type</b>	elective	<b>Level of course</b>	graduate
<b>Year of study</b>	4th	<b>Term</b>	7th
<b>Teaching methods</b>	Lectures / seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>	Social, political, economic and cultural context of educational aims. Historical and social context of education. Public services in the Republic of Croatia. Educational institutions. School system legislation. Role of teachers, pupils and the community in life of the school. Principle and practice of running and managing schools. Financing of educational institutions. Challenges created by changes in education system.		
<b>Learning outcomes and competences</b>	Enabling the students to competently discuss, analyse and understand various contextual factors (historical, social, legislative and reform processes, as well as role of participants in education process) in general, with special reference to the situation in Croatia.		
<b>READING</b>	<b>recommended</b>	<p>Pastuović, N. <i>Teorije reformi odgojno-obrazovnog sustava – međunarodna usporedba, Napredak, 1991, br. 4</i></p> <p>Drandić, B.; Lavrnja, I.; Mušanović, M.; Staničić, S., <i>Koncepcija razvojno-pedagoške djelatnosti u institucijama odgoja i obrazovanja, Napredak, 1992, br. 2</i></p> <p>Matijević, M. (ur.) (1991.) <i>Osnovna škola na pragu XXI. Stoljeća: unutarnja reforma osnovne škole, Zagreb: Institut za pedagojska istraživanja Filozofskog fakulteta Sveučilišta u Zagrebu, Katehetski selezijanski centar</i></p> <p>*** Zakon o osnovnom školstvu, Zakon o srednjem školstvu</p> <p>*** Bolonjska deklaracija</p> <p>*** Propisi o radnim odnosima</p>	
	<b>supplementary</b>	<p>Potts, R., Lamarsh, J., (2005.) <i>Upravljanje promjenom do uspjeha, Školska knjiga, Zagreb</i></p> <p>Senge, P.M. (2001.) <i>Peta disciplina: principi i praksa učeće organizacije, Mozaik knjiga, Zagreb</i></p>	
<b>Assessment methods</b>		Test 1 (25%) Test 2 (25%), seminar paper, final examination.	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires	

<b>Course title</b>		<b>Prevention of Behaviour Disorder</b>	
<b>Lecturer</b>		Slobodan Uzelac, Ph.D., Full Professor; Esmeralda Sunko, M.A.	
<b>Course code</b>		FFPD53	<b>ECTS</b> 3
<b>Course type</b>		elective	<b>Level of course</b> graduate
<b>Year of study</b>		5th	<b>Term</b> 10th
<b>Teaching methods</b>		Lectures, seminar	<b>L+S+P/E</b> 1+2+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian	
<b>Course contents</b>		Theoretical framework of prevention of behaviour disorder: systematic ecological theory; Risk factors and protection factors in bio-psychological features, characteristics of family, schooling process, free time, peer company, local community and broader social context; Concept of risk and resistance with a special emphasis upon school environment; Social significance of prevention of behaviour disorder in children and adolescents; Standards of prevention programmes; Components of prevention of behaviour disorder in children and adolescents: significance, methods and techniques employed in planning and evaluation of prevention programmes; Seminar paper: Elaboration of a specific prevention programme	
<b>Learning outcomes and competences</b>		Enabling the students to participate in individual and group prevention programmes by raising awareness of their significance, particularly regarding prevention of addiction and criminal behaviour.	
<b>READING</b>	<b>recommended</b>	<p>Singer, M. i sur. (2005): Kriminologija delikata nasilja : nasilje nad djecom i ženama, maloljetničko nasilje, Globus, Zagreb</p> <p>Bouillet, D. i Singer, M. (2006): Tijek školovanja maloljetnih delinkvenata, u: Singer, M., ur.: Kriminologija delinkvencije mladih, Zagreb: Globus, u tisku</p> <p>Žižak, A. i Bouillet, D. (2003): Standardi programa prevencije poremećaja u ponašanju djece i mladih, Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži i Povjerenstvo Vlade RH za prevenciju poremećaja u ponašanju djece i mladih.</p> <p>Bašić, J. i Janković, J. (2001): Rizični i zaštitni čimbenici u razvoju poremećaja u ponašanju djece i mladeži. Zagreb: Povjerenstvo Vlade RH za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, zbornik radova.</p>	
	<b>supplementary</b>	<p>Uzelac, S (2004): Neka etička pitanja poremećaja u ponašanju mladih, u: Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja, (ur) Bašić, J., Koller-Trbović, N., Uzelac, S., Edukacijsko rehabilitacijski fakultet.</p> <p>Bouillet, D. (2006): Socijalna politika: (ne)primjeren odgovor zajednice na potrebe mladih, u. Ilišin, V. (ur.): Mladi između želja i mogućnosti: Položaj, problemi i potrebe mladih Zagrebačke županije, Zagreb: Institut za društvena istraživanja u Zagrebu i Zagrebačka županija, 165-234.</p> <p>Kranželić-Tavra, V. (2002): Rizični čimbenici u školskom okruženju kao temelji uspješnije prevencije poremećaja u ponašanju djece i mladih, <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 38(1):1-13.</p> <p>Janković, J. i Bašić, J., ur. (2001): Prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici, Zagreb: Povjerenstvo Vlade RH za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, zbornik radova.</p> <p>Dautović, S. (1999): Emocionalni problemi djece i mladeži i školski neuspjeh, <i>Kriminologija i socijalna integracija</i>, 7(1):105-111.</p>	
<b>Assessment methods</b>		Written and oral examination	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires	

<b>Course title</b>		<b>Visual Arts in Education and Therapy</b>	
<b>Lecturer</b>		Ivana Prijatelj-Pavičić, Ph. D., Full Professor; Dunja Pivac, M.A., Senior Lecturer	
<b>Course code</b>	FFPD54	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	graduate
<b>Year of study</b>	4th	<b>Term</b>	8th
<b>Teaching methods</b>	Demonstration, discussion, practical exercises	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>		none	
<b>Language of instruction</b>		Croatian, possibility of advisory hours in English	
<b>Course contents</b>	Visual arts and expression. Symbolic expression, artist pathography and handicap, nature of human creativity. Therapy by visual arts, its application in education, treatment and rehabilitation of children and adolescents. Visual art therapist, art teacher and artist. Communication in art therapy. Material and techniques in art therapy. Methods of work. Classroom and art workshop as venues of art therapy. Children and adolescents with development disorders. Class observation in adequate insitutions with purpose of learning about educational and therapeutical approaches to art classes. Hospital schools. Independent work of an art therapist, work with parents, collaboration with an interdisciplinary expert team.		
<b>Learning outcomes and competences</b>	Understanding, appreciation and implementation of art therapy in different areas of diagnostics, education, treatment and rehabilitation. Enabling the students to support the children by applying various procedures, materials, techniques and media, as well as encouraging creativity and supporting diverse aspects of individual development potentials.		
<b>READING</b>	<b>recommended</b>	<p>Kliček, M., Likovna terapija u liječenju i obrazovanju: djelovanje boja, Vizualna kultura i likovno obrazovanje, Hrvatsko vijeće InSEA, Zagreb, 2001., str.161-184.</p> <p>Koraj, K., Likovni izraz učenika s neurotičnim smetnjama (terapija likovnim izrazom), Hrvatski pedagoško-književni zbor, Zagreb, 1999.</p> <p>Prstačić, M., Homo scientificus i razvoj životnog potencijala, Umjetnost i znanost u razvoju životnog potencijala, Hrvatska udruga za psihosocijalnu onkologiju/Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, Zagreb, 2002., str. 73-77.</p> <p>Radovančević, Lj., Likovno stvaralaštvo, psihodijagnostika i art-terapija, Umjetnost i znanost u razvoju životnog potencijala, Hrvatska udruga za psihosocijalnu onkologiju/Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, Zagreb, 2002., str. 355-359.</p>	
	<b>supplementary</b>	<p>Case, C., Dalley, T., The image in art terapy, The handbook of art therapy, Tavistock/Routlege, London and New York, 1992., str.97-118.</p> <p>Jung, C. G., Čovjek i njegovi simboli, Mladost, Zagreb, 1988.</p> <p>Ouklender, V., Prozori u svet naše dece, geštalt terapeutski pristup deci i adolescentima, Nolit, Beograd, 1988.</p> <p>Pomozimo djeci stradaloj u ratu, Ministarstvo kulture i prosvjete/Zavod za školstvo, Zagreb/Ured UNICEF-a u Zagrebu, Zagreb, 1994.</p> <p>Rubin, J. A., The Art of Art Therapy, Taylor&amp;Francis, New York, 1984.</p>	
<b>Assessment methods</b>		Written paper (40%) and oral examination (60%)	
<b>Quality assurance methods</b>		Students' performance in written paper and examination results. Student evaluation via anonymous questionnaires; colleagues' reflection and evaluation.	

<b>Course title</b>	<b>Extracurricular and Extramural Activities</b>		
<b>Lecturer</b>	Antun Arbunić, Ph.D., Assistant Professor		
<b>Course code</b>	FFPD37	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	undergraduate
<b>Year of study</b>	3rd	<b>Term</b>	5th
<b>Teaching methods</b>	Lectures, seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Extracurricular and extramural activities of children – different types. Free time and the local community and their relation to extracurricular and extramural activities. Planning and programming. Contents of work and methodological articulation. Monitoring and detecting specific gifts and inclinations in children.		
<b>Learning outcomes and competences</b>	Enabling the students to competently plan extracurricular and extramural activities, to detect and encourage children's creative potentials, to apply contemporary forms and methods of work, as well as to work both individually and in teams. The students are expected to evaluate and assess their own work, as well as the work and achievements of their pupils.		
<b>READING</b>	<b>recommended</b>	Previšić, V. (1987.) Izvannastavne aktivnosti i stvaralaštvo. Školske novine, Zagreb. Suhodolski, B. (1989) Permanentno obrazovanje i stvaralaštvo. Školske novine, Zagreb.	
	<b>supplementary</b>	Težak, S. (1979.). Literarne, novinarske, recitatorske i srodne družine, Školska knjiga, Zagreb. Težak, S. (1979.). Ciljevi, načela, Course contentsi, oblici i metode rada u slobodnim aktivnostima jezično-izražajne usmjerenosti, Suvremena metodika nastave hrvatskog ili srpskog jezika, Zagreb.	
<b>Assessment methods</b>	Devising and presenting an operational programme of a particular extracurricular or extramural activity for primary school pupils.		
<b>Quality assurance methods</b>	Internal cooperative evaluation is to be conducted twice per term (evaluation and self-evaluation student/lecturer). External evaluation will be made by an independent Faculty committee.		

<b>Course title</b>	<b>Pedagogy of Children with Special Needs</b>		
<b>Lecturer</b>	Slobodan Uzelac, Ph.D., Full Professor; Esmeralda Sunko, M.A., Lecturer		
<b>Course code</b>	FFPD55	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	graduate
<b>Year of study</b>	5th	<b>Term</b>	9th
<b>Teaching methods</b>	Interactive work, class observation, work on text	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>	Completed course and examination in Developmental Psychology		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	<p>1. Definition of special needs in children. Concept and contents of human rights and freedom, children's rights, terminology (pedagogical term: children with special needs), etiology (medicine, psychological, social, pedagogical factors), classification of children with special needs (mental retardation, hearing impairment, speech disturbances, visual impairment, physical disability, behaviour disorder, learning difficulties)</p> <p>2. Didactic structuring of education of children with special needs (pedagogical and team diagnostics, prerequisites for programme elaboration, approaches to work and strategies, evaluation).</p> <p>3. Specific methodology of work (survey of interaction, participatory and anticipatory models). Scientific bases of inclusion values.</p>		
<b>Learning outcomes and competences</b>	<p>1. Developing students' aptitude for team work in diagnosing special needs in children with different impairments (hearing, visual, speech, mental retardation, autism, etc.) and devising adapted and special programmes.</p> <p>2. Acquiring skills in observation, monitoring, guidance, facilitating and mediation in interactive forms of work.</p> <p>3. Promotion of inclusion</p> <p>4. Identification and use of language patterns</p> <p>5. Organising and pedagogical workshops at group, class and school/institutional level. Development of critical thinking.</p>		
<b>READING</b>	<b>recommended</b>	<p>Luketin, D., Sunko, E. (2006) Kako raditi s ADHD djetetom? Split, Liga za nborbu protiv narkomanije.</p> <p>Jensen, E. (2004) Različiti mozgovi, različiti učenici. Zagreb, Educa.</p> <p>Sekulić-Majurec, A. (1989) Djeca s teškoćama u razvoju u školi i dječjem vrtiću. Zagreb, Školska knjiga.</p>	
	<b>supplementary</b>	<p>Buljan-Flander, G., Karlović, A. (2004) Odgajam li dobro svoje dijete. Zagreb, Marko, M.</p> <p>Dulčić, A., Kondić, Lj. (2002) Djeca oštećena sluha. Zagreb, Alinea.</p> <p>Škarić, I. (1986) Govorne poteškoće i njihovo uklanjanje. Zagreb, Mladost.</p> <p>Ribić, K. (1999) Psihofizičke razvojne teškoće. Zadar, Forum.</p>	
<b>Assessment methods</b>	Class observation, practical exercises, independent project work with consultations, interactive method, oral examination.		
<b>Quality assurance methods</b>	Student evaluation via anonymous questionnaires, also self-evaluation and group evaluation.		

<b>Course title</b>	<b>Pedagogical Practice in Social and Special Pedagogy</b>		
<b>Lecturer</b>	Slobodan Uzelac, Ph.D., Full Professor; Esmeralda Sunko, M.A., Lecturer		
<b>Course code</b>	FFPD56	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	graduate
<b>Year of study</b>	5th	<b>Term</b>	10th
<b>Teaching methods</b>	Interactive work, class observation in educational institutions		
<b>Prerequisites</b>	Completed course and examination in either Special Pedagogy or Pedagogy of Children with Special Needs		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Developing desire and need for lifelong learning and improvement in pedagogical issues concerning social pedagogy and educational and rehabilitation procedures. Role of teacher as part of team in diagnosing, planning and implementing activities of pupils with special needs. Organisation and guidance of pedagogical workshops at group, class, school/institutional levels.		
<b>Learning outcomes and competences</b>	<ul style="list-style-type: none"> <li>- acquainting the students with contemporary concepts and programmes for children with special needs</li> <li>- developing critical attitude towards persons with special needs</li> <li>- learning methods of motivating people with special needs</li> <li>- developing critical attitude towards work and occupational therapy</li> <li>- developing independence and aptitude for team work</li> </ul> promoting creativity and critical thinking in students, especially as regards planning and implementation of programmes and methodology		
<b>READING</b>	<b>Recommended</b>	Jensen, E. : Različiti mozgovi, različiti učenici, Educa, Zagreb, 2004. Klooster, D.: Što je kritičko mišljenje? Metodčki ogledi, 9," 87-95. Zagreb, 2002. Luketin, D., Sunko, E. :KAKO ? raditi s ADHD djecom priručnik za učitelje i stručne suradnike, Liga za borbu protiv narkomanije, 2006., Split.	
	<b>Supplementary</b>	Longo, I.: Znam što želim1.,2.,3., cool bilježnica za tinejdžere, Sretna knjiga, Zagreb, 2005. Sakoman, S.: Doktore, je li istina da trava čisti pluća?, 1995, Zagreb. Longo, I.: Biti djetetu blizu, prilozi za radionice djelotvornog roditeljstva, Liga za borbu protiv narkomanije, 2006., Split	
<b>Assessment methods</b>		Practical exercises, pedagogical workshops, use of interactive, participatory and anticipatory methods.	
<b>Quality assurance methods</b>		Student evaluation via anonymous questionnaires, also self-evaluation and group evaluation.	

<b>Course title</b>	<b>Abused and Neglected Children</b>		
<b>Lecturer</b>	Antun Arbunić, Ph.D., Assistant Professor; Esmeralda Sunko, M.A., Lecturer		
<b>Course code</b>	FFPD57	<b>ECTS</b>	3
<b>Course type</b>	elective	<b>Level of course</b>	graduate
<b>Year of study</b>	5th	<b>Term</b>	10th
<b>Teaching methods</b>	Lectures and seminar	<b>L+S+P/E</b>	1+2+0
<b>Prerequisites</b>	none		
<b>Language of instruction</b>	Croatian		
<b>Course contents</b>	Children's rights. Phenomenology and etiology of abuse and methods of identifying it. The child and consequences of abuse. Family and child abuse. Ways of helping abused children. ICAP-programme. Institutions and associations in therapy of abused children.		
<b>Learning outcomes and competences</b>	General knowledge on characteristics of abuse, as well as of its phenomenology and prevention. As part of specific competences, the students will be enabled to prevent abuse by its early detection and will acquire the skills necessary for work with the abused, as well as legislative and therapy procedures in fighting, sanctioning and treating abuse.		
<b>READING</b>	<b>recommended</b>	Buljan-Flander, G., Kocijan-Hercigonja, D. (2003) Zlostavljanje i zanemarivanje djece. Zagreb, Marko. M Killen, K.(2001): Izdani.Društvo za psihološku pomoć, Zagreb. Sansović, K. (2000): Bez nasilja nad djecom. Dijete i društvo, Zagreb. Olwus, D. (1998): Nasilje među djecom u školi.Školska knjiga, Zagreb.	
	<b>supplementary</b>	Zloković, J. (1998): Povijesni i suvremeni aspekti problema zlostavljanja i zapuštanja djece. Bjelovarski učitelj, Bjelovar. Terzić, Đ. (1995):Nasilje prema djetetu (zlostavljanje).Napredak, Zagreb. Olweus, D. (1993.) Bullying at School: What We Know and What We Can Do (Understanding Children's Worlds). Blackwell Publishers	
<b>Assessment methods</b>	Seminar paper, participation in classes and discussions, research report. Completed assignments or oral examination.		
<b>Quality assurance methods</b>	Cooperative evaluation twice per term.		

## **6. PACE OF STUDY AND STUDENTS' OBLIGATIONS**

Enrolment prerequisites for particular courses have been defined by the Programme and specific prerequisites as determined by course lecturer and confirmed by Faculty Council.

Registration prerequisites for particular terms and years of study have been defined as follows:

- a) In the course of study the student is obliged to attend the prescribed number of compulsory and elective courses and take a number of examinations, both in compulsory and elective courses in order to obtain a minimum of 15 ECTS per term, i.e., in case of study of pedagogy, a total of 30 ECTS per academic year
- b) Exceptionally, the student who has not passed the examination in the course attended and completed in winter term and which is not a prerequisite for registration for summer term, is allowed to register for the following summer term with an obligation of passing that particular examination by the end of current academic year.
- c) Registration prerequisites for the next academic year have been defined and determined by the Statute of University of Split.
- d) The student who has failed to meet the requirements as set by particular courses of study, thereby failing to obtain the right of attestation by lecturer's signature and the right to register for examination, is obliged to re-register for the same course(s), regularly attend the classes and perform all the assignments pertaining to the course(s) – in order to obtain the right to register for examination(s).

## **7. SYSTEM OF COUNSELLING AND GUIDANCE**

Selection of candidates has been defined in Chapter 2, Articles 5 and 6, and selection of graduates will be made in accordance with the selected theme with the approval of the lecturer-mentor and confirmed by the Faculty Council.

The obligations of the advisor and lecturer-mentor include the following: guidance, monitoring and directing the candidate while writing the graduation thesis.

The candidate's obligation include the timely performing the undertaken assignments and regular consultations with the mentor and advisor.

### **8. LIST OF SUBJECTS OR MODULES WHICH CAN BE ELECTED FROM OTHER UNDERGRADUATE PROGRAMMES**

In compliance with one of the basic concepts of the Bologna process concerning student mobility, the students have a possibility of choosing up to 20% courses as elective part of this study programme at any equivalent higher education institution either in Croatia or abroad on condition that they obtain the required number of ECTS per annum. The students can spend part of the study programme at other cognate or similar universities (higher education institutions) in Croatia and abroad, thereby gaining 15 ECTS or 30 ECTS within both two-course study programmes per term.

### **9. LIST OF COURSES OR MODULES WHICH CAN BE TAUGHT IN FOREIGN LANGUAGES**

See III. 5. (programmes of particular courses).

### **10. CRITERIA AND CONDITIONS OF ECTS TRANSFER**

ECTS obtained out of this institution are acknowledged in accordance with ECTS value at the parent institution. ECTS can be transferred between different studies of pedagogy. Criteria and ECTS transfer conditions have been defined and prescribed by the Statute of the Faculty of Philosophy in Split, Statute of University of Split and Agreement between Institutions of Higher Education.

Other elective and optional activities for which ECTS are allocated have been defined by the study programme, Chapter III, Article 4.

### **11. STUDY COMPLETION AND PREREQUISITES FOR REGISTERING FOR GRADUATION THESIS**

These have been defined by the Statute on Writing and Defence of Graduation Thesis.

### **12. CONDITIONS OF RESUMING STUDIES IN CASE OF INTERRUPTIONS**

The student who has interrupted the study programme or has lost the right to study can resume his studies under conditions stated by the law, Statute of Faculty of Philosophy in Split and Statute of University of Split.

### **13. CONDITIONS OF OBTAINING CERTIFICATES ON COMPLETED PARTS OF PROGRAMME**

Upon completing undergraduate study or during graduate study programme, the student can interrupt his/her studies and apply to the Faculty Council for a certificate concerning

completion of undergraduate study programme, on condition that he/she has passed obligatory 7 compulsory examinations and obtained a minimum of 180 ECTS for both study programmes, i.e. 90 ECTS per study programme respectively. Thus the student obtains the bachelor degree in pedagogy, as well as the right to work as an associate / collaborator in educational process.

#### **14. MAXIMUM DURATION OF STUDYING**

As envisaged by this programme, the undergraduate and graduate study programme is of six and four term duration respectively, the total duration being ten terms. The students who have, in the course of three and five years respectively, failed to obtain a minimum of 150 ECTS in the study of pedagogy, or 300 ECTS in both study programmes, will resume their studies at their own expense, for another year or two at the longest.

#### **IV. CONDITIONS OF PERFORMING THE STUDY PROGRAMME**

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## **1. VENUE(S) OF STUDY: PREMISES, EQUIPMENT AND RESOURCES**

The study of pedagogy will be performed at the Faculty of Philosophy in Split and partly at other educational institutions. The classrooms primarily used by the Faculty of Philosophy consist of a multipurpose lecture hall, three large classrooms (each accommodating 60 people) and two computer classrooms (16+30 computer seats / desks). The large multipurpose lecture hall is located adjacent to the faculty building as a separate facility, seating 230 people, with two entrances. The hall has been recently thoroughly renovated and redecorated and is equipped with modern technical and teaching facilities. The entrance lobby accommodates a photocopying service available to students and teachers and two toilet facilities.

The teaching, management and administration staff use a space consisting of eight teacher offices (four teachers to each) and a room accommodating the student records office.

Since the Faculty currently operates at several locations, the teaching of particular courses requiring specially equipped classrooms is to be carried out in the Faculty sites at 13 Radovanova, 2 Sinjska and 1 Hrvojeva, using eight classrooms seating approximately 30 to 80 students each. Apart from the aforesaid locations, the Faculty has a contract with several city, private and religious kindergartens, primary and secondary schools which serve for observation classes and students' practical work. These are also available to Pedagogy Department.

The Faculty Management Board is at 2 Sinjska.

The Faculty of Philosophy and the Faculty of Sciences and Mathematics jointly use a specialised university library and a reading / reference room of the closed type, total 154 m<sup>2</sup> in area (12 Teslina) and another faculty library of 42m<sup>2</sup> (13 Radovanova). The reference rooms at 12 Teslina and 13 Radovanova have 70 m<sup>2</sup> and 30 seats and 10 seats respectively. The library contains some 50,000 titles (books, journals, periodicals, etc.), 45,000 being kept at Teslina and some 3,200 at Radovanova. The journals to which the library has subscribed amount to 16 (Radovanova) and 38 (Teslina) – two copies each.

Apart from the toilets, both institutions jointly use a students' coffee bar and snack bar which are available to students all day long, as are computers located both in the faculty hall and in computer classrooms whenever there are no classes.

The whole space allocated for teaching and scientific research, as well as administration offices, is air conditioned, exceptionally well equipped with three servers, being furthermore connected into a unique computer network system. Each student has an e-mail address. The access and local network use the ethernet 100/1000 Mbps technology. The active network equipment consists of CISCO Catalyst 2948G-GX-TX and 3Com 3300 XM switchboard. New network technology using a wireless local network is being currently introduced.

Student records office is equipped with data bases and students register for examinations via electronic mail.

Within its overall teaching activity, the Faculty of Philosophy promotes physical exercise and student sports, for which purposes a sports hall (approximately 160 m<sup>2</sup>) and a swimming-pool (25 m long) at the Poljud Sports Centre have been rented.

Preparations for the construction of a new faculty building at the Split University site (campus) are under way. Architectural project, accompanied with all the required elaborates and documents, has been made. The total net area of the new building will be 11,378.90 m<sup>2</sup>.

The Faculty of Philosophy in Split currently employs 77 lecturers, taking permanent care of their scientific improvement and development.

Scientific-research staff	20
Teaching staff	17
Language Instructors	4
Associates	36
Total	77

Number of lecturers holding a doctor's degree – 27

Number of lecturers holding a master's degree – 18

Similarly. the quality level of students is fairly high (mostly A and B students). The total number of students currently amounts to 1,513. All these data bear witness to both the status and orientation of this institution, as well as to its capability of promoting quality as professed by the hereby submitted study programmes.

## 2. LECTURERS AND ASSOCIATES PARTICIPATING IN PROGRAMME IMPLEMENTATION

### a) LIST OF LECTURERS AND COURSES

The Faculty of Philosophy in Split has a research and teaching personnel fully qualified and capable of supporting the organisation of the proposed study programmes of pedagogy.

The programme of pedagogy is closely connected to other programmes in social studies and humanities as offered by the Faculty of Philosophy (preschool education, teacher training, sociology, history, history of art, philosophy, foreign languages and Croatian studies). Curriculum connections of pedagogy with other studies have been established by means of pedagogical components contained in all of the study programmes, both in those performed at the Faculty of Philosophy and those existing at other teacher training studies, particularly through teacher pedagogical education. The two-course university undergraduate study of pedagogy may make a significant contribution towards stimulating and promoting numerous activities carried out at the Faculty of Philosophy.

NAME OF LECTURER	SUBJECTS / COURSES IN WHICH THEY PARTICIPATE
Josip Milat, Ph.D., Full Professor (Tonča Jukić)  (Stjepan Kovačević)	<b>Compulsory courses:</b> Systematic Pedagogy Methodology of Pedagogical Research Methodology of Creating a Curriculum Introduction to Methodology of Technical Education and Culture <b>Elective courses:</b> Pedagogical Anthropology of Work
Vlatka Domović, Ph.D., Associate Professor  (Ivan Maršić Ph.D.)	<b>Compulsory courses:</b> Comparative Pedagogy Educational Policies <b>Elective courses:</b> School System
Milan Matijević, Ph.D., Full Professor  (Morana Koludrović)	<b>Compulsory courses:</b> Andragogy Multimedia Didactics <b>Elective courses:</b> Alternative Concepts of Education
Slobodan Uzelac, Ph.D., Full Professor  (Esmeralda Sunko, M.A., Lecturer)	<b>Compulsory courses:</b> Social Pedagogy <b>Elective courses:</b> Prevention of Behaviour Disorder Pedagogical Practice in Social and Special Pedagogy Pedagogy of Children with Special Needs

Mira Oberman – Babić, Ph.D., Full Professor	<b>Compulsory courses:</b> Special Pedagogy
Berislav Žarnić, Ph.D., Associate Professor Perislava Bešić-Smlatić, M.A., Research Fellow (Sonja Kovačević, M.A., Senior Lecturer)	<b>Compulsory courses:</b> Philosophy of Education Introduction to Methodology of Social Sciences and Humanities
Igor Radeka, Ph.D., Associate Professor	<b>Compulsory courses:</b> History of Pedagogy
Mira Klarin, Ph.D., Assistant Professor (Ina Reić-Ercegovac, M.A.)	<b>Compulsory courses:</b> Developmental Psychology Pedagogical Psychology
Stjepan Rodek, Ph.D., Full Professor (Morana Koludrović)	<b>Compulsory courses:</b> Didactics <b>Elective courses:</b> Didactic Theories Media in Education
Ivana Prijatelj-Pavičić, Ph.D., Full Professor (Dunja Pivac, M.A., Senior Lecturer)	<b>Elective courses:</b> Visual Arts in Education and Therapy
Šime Pilić, Ph.D., Associate Professor (Branimir Mendeš, Assistant Lecturer)	<b>Compulsory courses:</b> Sociology of Education <b>Elective courses:</b> Child and Society Education for Peace and Tolerance
Mirjana Nazor, Ph.D., Associate Professor	<b>Elective courses:</b> Psychology of Self-Confidence and Positive Thinking Psychology of Self-Initiative
Antun Arbunić, Ph.D., Assistant Professor  (Esmeralda Sunko, M.A.) (Jadranka Nemeth-Jajić, Ph.D.- proceeding of appointment under way)	<b>Compulsory courses:</b> Basics of Pedagogical Statistics Pedagogy of Free Time School Pedagogy Introduction to Scientific Literacy <b>Elective courses:</b> Teaching Mixed Classes Abused and Neglected Children Extracurricular and Extramural Activities
Maja Ljubetić, Ph.D., Assistant Professor (Tonča Jukić)	<b>Compulsory courses:</b> Family Pedagogy

(Sonja Kovačević, Ph.D., Senior Lecturer)	Partnership between Family and Educational Institutions Pedagogue in an Educational Institution <b>Elective courses:</b> Pedagogy of Gifted Pedagogical Communication
Hicela Ivon, Ph.D, Assistant Professor	<b>Compulsory courses:</b> Preschool Pedagogy <b>Elective courses:</b> Interactive Pedagogy
Ivan Grubišić, Ph.D., Research Fellow	<b>Elective courses:</b> Religious Pedagogy
Sanja Vulić, Ph.D., Assistant Professor Gordana Laco, M.A., Assistant Lecturer	<b>Compulsory courses:</b> Language Culture
Nenad Rogulj, Ph.D., Assistant Professor	<b>Compulsory courses:</b> Introduction to kinesiology methodic
Marko Rosić, Ph.D., Assistant Professor	<b>Compulsory courses:</b> Distance Learning / Education
Vesna Kostović-Vranješ Ph.D., Senior Lecturer - proceeding of appointment under way (Irena Mišurac-Zorica, M.A.)	<b>Compulsory courses:</b> Introduction to Methodology of Science and Mathematics
Želimir Pašalić, Ph. D., Full Professor (Ivan Maršić, Ph. D.)	<b>Elective courses:</b> Economics of Education
Ivana Tomić-Ferić Ph.D., Assistant Professor (Jadranka Nemeth-Jajić, Ph.D.; Snježana Dobrota, M.A.;, Dubravka Kuščević, M.A.)	<b>Compulsory courses:</b> Introduction to Methodology of Language and Arts
Gloria Vickov, M.A., Lecturer	<b>Compulsory courses:</b> Foreign Language(s)

As can be seen from the list of lecturers and courses, the two-course study of Pedagogy at the Faculty of Philosophy in Split will be performed by the following lecturers:

No.	LECTURERS PERMANENTLY EMPLOYED AT SPLIT UNIVERSITY	LECTURERS EMPLOYED AT OTHER UNIVERSITIES
01.	Josip Milat, Ph.D., Full Professor	Vlatka Domović, Ph.D., Associate Professor
02.	Berislav Žarnić, Ph.D., Associate Professor	Milan Matijević, Ph.D., Full Professor
03.	Stjepan Rodek, Ph.D., Full Professor	Slobodan Uzelac, Ph.D., Full Professor
04.	Šime Pilić, Ph.D., Associate Professor	Mira Oberman-Babić, Ph.D., Full Professor
05.	Mirjana Nazor, Ph.D., Associate Professor	Mira Klarin, Ph.D., Assistant Professor
06.	Ivana Prijatelj-Pavičić, Ph.D., Full Professor	Igor Radeka, Ph.D., Associate Professor
07.	Želimir Pašalić, Ph. D., Full Professor	Sanja Vulić, Ph.D., Assistant Professor
08.	Antun Arbunić, Ph.D., Assistant Professor	
09.	Maja Ljubetić, Ph.D., Assistant Professor	
10.	Ivan Grubišić, Ph.D., Research Fellow	
11.	Perislava Bešić-Smlatić, M.A., Research Fellow	
12.	Nenad Rogulj, Ph.D., Assistant Professor	
13.	Marko Rosić, Ph.D., Assistant Professor	
14.	Vesna Kostović-Vranješ, Ph.D., Senior Lecturer - proceeding of appointment under way	
15.	Ivana Tomić-Ferić, Ph.D., Assistant Professor	
16.	Hicela Ivon, Ph.D., Assistant Professor	
17.	Jadranka Nemeth-Jajić, Ph.D., Senior Lecturer - proceeding of appointment under way	
18.	Ivan Maršić, Ph.D., Lecturer	
19.	Sonja Kovačević, Ph.D, Senior Lecturer	
20.	Snježana Dobrota, M.A., doctoral candidate	
21.	Dubravka Kušević, M.A.	
22.	Gloria Vickov, M.A., doctoral candidate	
23.	Dunja Pivac, M.A., doctoral candidate	
24.	Irena Mišurac-Zorica, M.A., doctoral candidate	

25.	Esmeralda Sunko, M.A., doctoral candidate	
<b>Assistant Lecturers:</b>		
27.	Ina Reić-Ercegovac, M.A., doctoral candidate	
28.	Gordana Laco, M.A., doctoral candidate	
29.	Tonča Jukić, doctoral candidate	
30.	Stipe Kovačević, doctoral candidate	
31.	Branimir Mendeš, postgraduate student	
32.	Morana Koludrović, postgraduate student	

### **Recapitulation:**

A total of 38 lecturers of different academic levels have been envisaged to participate in the proposed study programmes:

- 19 lecturers permanently employed at the Faculty of Philosophy (12 doctors, 4 M.A.s and 2 assistant lecturers);
- 12 lecturers employed at other faculties of University of Split (6 doctors, 3 M.A.s and 3 assistant lecturers);
- 7 lecturers from other universities (doctors with corresponding academic levels)

**b) LECTURERS' CVs (BIBLIOGRAPHIES) AND REFERENCES**

<b>Lecturer</b>	<b>Josip Milat, Ph.D., Full Professor</b>
<b>Employed at</b>	University of Split – Faculty of Philosophy and Faculty of Sciences, Mathematics and Kinesiology
<b>E-mail</b>	<a href="mailto:milat@ffst.hr">milat@ffst.hr</a> ; <a href="mailto:milat@pmfst.hr">milat@pmfst.hr</a>
<b>Personal web-site</b>	<a href="http://www.ffst.hr">www.ffst.hr</a>
<b>Date of last election / appointment / tenure</b>	2000. Full Professor with tenure
<b>Course(s) :</b>	Introduction to Pedagogy Methodology of Pedagogical Research
<b>Brief Curriculum Vitae with Relevant Data</b>	<p>Ph.D. in social sciences and humanities – field of pedagogy.          Studied mechanical engineering, pedagogy and philosophy in Rijeka and Split.          Academic year 1984/85 spent in Moscow doing specialist course at Pedagogical Academy of U.S.S.R., General Pedagogy Institute, Institute of Polytechnics.          Work experience: material production (factory), adult education institute, secondary schools, Institute of Education and Pedagogy, University of Split.          Visiting professor at Rijeka, Zagreb, Zadar, Osijek, Maribor (Slovenia), Novi Sad (Serbia) Universities and at State Institute of Teacher Qualification and Improvement in Moscow, Russian Federation. Lecturer at postgraduate studies.          Member of Ph.D. and M.A. dissertation committees at Zagreb and Rijeka Universities and Board of Pedagogy and Special Education.          Participation in a number of international scientific conferences, almost invariably as a presenter: Washington, Sophia, Moscow, Kishnev (Moldova), Dubrovnik, Thessaloniki (Greece), Maribor and Koper (Slovenia).          Delivered a number of lectures at national and international scientific conferences.          Editor-in-chief for eight years (on two occasions) of a journal dealing with pedagogical and educational issues: "Školski vjesnik" and is currently a member of editorial board of "Metodički obzori", published in Pula.          Regular member of Croatian Educational Academy.          By his projects, elaborates and feasibility studies contributed towards establishing several faculties of Split University, as well as a number of study programmes.          Recipient of numerous prestigious awards and diplomas, both national and international, among others:          - XVII PREMIO INTERNAZIONALE di PEDAGOGIA „Rafaele Laporta“ – LO STILO D'ORO, Pescara, 2006          - PLAQUE OF UNIVERSITY OF SPLIT for exceptional contribution towards the development of University in 2004          - EUROPEAN PRESS FORUM in 2000          - STATE AWARD FOR TECHNICAL CULTURE "Faust Vrančić" in 1997          - CERTIFICATE OF MERIT FOR CONTRIBUTION TOWARDS DEVELOPMENT OF HIGHER EDUCATION by Croatian University Union          - GOLD BADGE FOR PROMOTING PRESCHOOL EDUCATION by "Društvo naša djeca" in 1981          Participated in implementation of several projects as project manager, researcher, associate or advisor.          Published over a hundred of scientific books, papers and articles, either independently or as a co-author, as well as various coursebooks and reference books designed for pupils, students and teachers.</p>
	<p>III. Published over thirty polemical articles and debates on diverse educational and pedagogical issues.          Reviewer and consulting editor of numerous primary and secondary school coursebooks          - <i>Epistemološke karakteristike metodike</i>, Metodika 1/2000. – časopis za teoriju i praksu metodika predškolskog odgoja, školsku i visokoškolsku izobrazbu, Učiteljska akademija, Zagreb 2000., 41–55.          - <i>Osnove za izradu obaveznog programa tehničke kulture u osnovnoj školi</i>, Napredak, broj: 4/2000, Zagreb 2000, 477–484.</p>

List of papers and articles in the past 5 years	<ul style="list-style-type: none"> <li>- <i>Sustav znanosti i izbor problema istraživanja kao problem metodologije</i>, Teorijsko-metodološka utemeljenost pedagoških istraživanja – Zbornik radova, Sveučilište u Rijeci, Rijeka, 2001. (str.: 81 – 87).</li> <li>- <i>Redefiniranje osnovnih pojmova pedagogije – pretpostavka epistemološkog razvoja pedagogije</i>, Napredak broj 4/01, Zagreb 2001 (str.:467-481)</li> <li>- <i>Uloga učitelja u radu s posebno nadarenim učenicima za tehničku kulturu</i>, Unapređivanje rada s darovitim učenicima u srednjoškolskom odgoju i obrazovanju, zavod za unapređivanje školstva Ministarstva prosvjete i športa Republike Hrvatske, - Zbornik radova, Zagreb, 2002, (str.: 71 – 77).</li> <li>- <i>Visoko obrazovanje u Republici Hrvatskoj – karakteristike i neophodne promjene</i>, Školski vjesnik broj 3-4, Split, 2003.</li> <li>- <i>Tehnička kultura 1 - Eksperimentalni program za 5. razred osnovne škole</i>, Školske novine, Zagreb, 2001. 2002. i 2003.</li> <li>- <i>Tehnička kultura 1 - Eksperimentalni program za 5. razred osnovne škole - Vježbenica</i>, Školske novine, Zagreb, 2002. 2003,</li> <li>- <i>Tehnička kultura 2 - Udžbenik za eksperimentalni program tehničke kulture za 6. razred osnovne škole</i>, Profil, Zagreb, 2002.2003, 2004</li> <li>- <i>Tehnička kultura 2 - Vježbenica za eksperimentalni program tehničke kulture za 6. razred osnovne škole</i>, Profil, Zagreb, 2002. 2003. 2004</li> <li>- <i>Tehnička kultura 3 - eksperimentalni program, Udžbenik za sedmi razred osnovne škole</i>, Školska knjiga, Zagreb, 2003. 2004, 2005.</li> <li>- <i>Tehnička kultura 3 - Vježbenica za eksperimentalni program za sedmi razred osnovne škole</i>, Školska knjiga, Zagreb, 2003. 2004, 2005</li> <li>- <i>Tehnička kultura 4 - eksperimentalni program, Udžbenik za osmi razred osnovne škole</i>, Didakta Čakovec 2004, 2005.</li> <li><i>Tehnička kultura 4 - Vježbenica za eksperimentalni program za osmi razred osnovne škole</i>, Didakta Čakovec 2004. 2005</li> <li>- <i>Pedagogija – teorija osposobljavanja</i>, Školska knjiga, Zagreb, 2005.</li> <li>- <i>Osnove metodologije istraživanja</i>, Školska knjiga, Zagreb, 2005,</li> </ul>
Other qualifications	<p><i>Teze za promjene u sustavu obrazovanja Lecturera u Hrvatskoj</i>. u: Promjene u sustavu obrazovanja Lecturera, Zbornik radova Znanstvenog kolokvija, Fakultet prirodoslovnih znanosti i odgojnih područja Sveučilišta u Splitu, 1995. (str.: 33-41)</p> <p><i>Znanstveno-metodičko osposobljavanje Lecturera – pretpostavka izrade i efikasne realizacije nastavnih planova i programa</i>. Institut za pedagoška istraživanja, Zbornik 20. Beograd 1997. (str.: 291 – 297)</p> <p><i>Znanstveni razvoj pedagogije zahtijeva reviziju sistema osnovnih pojmova</i>. Odgoj i obrazovanje na pragu XXI. stoljeća (Zbornik radova), Pedagoško-književni zbor, Zagreb, 1988. (str.: 408 - 412)</p> <p><i>Promjene karaktera i Course contentsa općeg obrazovanja</i>. Život i škola br.: 4, Osijek 1989. (str.: 293-302)</p> <p><i>Pedagogija treba razvijati teoriju osposobljavanja</i>. Hrvatski sabor pedagoga (Zbornik radova), Zagreb, 1996. (str.: 124-130)</p> <p><i>Pedagogija – zbirka tekstova za pripremanje ispita</i>. Fakultet prirodoslovno- matematičkih znanosti i odgojnih područja i Visoka učiteljska škola Sveučilišta u Splitu, skripta, Split 1999. (str.: 1 - 73)</p> <p><i>Sustav znanosti i izbor problema istraživanja kao problem metodologij</i>. Teorijsko-metodološka utemeljenost pedagoških istraživanja – Zbornik radova, Sveučilište u Rijeci, Rijeka, 2001. (str.: 81 – 87).</p> <p><i>Redefiniranje osnovnih pojmova pedagogije – pretpostavka epistemološkog razvoja pedagogije</i>. Napredak broj 4/01, Zagreb 2001 (str.:467-481)</p> <p><i>Uloga učitelja u radu s posebno nadarenim učenicima za tehničku kulturu</i>. Unapređivanje rada s darovitim učenicima u srednjoškolskom odgoju i obrazovanju, zavod za unapređivanje školstva Ministarstva prosvjete i športa Republike Hrvatske, - Zbornik radova, Zagreb, 2002, (str.71 – 77).</p> <p><i>Visoko obrazovanje u Republici Hrvatskoj – karakteristike i neophodne promjene</i>. Školski vjesnik broj 3-4, Split, 2003.</p> <p><i>Pedagogija – teorija osposobljavanja</i>. Školska knjiga, Zagreb, 2005.</p> <p><i>Osnove metodologije istraživanja</i>. Školska knjiga, Zagreb, 2005.</p>

<b>Lecturer</b>	<b>Slobodan Uzelac, Ph.D., Full Professor</b>
<b>Employed at</b>	Faculty of Education and Rehabilitation, University of Zagreb
<b>E-mail</b>	<a href="mailto:Slobodan.Uzelac@mzos.hr">Slobodan.Uzelac@mzos.hr</a> ; <a href="mailto:Slobodan.uzelac@zg.htnet.hr">Slobodan.uzelac@zg.htnet.hr</a>
<b>Personal web-site</b>	
<b>Date of last election appointment / tenure</b>	2004. Full Professor with life tenure
<b>Course(s)</b>	Basics of Social Pedagogy, Social and Pedagogical Bases of Behaviour Disorder, Methodology of Teaching Children and Adolescents with Behaviour Disorder, Treatment of Children and Adolescents, Penological Rehabilitation II, Extraintitutional Rehabilitation Programmes
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born at Kakma, Zadar County, 9th August 1947.</p> <p>Graduated from Faculty of Special Education, Zagreb University (three-course study programme in social pathology, mental retardation and physical disability) in 1973.</p> <p>Master's degree at Public Health Institute of Faculty of Medicine, Zagreb University in 1976.</p> <p>Doctor's degree at Faculty of Special Education, Belgrade University, in 1981.</p> <p>September 1973-January 2004 employed at Zagreb University, Faculty of Education and Rehabilitation (formerly Faculty of Special Education).</p> <p>In 2004 appointed State Secretary for Higher Education.</p> <p>Apart from teaching basic course in Pedagogy of Persons with Behaviour Disorder (modified and renamed as Basics of Social Pedagogy and Social and Pedagogical Bases of Behaviour Disorder), he also teaches Statistics (practical exercises) and several other courses (see: Course(s)).</p> <p>Participated in establishing postgraduate study programmes: Behaviour Disorder and, within its scope, a former course Intensified Care and Surveillance, now called Extraintitutional Rehabilitation Programmes.</p> <p>Scientifically and academically primarily concerned with analysis of etiology, phenomenology and treatment of behaviour disorder with possibilities of treating the afflicted persons at home and regular open institutions.</p> <p>Manager of of three scientific projects sponsored and financed by Ministry of Science and Technology and three projects financed from other sources.</p> <p>As a co-researcher participated in twelve scientific projects, seminars and workshops training and preparing experts in different fields for resolving social conflicts.</p> <p>Actively participated at 11 national (with international participation) and 5 scientific international conferences held abroad, as well as several professional improvement programmes taking place abroad.</p> <p>Published three university coursebooks and numerous scientific papers and articles.</p> <p>Member of Croatian Association of Special Pedagogy, Croatia Association of Social Pedagogues, D-facilitas (association promoting collaboration in dealing with social conflicts) and Psiha (association dedicated to improving quality of life).</p>
<b>List of papers and articles in the past 5 years</b>	<p>Bouillet, D. i Uzelac, S. (2007): Osnove socijalne pedagogije, Zagreb: Školska knjiga, sveučilišni udžbenik u tisku</p> <p>Bouillet, D., Uzelac, S., Kapac, V. (2005): Iskaz razrednika o nasilničkom ponašanju u hrvatskim školama, <i>Napredak</i>, 146( 2):170-183.</p> <p>Uzelac, S (2004): Neka etička pitanja poremećaja u ponašanju mladih, u: Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja, (ur) Bašić, J., Koller-Trbović, N., Uzelac, S., Edukacijsko rehabilitacijski fakultet</p> <p>Uzelac, S (2004): Potrebe i mogućnosti jedinstvene evidencije poremećaja u ponašanju djece i mladih, u: Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja, (ur) Bašić, J., Koller-Trbović, N., Uzelac, S., Edukacijsko rehabilitacijski fakultet</p>

	<p>Uzelac, S. (2003): Školski uspjeh i stavovi učenika o ponašanju u socijalnim sukobima. <i>Kriminologija i socijalna integracija</i>, 11, 1, 1-12.</p> <p>Uzelac, S. (2003): Preddelinkventno i delinkventno ponašanje mladih žitelja grada s obzirom na njihovu životnu dob. <i>Zbornik Pravnog fakulteta u Splitu</i>, 40, 3-4 (71-72), 247-260.</p> <p>Uzelac, S., Matijević, M., Marcetić, A. (2003): Samioskaz učenika srednjih škola o njihovu izostajanju s nastave, u: <i>Zbornik radova «Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva»</i>, Hrvatski pedagoško-književni zbor, Zagreb, 392-399.</p> <p>Uzelac, S., Matijević, M. i Marcetić, A. (2003): Kvizikanoničke relacije između sociodemografskog statusa učenika srednjih škola i neopravdanog izostajanja s nastave. <i>Zbornik učiteljske akademije u Zagrebu</i>, 5,1,43-53.</p> <p>Uzelac, S. i Buđanovac, A. (2003): Kanoničke relacije između samoprocjene mladih i njihovih stavova prema obrascima ponašanja u socijalnim sukobima. <i>Kriminologija i socijalna integracija</i>, 11, 1, 25-40.</p> <p>Matijević, M, Uzelac, S, Bouillet, D. (2003): Povezanost ne/redovitosti školovanja romske djece s njihovom brojnošću i bračnim statusom roditelja. <i>Napredak</i>, 144, 3, 302-315.</p> <p>Uzelac, S. i Magdalenić, I. (2001): Modeli obrane učenika frustriranih vjerskom i nacionalnom pripadnošću u uvjetima globanih međunacionalnih sukoba. <i>Zbornik učiteljske akademije u Zagrebu</i>, 3, 1, 55-66.</p>
Other qualifications	<p>Bouillet, D. i Uzelac, S. (2007): <i>Osnove socijalne pedagogije</i>, Zagreb: Školska knjiga, sveučilišni udžbenik u tisku</p> <p>Bouillet, D., Uzelac, S., Kapac, V. (2005): Iskaz razrednika o nasilničkom ponašanju u hrvatskim školama, <i>Napredak</i>, 146( 2):170-183.</p> <p>Uzelac, S (2004): Neka etička pitanja poremećaja u ponašanju mladih, u: <i>Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja</i>, (ur) Bašić, J., Koller-Trbović, N., Uzelac, S., <i>Edukacijsko rehabilitacijski fakultet</i></p> <p>Uzelac, S (2004): Potrebe i mogućnosti jedinstvene evidencije poremećaja u ponašanju djece i mladih, u: <i>Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja</i>, (ur) Bašić, J., Koller-Trbović, N., Uzelac, S., <i>Edukacijsko rehabilitacijski fakultet</i></p> <p>Uzelac, S. (2003): Školski uspjeh i stavovi učenika o ponašanju u socijalnim sukobima. <i>Kriminologija i socijalna integracija</i>, 11, 1, 1-12.</p> <p>Uzelac, S. (2003): Preddelinkventno i delinkventno ponašanje mladih žitelja grada s obzirom na njihovu životnu dob. <i>Zbornik Pravnog fakulteta u Splitu</i>, 40, 3-4 (71-72), 247-260.</p> <p>Uzelac, S., Matijević, M., Marcetić, A. (2003): Samioskaz učenika srednjih škola o njihovu izostajanju s nastave, u: <i>Zbornik radova «Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva»</i>, Hrvatski pedagoško-književni zbor, Zagreb, 392-399.</p> <p>Uzelac, S., Matijević, M. i Marcetić, A. (2003): Kvizikanoničke relacije između sociodemografskog statusa učenika srednjih škola i neopravdanog izostajanja s nastave. <i>Zbornik učiteljske akademije u Zagrebu</i>, 5,1,43-53.</p> <p>Uzelac, S. i Buđanovac, A. (2003): Kanoničke relacije između samoprocjene mladih i njihovih stavova prema obrascima ponašanja u socijalnim sukobima. <i>Kriminologija i socijalna integracija</i>, 11, 1, 25-40.</p> <p>Matijević, M, Uzelac, S, Bouillet, D. (2003): Povezanost ne/redovitosti školovanja romske djece s njihovom brojnošću i bračnim statusom roditelja. <i>Napredak</i>, 144, 3, 302-315.</p> <p>Uzelac, S. i Magdalenić, I. (2001): Modeli obrane učenika frustriranih vjerskom i nacionalnom pripadnošću u uvjetima globanih međunacionalnih sukoba. <i>Zbornik učiteljske akademije u Zagrebu</i>.</p>

<b>Lecturer</b>	<b>Milan Matijević, Ph.D., Full Professor</b>
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<b>Personal web-site</b>	
<b>Date of last election / appointment / tenure</b>	1999. Full Professor with tenure
<b>Course(s)</b>	Andragogy, Multimedia Didactics, Alternative Schools
<b>Brief Curriculum Vitae with relevant data</b>	<p>Graduated in pedagogy and sociology at Zagreb University, Faculty of Philosophy.          Doctor's degree (dissertation entitled "Individual Differences and Effectiveness of Individualised Distance Learning") at Zagreb University, Faculty of Philosophy, in 1981.          Employment to date:          1973-1975 Correctional Home in Glina          1975-1978 Andragogical Centre in Zagreb          1978-1996 University of Zagreb, Faculty of Philosophy, Department of Pedagogy          1996-2006 University of Zagreb, Teacher Training Academy (now Faculty)</p>
<b>List of papers and articles in the past 5 years</b>	<p><b>Selection (books):</b>          Matijević, M. (2000), Učiti po dogovoru: Uvod u tehnologiju obrazovanja odraslih. Zagreb: CDO Birotehnika.          Matijević, M. (2002), Alternativne škole. Zagreb: Tipex.          Matijević, M. (2004), Ocjenjivanje u osnovnoj školi. Zagreb: Tipex.          Bognar, L. I Matijević, M. (2005), Didaktika. Zagreb: Školska knjiga.</p>
<b>Other qualifications</b>	<p><b>Selection (books and articles):</b>          Matijević, M. (2000), Učiti po dogovoru: Uvod u tehnologiju obrazovanja odraslih. Zagreb: CDO Birotehnika.          Matijević, M. (2002), Alternativne škole. Zagreb: Tipex.          Matijević, M. (2004), Ocjenjivanje u osnovnoj školi. Zagreb: Tipex.          Bognar, L. I Matijević, M. (2005), Didaktika. Zagreb: Školska knjiga.          Matijević, Milan (2004), <u>Teleteaching and teaching in the classroom</u> // <i>Mediji v izobraževanju</i> / Blažič Marjan (ur.). Novo Mesto : Visoka šola za upravljanje in poslovanje, 2004. 316-320 (međunarodna recenzija, znanstveni rad).          Matijević, Milan. (2004), <u>Osposobljavanje odraslih za samoobrazovanje uz nove medije</u> // <i>Obrazovanje odraslih - ključ za XXI. stoljeće</i> / Klapan, Anita i Matijević, Milan (ur.). Zagreb : Hrvatsko andragoško društvo, 111-118 (međunarodna recenzija, znanstveni rad).          Matijević, Milan, (2004), <u>Cjeloživotno obrazovanje i multimedijaska didaktika</u> // <i>Savremene informatičke i obrazovne tehnologije i novi mediji u obrazovanju</i> / Nadrljanski, Đorđe (ur.). Sombor : Učiteljski fakultet, 137-144 (međunarodna recenzija)          Matijević, Milan (2004), <u>Udžbenik u novom medijskom okruženju</u> // <i>Udžbenik i virtualno okruženje</i> / Halačev, Slavenka (ur.). Zagreb : Školska knjiga, 2004. 73-82          Matijević, Milan (2002), <u>Internet, multimedij i cjeloživotno učenje</u> // <i>Obrazovanje odraslih i cjeloživotno učenje</i> / Klapan, Anita i Matijević, Milan (ur.). Zagreb : Hrvatsko andragoško društvo, 2002. 267-276 (znanstveni)          Matijević, Milan (2002). <u>Das Internet und die Schülerkorrespondenz in der Grundschule</u> // <i>Europa - Mitteleuropa - Mittelmeerraum - Mehrsprachigkeit als Voraussetzung kultureller Vielfalt und Integration in Europa</i> / Biškupić. T. Ljerka i dr. (ur.). Zagreb : KDV-Info, 107-109          List of other papers available at <a href="http://bib.irb.hr/pretrazivanje_rezultat">http://bib.irb.hr/pretrazivanje_rezultat</a></p>

<b>Lecturer</b>	<b>Šime Pilić, Ph.D., Associate Professor</b>
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<b>E-mail</b>	<a href="mailto:spilic@pmfst.hr">spilic@pmfst.hr</a>
<b>Personal web-site</b>	
<b>Date of last election / appointment / tenure</b>	22. 10. 2003., Associate Professor
<b>Course(s)</b>	Sociology of Education, Social Dynamics, Social Changes, Sociology of Teaching Profession

**Brief Curriculum Vitae with relevant data**

Born 25th January 1948 at Brištani (Miljevci), Drniš Municipality, Šibenik-Knin County.  
 Graduated from Pedagogical Academy in Zadar (college level education) in 1969.  
 Graduated from Faculty of Philosophy in 1980.  
 Simultaneously studied at Faculty of Economics.  
 Master's degree in social sciences and humanities (specialising in legal issues) at Osijek University in 1988.  
 Doctor's degree in sociology (thesis entitled "Education and Social Mobility") at Zagreb University, Faculty of Philosophy in 1993.  
 He has been teaching Sociology of Education at teacher studies of Split University for twenty years.  
 Employment to date:  
 1883/84 outside collaborator; since 1986 permanently employed at Faculty of Sciences, Mathematics and Kinesiology as lecturer, senior lecturer, assistant professor and associate professor.  
 Since 1999 also employed at the Faculty of Philosophy (formerly Teacher Academy)  
 Published three scientific books as a co-author, one of which ("Structure and Dynamics...") was awarded by the City of Split in 1985.  
 In the past 25 years published over 70 scientific papers and articles.  
 Participation in numerous scientific conferences, both in Croatia and abroad.  
 Short stay in Berlin (collaboration with Berlin University)  
 Participation in several scientific and research projects 1991-1995.  
 Project manager on several occasions; proposer and initiator of the recent interuniversity interdisciplinary project entitled "Titius/Krka"  
 Taught elective course in School Demography, for which he also devised and articulated the syllabus.  
 Introduced a course entitled Sociology of Education in 1992, designed for students of preschool and primary education, as well as "Croatian Society in Transition", "Sociology of Culture" and "Sociology of Teaching Profession" for post graduate students.  
 Graduation thesis mentor to 45 students: published three papers as a co-author with graduate students.  
 Organisation of several scientific and academic conferences.

- 1999-2003 member of University Board dealing with coursebooks and literature.
- member of editorial boards of different sociological, cultural and literary journals and periodicals ("Pogledi", "Mogućnosti")
- editor-in-chief of books and journals
- member of managing board of "Književni krug" in Split (two terms of office)
- editor of newly established book collection dedicated to educational sciences
- Vice-Dean for developmental affairs at former Teacher Academy (now Faculty of Philosophy)
- member of Croatian Sociological Society, Croatian Pedagogical and Literary Association, and Croatian Biotechnical Society.
- since 2002 editor-in-chief of "Školski vjesnik", a journal dedicated to pedagogical and educational issues

List of papers and articles in the past 5 years	<p>Bjelajac, S. i Pilić, Š. (2005). Odnos identiteta i želje za priključenjem Hrvatske Europskoj Uniji studenata nastavničkih studija u Splitu, <i>Revija za sociologiju</i>, 36, 1-2, 33-54.</p> <p>Pilić, Š. (2005). Nekoliko napomena uz ovo predstavljanje, <i>Školski vjesnik</i>, 54, 1-2, 127-128.</p> <p>Pilić, S. (2005). In memoriam: Svemir Tolić, prof. psihologije (1943-2005), <i>Školski vjesnik</i>, 54, 1-2, 178.</p> <p>Bjelajac, S. i Pilić, Š. (2005). Rezidencijalne preferencije studenata, <i>Školski vjesnik</i>, 54, 3-4, 367-378.</p> <p>Pilić, Š. (2005). Zavičaj i zavičajnost u znanosti i obrazovanju: izbor literature, <i>Školski vjesnik</i>, 54, 3-4, 239-277.</p> <p>Pilić, Š. (2005). In memoriam: Stipe Suvar (1936-2004), <i>Revija za sociologiju</i>, 36, 3-4, 225-229.</p> <p>Pilić, Š. (2004). Prilozi za bibliografiju radova prof. dr. Stipe Suvara, <i>Školski vjesnik</i>, 53, 3-4, 279-310.</p> <p>Pilić, Š. (2004). Bibliografija radova dr. sc. Vjekoslava Omašića, <i>Školski vjesnik</i>, 53, 1-2, 119-124.</p> <p>Pilić, S. (2004). In memoriam: Dr. sc. Vjekoslav Omašić (1923.-2004.), <i>Školski vjesnik</i>, 53, 1-2, 161-163. (i Pilić, S. (2003). Tri naša časopisa o predškolskom odgoju u proteklom desetljeću, u: (H. Ivon, ur.) <i>Od baštine za baštinu: kulturološki aspekti predškolskog kurikula</i>, Hvar, 227-244.</p> <p>Pilić, S. (2003). Socijalna eko-historija krajeva uz rijeku Krku (1500-1800) u suvremenim putopisima u: (D. Roksandić, et all.) <i>Triplex Confinium (1500-1800): Ekohistorija</i>, Zbornik radova s međunarodnog znanstvenog skupa, Književni krug Split, Zavod za hrvatsku povijest Filozofskog fakulteta Zagreb, 305-336.</p> <p>Pilić, Š. (2003). Prof.dr. Ivan Mimica: U povodu 70. godišnjice života, <i>Školski vjesnik</i>, 52, 1-2, 201-206.</p> <p>Pilić, Š. (2003). Bibliografija radova prof. dr. Ivana Mimice, <i>Školski vjesnik</i>, 52, 1-2, 207-212.</p> <p>Pilić, Š. (2003). O životu i radu prof. dr. Ivana Mimice, u: (Z. Bjelanović i S. Pilić, ur.) <i>Zbornik Ivana Mimice</i>, Biblioteka Školskog vjesnika, Split, 11-14.</p> <p>Pilić, Š. (2003). Bibliografija radova prof. dr. Ivana Mimice, u (Ž. Bjelanović i Š. Pilić, ur.) <i>Zbornik Ivana Mimice</i>, Biblioteka Školskog vjesnika, Split, 15-20.</p> <p>Pilić, S. (2003). Bibliografija radova iz Sociologije obrazovanja objavljenih u časopisu "Sociologija sela" (1963.-2002.), <i>Školski vjesnik</i>, 52, 3-4.</p> <p>Pilić, S.; Botica A. (2003). Ugled dvadeset zanimanja u očima učitelja, u: H. Ivon (Ur.) <i>Prema kvalitetnoj školi: Zbornik radova, Stručno-znanstveni skup s međunarodnom suradnjom, Hrvatski pedagoško-književni zbor - Ogranak Split</i>, Split, 79-88.</p> <p>Pilić, S. (2003). In memoriam: Prof.dr. Ilija Lavrnja (1952. - 2002.), <i>Školski vjesnik</i>, 52, 3-4, 409-410.</p> <p>Pilić, S. (2002). The Education of Teachers in a Post-Socialist Society: the Case of Croatia, in: Ronald, G. Sultana (ed.) <i>Teacher Education in the Euro-Mediterranean Region</i>, Peter Lang, New York, Washington, D.C./Baltimore, Bern, Frankfurt am Main, Berlin, Brussels, Vienna, Oxford, Chapter Three, 51-68.</p> <p>Pilić, Š. (2002). Radovan Vidović kao suradnik časopisa "Školski vjesnik", <i>Čakavska rič</i>, 30, 1-2, 607-615.</p> <p>Pilić, Š. (2002). Ekologija i obrazovanje: tematska selektivna bibliografija, <i>Školski vjesnik</i>, 51, 1-2, 121-125.</p> <p>Pilić, Š. (2002). Pedeset Year of study časopisa Školski vjesnik, <i>Školski vjesnik</i>, 50, 2, I-XIV.</p> <p>Pilić, Š.; S. Bjelajac.; A. Leburic (2002). <i>Elaborat o osnivanju Odjela sociologije Sveučilišta u Splitu te prijedlog Studija sociologije</i>.</p> <p>Pilić, S. (2002). <i>Social Change and the Consequences of War</i>, Wars of Former Yugoslavia: The Sociology of Armed Conflict at the Turnofthe Millennium, HSD, Zagreb, 44-46.</p> <p>Pilić, S. (2001). Je li Split europski ili antieuropski grad, <i>Mogućnosti</i>, God. XLVIII, 4-6, 116-118.</p> <p>Pilić, N. i Pilić, S. (2001). Bibliografija časopiša Školski vjesnik 1951. - 2001., <i>Školski vjesnik</i>, 50, 2, 1-274.</p> <p>Pilić, Š. (2001). Predgovor, u: Ivan Grubišić, <i>Čovjek nadasve</i> 3, Hrvatska akademska udruga, Split.</p> <p>Pilić, S. (2001). Neki procesi globalizacije i obrazovanje u hrvatskom društvu, Globalizacija i hrvatsko društvo (Kongres HSD s međunarodnim sudjelovanjem) (Knjiga sažetaka), Hrvatsko sociološko društvo, Zagreb.</p> <p>Pilić, S. (2001). Dopune Rječnika toponima Miljevaca, <i>Miljevci</i>, God. XXVI, 2, 26-27.</p> <p>Pilić, S. (2001). Rječnik toponima Miljevaca (3) <i>Miljevci</i>, God XXVI, 1, 23.</p> <p>Pilić, Š.; Stankov, S; Tomaš, S. (2001). Računalo kao obrazovna tehnologija: stavovi sudionika nastavnog procesa, <i>Informatologia</i>, 34, 3-4, 232-236.</p> <p>Pilić, S.; Stankov, S.; Šuzana Stankov (2000). Računalne tehnologije u školi: gledišta studenata i učitelja, <i>Informatologia</i>, 33, 1-2, 52-56.</p> <p>Pilić, S.; Stankov, S.; Rosić, M. (2000). Primjena suvremenih informacijskih tehnologija u promicanju turizma i u ekološkom obrazovanju, u: <i>Ekologija i turizam</i> (zbornik radova), Bol, 71-82</p> <p>Pilić, Š. i Lovrić, J. (2000). Profesori biologije i kemije: sociodemografska obilježja i proces školovanja, <i>Školski vjesnik</i>, 49, 1, 21-33.</p> <p>Pilić, S. (2000). Nastavnička profesija i kvalitetna škola, u: Hicela Ivon, I. Maršić, P. Mijić (Ur.) <i>Prema kvalitetnoj školi</i> (zbornik radova), Split, HPKZ - Ogranak Split, 13-16.</p> <p>Pilić, S. (2000). A Social Eco-history of Localities Along the Krka River (c. 1500-1800) in Contemporary Travelogues, in: Third International Project Conference "Eco-history of the Triplex Confinium (c. 1500-1800)", Central European University Budapest, Universtet at Graz, Filozofski fakultet Zagreb.</p> <p>Pilić, Š. (2000). Regrutiranje srednjoškolskih profesora u postsocijalističkoj Hrvatskoj, <i>Život i škola</i>, 46, 3, 51-64.</p> <p>Pilić, Š. (1999). Obrasci društvenosti u eri informacijske tehnologije, <i>Informatologia</i>, 32, 1-2, 48-52.</p> <p>Pilić, S. (1999). Nastava sociologije obrazovanja u Hrvatskoj, <i>Napredak</i>, 140, 4, 481-487.</p>
Other qualifications	<ol style="list-style-type: none"> <li>1. List of papers and articles published in the past 5 years</li> <li>2. twenty-four-year practice as a lecturer in higher education</li> <li>3. academic level of Associate Professor</li> </ol>

<b>Lecturer</b>	<b>Stjepan Rodek, Ph.D., Associate Professor</b>
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<b>Personal web-site</b>	
<b>Date of last election / appointment / tenure</b>	3rd April 2002., Associate Professor
<b>Course(s)</b>	Basics of Pedagogy, Didactics
<b>Vitae</b>	Born at Kotoriba 30th April 1943 Graduated from Zagreb University, Faculty of Philosophy (pedagogy, German language and literature) Doctor's degree (thesis entitled "Didactic Bases of Computer Simulation") in 1983. Employment to date:
<b>Brief Curriculum with relevant data</b>	<ul style="list-style-type: none"> <li>- Reference Centre of Zagreb University (work on projects of educational software)</li> <li>- University of Zagreb, Faculty of Philosophy, teaching Didactics, Media Didactics and Educational Technology</li> <li>- since 2001 at Split University, Faculty of Sciences, Mathematics and Kinesiology, teaching Pedagogy and Didactics as Associate Professor.</li> </ul>
<b>List of papers and articles in the past 5 years</b>	"Media and Education- Theories of Media Effect" (in preparation for publication)
<b>Other qualifications</b>	<p>Rodek,S. (1985). Neke didaktičko – metodičke implikacije nastavne primjene medija. U zborniku: Odgoj i škola, Institut za pedagojska istraživanja i Školske novine, Zagreb.</p> <p>Rodek,S. (1985). Educational Technology and Adult Education. U: Adult Education in Yugoslav Society. Zagreb: Andragoški centar i Jugoslavenska komisija za suradnju s UNESCO-m</p> <p>Rodek,S. (1986). Kompjutor i suvremena nastavna tehnologija. Zagreb: Školske novine</p> <p>Rodek,S. i Mužić, V.(1987). Kompjutor u preobražaju škole. Zagreb: Školska knjiga</p> <p>Rodek,S. (1988). Nove informacijske tehnologije – izazov odgoju i obrazovanju. U: Odgoj i obrazovanje na pragu 21. stoljeća. Zagreb: PKZ i Savez pedagoških društava Hrvatske</p> <p>Rodek,S. (1988). Didaktika medija: neki problemi i determinante. Pedagoški rad, 1, 25-29</p> <p>Rodek,S. (1989). Mediji u odgoju i obrazovanju. U: Opća enciklopedija JLZ, dopunski svezak. Zagreb: Jugoslavenski leksikografski zavod, 481-482</p> <p>Rodek,S. (1991). Produkcija kompjutorskog obrazovnog software-a. Zagreb: Naprijed (koautor)</p> <p>Rodek,S. (1992). Istraživački trendovi u području primjene medija. U: Pastuović,N. (ur). Istraživanja odgoja i obrazovanja. Zagreb: Institut za pedagojska istraživanja.</p>

<b>Lecturer</b>	<b>Berislav Žarnić, Ph.D., Associate Professor</b>
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<b>Personal web-site</b>	<a href="http://www.ffst.hr/~berislav/personal">www.ffst.hr/~berislav/personal</a>
<b>Date of last election / appointment / tenure</b>	20. 12. 2006.
<b>Course(s)</b>	Philosophy of Education
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born at Tivat, Boka Kotorska, 26th November 1959.  Graduated from University of Zagreb, Faculty of Philosophy (philosophy and sociology) in 1985.  Master's degree in humanities (philosophy) at Zagreb University, Faculty of Philosophy, in 1996.  As a visiting researcher spent a short time at Institute for Logic, Language and Computation, University of Amsterdam <i>with prof. dr. sc. Jeroen Groenendijk and prof. dr. sc. Frank Veltman (1997)</i>  Doctor's degree in logic (thesis entitled "Validity of Practical Conclusion"), Zagreb University, Faculty of Philosophy in 2000.  Post-doctoral research in 2001/2002 as a visiting lecturer at University of Uppsala, Sweden, Institute for Philosophy.</p> <p>Employment to date:</p> <ul style="list-style-type: none"> <li>- 1987-1996 as secondary school teacher of philosophy, logic, and other cognate subjects</li> <li>- 1995-1997 outside collaborator at University of Split, Faculty of Sciences, Mathematics and Kinesiology as lecturer in Philosophy of Education</li> <li>- appointed Lecturer in 1997</li> <li>- permanently employed at the aforesaid Faculty</li> <li>- 1999 started work at Teacher Academy (now Faculty of Philosophy)</li> <li>- 2002 Assistant Professor (Logic and Philosophy of Education)</li> <li>- 1997-1998 lectured courses Philosophy of Science and Philosophy of Mathematics at Faculty of Sciences, Mathematics and Kinesiology as an outside collaborator</li> <li>- since 2002 has been teaching Symbolic Logic at University of Rijeka as an outside collaborator</li> <li>- since 2006/07 has been lecturing on Philosophy of Science at the same institution</li> <li>- 1999-2003 and 2004-2005 Vice-Dean for developmental and academic affairs respectively at the then Teacher Academy of Split University</li> </ul> <p>Member of professional associations:</p> <ul style="list-style-type: none"> <li>- Croatian Philosophical Society; European Association for Logic, Language and Information; Association for Symbolic Logic; Croatian Association for Analytical philosophy</li> </ul> <p>Published numerous scientific papers in Croatia and abroad.  Reviewer and consulting editor of various scientific books and publications (<i>Filozofska istraživanja</i>, <i>Synthesis philosophica</i>, <i>Croatian Journal of Analytical Philosophy</i>, <i>Metodički ogledi</i>, <i>Biblioteka "Filozofskih istraživanja"</i>, <i>Logika</i>, etc.)  Member of editorial board of edition entitled <i>Advanced Studies in Mathematics and Logic, Polimetrica, Monza, Italy</i>.  Participated in numerous scientific conferences both in Croatia and abroad, presenting his papers in Vienna, Prague, Amsterdam, Münster, Monterux, etc.  Particularly interested in popularisation and dissemination of logic and philosophy through the Internet.  Editor of educational web-site entitled "Interactive Logic" (<a href="http://www.ffst.hr/~logika/pilot/">http://www.ffst.hr/~logika/pilot/</a>) and one of editors of Encyclopaedia of Philosophy of Education <a href="http://www.ffst.hr/ENCYCLOPAEDIA/">http://www.ffst.hr/ENCYCLOPAEDIA/</a>.</p>

	<p>International recognition with papers dealing with dynamic semantics, imperative sentences, which makes his work highly quoted in history of logic ((Gabbay, Dov and Woods, John (editor .) The Handbook of History of Logic. Volume 6: Logic and the Modalities in the Twentieth Century, Amsterdam: Elsevier, 2006., as well as in academic and scientific papers, teaching materials of renowned universities (Amsterdam, Stanford), at scientific conferences and elsewhere.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">S A VISITING RESEARCHER SPENT A SHORT TIME AT</p>	<p>„Moods and Negation“. U: <i>Handbook on Negation</i>, Dov Gabbay i Jean-Yves Beziau, Elsevier [u tisku]</p> <p>„Imperative logic, moods and sentence radicals“. U: <i>Proceedings of the Fourteenth Amsterdam Colloquium</i>. P. Dekker and R. Van Rooy (eds.). pp. 223-228. Institute for Logic, Language and Computation / Department of Philosophy. University of Amsterdam. 2003.</p> <p>„Imperative change and obligation to do“. U: <i>Logic, law, morality: thirteen essays in practical philosophy in honour of Lennart Aqvist</i>. Krister Segerberg and Rysiek Sliwinski (eds.). pp. 79-95. Niz: Uppsala philosophical studies 51. Uppsala: Department of Philosophy, Uppsala University, 2003.</p> <p>„Prima facie consequence in update semantics for change expressions“ (abstract). <i>Bulletin of Symbolic Logic</i> 9: 111-112, 2003.</p> <p>„Imperative negation and dynamic semantics“. In: <i>Meaning: the Dynamic Turn</i>. J. Peregrin (editor). Niz: Current Research in the Semantics/Pragmatics Interface vol. 12. Elsevier, Oxford – Amsterdam, 2003.</p> <p>„A two-dimensional semantics for the language of intentionality?“ (abstract). <i>Bulletin of Symbolic Logic</i> 8: 164, 2002.</p> <p><i>Dynamic semantics, imperative logic and propositional attitudes</i>. UPPP (Uppsala Prints and Preprints in Philosophy) 2002 no. 1 Department of Philosophy. Uppsala University. 2002.</p> <p>„Learning to learn: an epistemological paradox in education“. <i>Synthesis Philosophica</i> 32: 355-362. 2001.</p> <p>„Jedan sustav obilježene prirodne dedukcije za Kangerovu teoriju prava“, <i>Filozofska istraživanja</i> 26 (2006), [u tisku]</p> <p><i>U perspektivi dinamične semantike: valjanost praktičnog zaključka</i>. Biblioteka "Filozofska istraživanja" , Zagreb, 2005. (u tisku)</p> <p>„Dinamika znanja i obrazovanja“. U: <i>Škola nade - znanje i obrazovanje: poruke / Crnčić, Josip i Puževski, Valentin (ur.). - Križevci : Hrvatski pedagoško književni zbor , 2004. 44-52</i></p> <p>„Znanje-proces“. U: <i>Kvalitetna edukacija i stvaralaštvo (II) . (Zbornik Drugih dana Mate Demarina)</i> str . 57-63. Pula , 2002.</p> <p>„Odgoj i prirodni razvoj“. <i>Školski vjesnik</i> 50 (1): 15-25, Split, 2001.</p> <p>„Epistemološki paradoks obrazovanja“. <i>Metodički ogleđi</i> 13: 17-26, Zagreb, 2001.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Other qualifications</p>	<p>Žarnić, Berislav. „<i>Znanje, predznanje i stjecanje znanja</i>“, U: Božičević, Juraj (ured.). Profesije budućnosti: inženjer budućnosti. Niz: Obrazovanje za informacijsko društvo (III.) Zagreb: Akademija tehničkih znanosti Hrvatske / Hrvatsko društvo za sustave, 1999. str. 15–22</p> <p>Žarnić, Berislav. „<i>Homomorphism in Learning and Teaching</i>“, <i>Education-Line (Electronic Texts in Education and Training)</i>, <a href="http://www.leeds.ac.uk/educol">http://www.leeds.ac.uk/educol</a>, University of Leeds, 1998. str.1–10 Elektroničko izdanje.</p> <p>Žarnić, Berislav. „<i>Pedagogija: duhovna, empirijska ili kritička znanost</i>“, U: Vrgoč, Hrvoje (ured.) Pedagogija i hrvatsko školstvo, Zagreb: Hrvatski pedagoško-književni zbor, 1996. str . 92–97</p> <p>Žarnić, Berislav „<i>Neka pitanja o logici i obrazovanju</i>“. Logika 4 : 13-24. Zagreb, 2000.</p>

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<b>Personal web-site</b>	
<b>Date of last election / appointment / tenure</b>	1999
<b>Course(s)</b>	Phenomenology of Spirituality, Religion in Croatian Tradition, Sociology of Religion, Philosophy of Religion, Social Psychology
<b>Brief Curriculum Vitae with relevant data</b>	Lives in Split where he works as a parish priest and an Research Fellow at Split University, Faculty of Philosophy, primarily dealing with social sciences, humanities and theology.
<b>List of papers and articles in the past 5 years</b>	Grubišić, I. (2001). Čovjek nadasve 3 Grubišić, I.( 2002). Čovjek nadasve 4 Grubišić, I. (2005). Čovjek nadasve 5 Grubišić,I.( 2006). Nemirno more (pjesme)
<b>Other qualifications</b>	<i>Regular lectures delivered at the Croatian Academic Association entitled "A Voice for Man", every Tuesday throughout academic year.</i> <i>Reviewer and consulting editor of various scientific books and publications.</i>

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<b>Personal web-site</b>	<a href="http://www.ffst.hr">www.ffst.hr</a>	
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Split in 1959.          Graduated from Pedagogical Academy (preschool education) in 1979.          Graduated from Faculty of Philosophy (Department of Pedagogy) in Zadar in 1994.          Master's degree at Zagreb University, Faculty of Education and Rehabilitation in 1997 (thesis entitled "<i>Family and Early Detection of Behaviour Disorder</i>").          Doctor's degree at Zagreb University, Faculty of Philosophy (dissertation entitled "<i>Self-Evaluation and Evaluation of Parental Competence</i>" in 2004.          Employment to date:</p> <ul style="list-style-type: none"> <li>- until 2005 preschool teacher, mentor, advisor and principal in different kindergartens of Split and Solin.</li> <li>- since 2005 as an assistant professor at Split University, Faculty of Philosophy, teaching courses Family Pedagogy and Partnership between Parents and Educational Institutions.</li> </ul> <p>Member of:</p> <ul style="list-style-type: none"> <li>- teachers' council of "The William Glasser Institute", Chatsworth, CA, USA, with the status of instructor</li> <li>- IEDPE (Institute for Developing Potentials in All Children) in Paris, France</li> <li>- project team and seminar teacher at the project entitled "Quality School"</li> </ul>	
<b>List of papers and articles in the past 5 years</b>	<p>Ljubetić, M. (2001.): Važno je znati kako živjeti. Zagreb, Alinea.          Ljubetić, M. (2002.) Radionice osnaživanja odgajatelja (odgajatelji u kvalitetnoj školi). U: Zbornik radova RI kvaš –21 – Svaki učenik može uspjeti. Rijeka, Grad Rijeka i Medicinska škola u Rijeci, str. 57 – 62.          Ljubetić, M. (2002.) Nova uvjerenja i nova ponašanja – ono što nam je potrebno. Split, Školski vjesnik Vol. 51, br. 1-2, str. 13 – 17.          Ljubetić, M. (2003.) Samoprocjena umjesto procjene. Časopis Dijete Vrtić Obitelj, br. 29, Zagreb. Udruga roditelja Korak po korak, str. 5 – 6.          Ljubetić, M. (2004) Stavovi studenata o roditeljstvu i samoprocjena kompetentnosti studenata nastavnčkih studija za pedagoški rad s roditeljima, prethodno priopćenje. Školski vjesnik Vol.53, br. 3-4, HPKZ- Ogranak Split, VUŠ Split, Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja, Split. str.185-196.          Ljubetić, M. (2005) Idemo li istim putem do cilja (roditelji i učitelji na putu prema kvalitetnoj školi). U: Zborniku radova stručno-znanstvenog skupa s međunarodnom suradnjom – Prema kvalitetnoj školi (4. dani osnovne škole splitsko-dalmatinske županije. Split, HPKZ-ogranak Split, Visoka učiteljska škola Sveučilišta u Splitu, Osnovne škole Splitsko-dalmatinske županije str. 137-141.          Ljubetić, M., Nejašmić, S. (2005) Partnerstvo odgojitelja i roditelja u građenju kvalitetnih odnosa s djecom predškolske dobi kao prevencija ovisnosti. U: zborniku sažetaka međunarodne znanstvene i stručne konferencije Prema EU Strategiji suzbijanja zlorabe droge Ur. Mušanović, M., Barbir, J., Rijeka, Hrvatsko futurološko društvo str. 52.          Ljubetić, M. (2005) Stavovi roditelja djece predškolske dobi o roditeljstvu i samoprocjena roditeljske pedagoške kompetentnosti. U: Knjizi sažetaka sa Sveučilište u Zadru Stručni odjel za izobrazbu učitelja i odgojitelja predškolske djece. str. 14.          Ljubetić, M. (2005) Svjesnost, znanje i vještine – Prerequisites kvalitetnije suradnje škole, obitelji i lokalne zajednice. U: Učenici, učitelji i roditelji zajedno na putu uspješnog odgoja i obrazovanja. Zagreb, HPKZ str. 107-111.          Arbunić, A., Ljubetić, M. (2006) Skrbne i ubojite navike u ponašanju i odnosima sa «značajnim drugim». Zagreb, Napredak br. 2, vol. 14, str. 149-161.</p>	

	<p>Ljubetić, M. (2006) Uloga dječjeg vrtića u jačanju pedagoških kompetencija roditelja. Zagreb, Zrno – časopis za obitelj, vrtić i školu, god. XVII, br. 70-71 (96-97), str. 3-5. Zrnoprint.</p> <p>Ljubetić, M., Arbunić, A. (2006) Školovanje učitelja u kvalitetnoj školi. RI-KVAŠ-21 Svaka škola može uspjeti, Treći hrvatski susret kvalitetnih škola, Međunarodni stručno-znanstveni skup škola koje promiču ideje kvalitetne škole Williama Glassera. Rijeka, 6-7. lipnja 2006.</p> <p>Ljubetić, M. (2006) Pedagoškim obrazovanjem roditelja do osvješćivanja i poštivanja prava djeteta. Zagreb, Dijete i društvo – časopis za promicanje prava djeteta, god. 8. br. 1., Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti, str. 139-156.</p> <p>Predavanja na web.stranicama Filozofskog fakulteta u Splitu</p>
<b>Other qualifications</b>	<p>Ljubetić, M. (2001.) Partnerstvo obitelji i dječjeg vrtića (pregledni članak). Napredak. Vol. 142, br. 1, str. 16 –23.</p> <p>Arbunić, A. i Ljubetić, M. (2000): Izazov pedagogiji 21. stoljeća, Međunarodni znanstveni skup Didaktični in metodični vidiki nadaljnega razvoja izobraževanja, Pedagoška fakulteta Univerze v Mariboru, Maribor, 2000., str. 116-121.</p> <p>Ljubetić, M. (1999.) Dječji vrtić i stručno kompetentan odgajatelj. U: Lecturer – čimbenik kvalitete u odgoju i obrazovanju (zbornik radova). Međunarodni znanstveni kolokvij – Rijeka, Filozofski fakultet u Rijeci, str. 435 – 440.</p> <p>Obitelj i rano otkrivanje poremećaja u ponašanju predškolske djece, (magistarski rad). Zagreb, Fakultet za defektologiju Sveučilišta u Zagrebu, 1997.</p> <p>Samoprocjena i procjena pedagoške kompetentnosti roditelja (doktorska disertacija). Zagreb, Filozofski fakultet Sveučilišta u Zagrebu, 2004.</p> <p>Član redakcije projekta Izvorište (2002).</p> <p>Recenzent Nastavnog plana i programa za OŠ (2006).</p> <p>Suradnik-istraživač na projektu „Nove paradigme ranog odgoja“ (nositeljica prof.dr.sc. Dubravka Maleš)</p>
<b>Date of last election appointment / tenure</b>	June 2005
<b>Course(s)</b>	Family Pedagogy, Partnership between Family and Educational Institutions

<b>Lecturer</b>	<b>Antun Arbunić, Ph.D., Assistant Professor</b>
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<b>Date of last election / appointment / tenure</b>	23rd December 2003, Assistant Professor
<b>Course(s)</b>	Basics of Pedagogy, Methodology of Pedagogical Research
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Split in 1958.          Graduated from Pedagogical Academy in Zadar as a primary school teacher in 1979 (graduation thesis entitled "<i>Culture of Oral and Written Expression in the First Grade of Primary School</i>")          1988/89 started studying pedagogy and psychology at University of Sarajevo, Faculty of Philosophy; due to war interrupted studies in September 1991.          Resumed studies at Faculty of Philosophy in Zadar as a one-course study of pedagogy.          Graduated in 1994 with a thesis entitled "<i>Analysis of Aims and Tasks of Teaching Literature in Fourth Grade</i>".          Master's degree (University of Zagreb, Faculty of Education and Rehabilitation) with a thesis "<i>Free Time of Children and Adolescents and Prevention of Behaviour Disorder</i>" in 1997.          Doctor's degree (University of Zagreb, Faculty of Philosophy), thesis entitled "<i>Free Time of Primary School Children</i>" in 2002.          Employment to date:</p> <ul style="list-style-type: none"> <li>- 1979-2000 as primary teacher (including mixed classes), working as a leader of teachers' professional association and a mentor of young teachers.</li> <li>- 1985-1987 school principal</li> <li>- 2002 University of Zagreb, Faculty of Philosophy, Department of Pedagogy as an assistant lecturer, senior assistant lecturer and assistant professor in courses Introduction to Pedagogy, Systematic Pedagogy, Methodology of Pedagogical Research with Statistics (I and II), Andragogy, Social Pedagogy, Pedagogy of Free Time</li> <li>- 2001/2002-2005/2006 also as a lecturer of Didactics</li> <li>- since July 2005 employed at University of Split, Faculty of Philosophy, as an assistant professor and lecturer of courses Basics of Pedagogy and Methodology of Pedagogical Research, also devised syllabi for elective courses Gifted Children, Abused and Neglected Children and Teaching Mixed classes in compliance with Bologna process</li> </ul> <p>Member of ECTS committee.          Participated in 14 scientific conferences at national and international levels (two held abroad), also as a presenter (conference in Varaždin in November 2004, lecture entitled 'Internal Assessment and Grading' and Teacher Training Academy of Zagreb University in May 2005 ('Children and Free Time' – paper published in "Odgojne znanosti").          Published 12 papers, 2 more articles in preparation for publication.</p>

<b>List of papers and articles in the past 5 years</b>	<p><i>Arbunić, A. (2000):</i> Za promjenu razredno-predmetnog sustava. Napredak 141 (3) 352-362, Zagreb.</p> <p><i>Arbunić, A. (2001):</i> Multivarijantne analize u pedagogiji, u: Teorijsko-metodološka utemeljenost pedagoških istraživanja, (zbornik radova s Međunarodnog znanstvenog kolokvija u Opatiji), 232-236, Filozofski fakultet, Rijeka.</p> <p><i>Arbunić, A. (2001):</i> Kvantitativno-kvalitativna usporedba dviju čitanki za četvrti razred osnovne škole. Zrno, vol.XIV., 45-46 (70-71) 18-21, Zagreb.</p> <p><i>Arbunić, A. (2001):</i> Djeca i slobodno vrijeme - razlike između aktivnosti provođenja i pridanih vrijednosti, u: Didaktični in metodični vidiki prenovne in razvoja izobrazovanja (zbornik radova s Međunarodnog znanstvenog savjetovanja), 463-476, Pedagoška fakulteta Univerze v Mariboru, Maribor.</p> <p><i>Arbunić, A. (2002):</i> Slobodne aktivnosti između pedagojske teorije i prakse, u: Odnos pedagojske teorije i pedagoške prakse, (zbornik radova s Međunarodnog znanstvenog kolokvija u Crikvenici), 303-309, Filozofski fakultet, Rijeka.</p> <p><i>Arbunić, A. (2004):</i> Roditelji i slobodno vrijeme djece. Pedagogijska istraživanja 1 (2), 221-231, Zagreb.</p> <p><i>Ljubetić, M; Arbunić, A. (2006):</i> Školovanje učitelja u kvalitetnoj školi. RI-KVAŠ-21 Svaka škola može uspjeti, Treći hrvatski susret kvalitetnih škola, Međunarodni stručno-znanstveni skup škola koje promiču ideje kvalitetne škole Williama Glassera. Rijeka, 6-7. lipnja 2006.</p> <p><i>Arbunić, A. (2006):</i> Slobodno vrijeme djece otoka Hvara. Odgojne znanosti 8 (1).str. 171-190, Zagreb.</p> <p><i>Arbunić, A. Ljubetić, M.(2006):</i> Skrbne i ubojite navike u ponašanju u odnosima sa značajnim drugima. Zagreb, Napredak, 147 (2); 149-160.</p>
<b>Other qualifications</b>	<p>U području znanstveno-istraživačke i nastavne djelatnosti kompetencije su vidljive iz popis radova u posljednjih 5 Year of study i životopisa te iz radova prije toga, a kako slijedi:</p> <p><i>Arbunić, A. (1998):</i> Interesi djece za slobodne aktivnosti. Napredak 139 (2), 186-192, Zagreb.</p> <p><i>Arbunić, A. (1998):</i> Poznavanje interesa djece i njihovih roditelja za slobodnim aktivnostima kao temelj programa primarne prevencije poremećaja u ponašanju. Hrvatska revija za rehabilitacijska istraživanja 34 (1), 117-126, Zagreb.</p> <p><i>Arbunić, A., Ljubetić, M. (1999):</i> Izazov pedagogiji 21. stoljeća, u: Didaktični in metodični vidiki nadaljnega izobrazovanja (zbornik radova s Međunarodnog znanstvenog savjetovanja), 116-121, Pedagoška fakulteta Univerze v Mariboru, Maribor.</p>

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<b>Personal web-site</b>	<a href="http://www.hazu.hr/LingResIn/SVulicV.html">www.hazu.hr/LingResIn/SVulicV.html</a>
<b>Brief Curriculum Vitae</b>	<p>Graduated from University of Zagreb, Faculty of Philosophy, in the Croatian language and literature and completed a postgraduate study in linguistics at the same faculty with a thesis entitled <i>Structure of Chakavian Dialect Dictionaries</i>.</p> <p>Took a Ph.D. at the Faculty of Philosophy in Rijeka with a thesis entitled <i>Noun Formation in Chakavian Idioms of Croats in Gradišće (Burgernland), Austria</i></p> <p>Currently employed as assistant professor at University of Zagreb, Croatian Studies, and University of Split, Faculty of Philosophy, Teacher Training Department.</p>
<b>List of papers and articles in the past 5 years</b>	<p>Tvorba riči, u: <i>Gramatika gradišćanskohrvatskoga jezika</i>, ur. Ivo Sučić, Znanstveni institut Gradišćanskih Hrvatov, Željezno, 2003., str. 245.-390.</p> <p>O jezičnim značajkama Mulihovih djela, <i>Panonski ljetopis 2003</i>, ur. Robert Hajszan, Pinkovac / Güttenbach, 2003., str. 423.-427.</p> <p>Milčetić i Hrvati na gradišćanskohrvatskom govornom području, <i>Zbornik o Ivanu Milčetiću</i> sa znanstvenoga skupa Varaždin –Malinska, 19.-20. travnja 2001. Varaždin, 16. studenoga 2001., ur. Tihomil Maštrović, Zagreb 2002., str. 261.-286.</p> <p>L'atteggiamento nei riguardi del plurilinguismo nelle opere di Stjepan Markovac Margitić, Tomo Babić, Jerolim Filipović, Filip Lastrić e Nikola Luković, u: <i>Plurilingvizem v Evropi 18. stoletja</i>, ur. Fedora Ferluga Petronio, Zora, Maribor, 2002., str. 149.-177. (isto na hrvatskom jeziku: Odnos prema plurilingvizmu u djelima Stjepana Markovca Margitića, Tome Babića, Jerolima Filipovića, Filipa Lastrića i Nikole Lukovića, <i>Kolo</i>, god. X., br. 2., ljet 2000., str. 51.-73.)</p> <p>The Multilingualism of Krsto Pejkić, u: <i>Plurilingvizem v Evropi 18. stoletja</i>, ur. Fedora Ferluga Petronio, Zora, Maribor, 2002., str. 179.-189.</p> <p>Narječna i dijalekatna pripadnost govora Povoljane na otoku Pagu, <i>Čakavska rič</i>, god. XXX., br. 1.-2., Split, siječanj-prosinac 2002., str. 91.-98.</p> <p>O pjesništvu i pjesničkom jeziku Jure Baláža, <i>Čakavska rič</i>, god. XXX., br. 1.-2., Split, siječanj-prosinac 2002., str. 99.-110.</p> <p>Jezične značajke u djelima bunjevačkohrvatskoga pisca Ivana Petreša, <i>Hrvatska misao</i>, god. VI., br. 23.-24, Sarajevo, travanj - rujan 2002., str. 145.-157.</p> <p>Rječnici izvornih gradišćanskohrvatskih govora u okviru dvojezične leksikografije, <i>Filologija</i>, knj. 38.-39., Zagreb, 2002., str. 287.-302.</p> <p>O pjesništvu i pjesničkom jeziku Tomislava Žigmanova, <i>Marulić</i>, god. XXXVI., br. 1., Zagreb, siječanj – veljača 2003., str. 90.-96.</p> <p>O književnom djelu Miše Jelića, <i>Pogledi</i>, god. II., br. 2., Budimpešta – Pečuh, 2003., str. 19.-28.</p> <p>O književnom djelu i jeziku Krste Pejkića, <i>Osvit</i>, br. 3.-4., Mostar, 2003., str. 142.-157.</p> <p>Rječotvorbeni modeli u djelima Ivana Petreša (1876.-1937.), Miše Jelića (1881.-1961.) i Grge Andrina (1855.-1905.), <i>Hrvatski književni jezik. Zbornik radova</i>, ur. Sjepan Lukač, Budimpešta, 2003., str. 27.-41. (isto, pod naslovom "Tvorenice u djelima Grge Andrina (1855-1905), Ivana Petreša (1876-1937) i Miše Jelića (1881-1961), u časopisu <i>Hrvatska misao</i>, god. VII., br. 27.-28., Sarajevo, travanj-rujan, 2003., str. 105.-121.)</p> <p>Osnovne značajke suglasničkoga sustava govora otoka Drvenika kraj Trogira, <i>Čakavska rič</i>, god. XXXI., br. 1.-2., Split, siječanj – prosinac, 2003., str. 53.-59.</p> <p>Prilog izradbi kontrastivne gramatike gradišćanskohrvatskoga književnoga jezika i suvremenoga hrvatskoga književnoga jezika na primjeru tvorbe riječi, <i>Čakavska rič</i>, god. XXXII., br.1., Split, 2004., str. 13.-20.</p>

Književno djelo i jezik Tomislava Žigmanova, *Nova Istra*, god. IX., sv. XXVI., br. 1., Pula, proljeće 2004., str. 139.-150.

Jezik Miše Jelića, *Pogledi*, god. III., br. 1., Budimpešta – Pečuh, 2004., str. 106.-117.

Odnos dijalekatne i nedijalekatne književnosti u Bačkoj i na gradišćansko-hrvatskom govornom području, *Republika*, god. LX., br. 4., Zagreb, travanj 2004., str. 89.-99.

Sufiksna tvorba imenica u gradišćansko-hrvatskim kajkavskim govorima, *Zbornik radova Riječki filološki dani 5*, Filozofski fakultet, Rijeka, 2004., str. 585.-598.

Dijalekatne i nedijalekatne značajke hrvatske književnosti u dijaspori na panonskom prostoru, *Klasje naših ravni*, br. 1.-2., god. IX., Subotica, 2004., str. 3.-22. (isto u *Dani Balinta Vujkova. Zbornik radova sa znanstvenih skupova 2002.-2005.*, ur. Katarina Čeliković, Hrvatska čitaonica, Subotica, 2006., str. 59.-86.)

Dijalekatne i nedijalekatne značajke gradišćansko-hrvatske čakavske književnosti, *Čakavska rič*, god. XXXII., br. 2., Split, 2004., str. 173.-189.

Iz sufiksne tvorbe imenica u vinišćarskom govoru, *Čakavska rič*, god. XXXII., br. 2., Split, 2004., str. 191.-201.

O štokavskim govorima Hrvata u mađarskom dijelu Podravine, *Šokačka rič 1*, Zbornik radova sa Znanstvenoga skupa *Slavonski dijalekt*, 2003., ur. Anica Bilić, Zajednica kulturno--umjetničkih djelatnosti Vukovarsko-srijemske županije, Vinkovci, 2004., str. 101.-116.

Jezične značajke u djelima šokačkoga pisca iz Mađarske Miše Jelića, *Šokačka rič 2*, Zbornik radova Znanstvenoga skupa *Slavonski dijalekt*, 2004., ur. Anica Bilić, Zajednica kulturno--umjetničkih djelatnosti Vukovarsko-srijemske županije, Vinkovci, 2004., str. 181.-196.

Jugoistočni gradišćansko-hrvatski čakavci, *Pogledi*, god. III., br. 2., Budimpešta – Pečuh, 2004., str. 116.-127.

Jezik Antuna Karagića, *Gradovrh*, god. I., br. 1., Matica hrvatska, Tuzla, prosinac, 2004., str. 51.-56.

Rešetarova zapažanja o dubrovačkom govoru potkraj XIX. i u prvim desetljećima XX. stoljeća, *Zbornik o Milanu Rešetaru*, ur. Tihomil Maštrović, Hrvatski studiji, Zagreb, 2005., str. 261.-270.

Govor Hajmaša u Mađarskoj, *Čakavska rič*, god. XXXIII., br. 1.-2., Split, 2005., str. 5.-30.

Preobrazba kao rubni tvorbeni način pri tvorbi imenica u gradišćansko-hrvatskim čakavskim govorima, *Čakavska rič*, god. XXXIII., br. 1.-2., Split, 2005., str. 213.-219.

Složeno-sufiksna tvorba imenica u gradišćansko-hrvatskim čakavskim govorima, *Croatia et slavica iadertina*, knj. 1., Zadar, 2005., str. 47.-60.

Bunjevačko-hrvatski pisac Antun Karagić i njegovo djelo u kontekstu hrvatske književnosti u Bačkoj, *Nova Istra*, god. X., sv. XXX., br. 2., Pula, ljeto 2005., str. 165.-171.

Jezik i književno djelo Tomislava Žigmanova, u: *Na brzu ruku skupljeni skup. Zbornik radova znanstvenog skupa s međunarodnim sudjelovanjem (Budimpešta 6.-7. studenoga 2003.)*, ur. Stjepan Lukač, Budimpešta, 2005., str. 237.-253.

Tekstološke i jezične značajke književne ostavštine Balinta Vujkova, u: Balint Vujkov, *Krilati momak*, Matica hrvatska Subotica - NIU Hrvatska riječ, Subotica, 2005., str. 215.-228.

Krsto Pejkić u hrvatskoj filologiji, *B'lgari i H'rvati v Jugoiztočna Evropa VII – XXI vek. Materiali ot konferenciata provedena v Sofia 2 – 4 juni 2005.*, ur. Rumjana Božilova, Gutenberg, Sofia, 2006., str. 31.-50.

Utrnuti i umirući čakavski govori oko Körmenda u Mađarskoj, *Riječki filološki dani 6. Zbornik radova s Međunarodnoga znanstvenoga skupa*, ur. Ines Srdoč-

	<p>Konestra i Silvana Vranić, Rijeka, 2006., str. 339.-356.</p> <p>Sintaktičko-semantička tvorba kao rubni tvorbeni način pri tvorbi imenica u gradišćanskohrvatskim idiomima, <i>Croatica et slavica iadertina</i>, knj. 2., Zadar, 2006., str. 73.-82.</p> <p>O književnom djelu i jeziku Milovana Mikovića, <i>Riječ</i>, god. XII., sv. 1., Rijeka, 2006., str. 114.-128.</p> <p>Dosadašnja istraživanja tvorbe riječi u hrvatskoj dijalektologiji, <i>Čakavska rič</i>, god. XXXIV., br. 1.-2., Split, 2006., str. 97.-113.</p> <p>Imeničke sraslice u gradišćanskohrvatskim govorima, <i>Čakavska rič</i>, god. XXXIV., br. 1.-2., Split, 2006., str. 115.-119.</p> <p>Grga Andrin i hrvatska štokavska dijalekatna književnost, <i>Šokačka rič 3. Zbornik radova sa Znanstvenoga skupa "Slavonski dijalekt"</i>, ur. Anica Bilić, Zajednica kulturno-umjetničkih djelatnosti Vukovarsko-srijemske županije, Vinkovci, 2006., str. 103.-113.</p> <p>Jezične značajke u tekstovima Zdenke Marković u <i>Domaćem ognjištu</i>, Zbornik <i>Pismo Zdenke Marković</i>, ur. Mirko Ćurić, Pannonius, Osijek – Požega, 2007., str. 133.-153.</p>
<b>Other references</b>	<p>Od g. 2002. radi kao vanjski suradnik na Hrvatskim studijima Sveučilišta u Zagrebu. Najprije je držala jezično-stilske vježbe, a sada drži kolegije Kultura govora i pisanja te Hrvatska dijalektologija. U ljetnom semestru akademske godine 2005./2006. bila je vanjski suradnik na predmetima Povijest hrvatskoga jezika i Hrvatska dijalektologija na Odjelu za kroatistiku i slavistiku Sveučilišta u Zadru, također kao vanjski suradnik.</p>
<b>Date of last appointment</b>	29th May 2006
<b>Course(s)</b>	Culture of Speech and Writing

<b>Teacher</b>	Nenad Rogulj, Ph.D., Assistant Professor	
<b>Institution of employment</b>	Faculty of Philosophy, University of Split; Faculty of Natural Sciences, Mathematics and Education, University of Split	
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<b>Short curriculum vitae (regarding to profession)</b>	Born in 1961 in Split. In 1985 graduated from the Faculty of Philosophy (Arts), Zadar - Teacher Education Study in Split. Received Master of Science degree from the Faculty of Physical Culture, University of Sarajevo in 1990, and Doctoral academic degree from the Faculty of Kinesiology, University of Zagreb, in 2003. Since 2006 has been docent on the course Basics of Kinesiology on Faculty of Philosophy in Split, and on the course Handball on Faculty of Natural Sciences, Mathematics and Education, University of Split. Published 38 theoretical and 32 professional papers, two books and four DVDs. Head of the scientific project "Discovering sports' talents" of Ministry of science, Education and Sports	
<b>List of publications in the last 5 years</b>	<p>Srhoj, V., M. Marinović, N. Rogulj (2002). Position specific morphological characteristics of top-level male handball players. <i>Collegium Antropologicum</i> 26 (1):219-227.</p> <p>Rogulj N., V. Srhoj (2003). Wie beeinflusst die Torwurfrichtung das Spielergebnis im Spitzenhandball. <i>Laistungssport</i> (1):50-53.</p> <p>Rogulj, N., V. Srhoj, LJ. Srhoj (2004). The Contribution of Collective Attack Tactics in Differentiating Handball Score Efficiency. <i>Collegium Antropologicum</i> 28(2):739-746.</p> <p>Rogulj, N., V. Srhoj, M. Čavala (2004). The training programming during the competition microcycle in handball. <i>Handball periodical</i>, (1):65:71.</p> <p>Rogulj, N., I. Banović, T. Jelić (2004). Latentna struktura motoričkih sposobnosti studenata kineziologije. <i>Školski vjesnik</i>.</p> <p>Rogulj, N., V. Papić, V. Srhoj (2005). Optimierung der position des handball torwarts. <i>Laistungssport</i> (4):50-54.</p> <p>Rogulj, N., V. Srhoj, M. Nazor, Lj. Srhoj, M. Čavala (2005). Some Antropologic Characteristics of Elite Female Handball Players at Different Playing Positions. <i>Collegium Antropologicum</i> 29(2):705-709.</p> <p>Rogulj, N., M. Nazor, V. Srhoj, D. Božin (2006). Differences between competitively efficient and less efficient junior handball players according to their personality traits. <i>Kinesiology</i> 38 (2): 158-163.</p> <p>Srhoj, V., N. Rogulj, N. Zagorac, R. Katić (2006). A new model of selection in women's handball. <i>Collegium Antropologicum</i>. 30 (3): 601-605.</p>	
<b>Paper that qualify teacher for performing the lectures</b>	<p><b>Papers in magazines with CC citation</b></p> <p>Srhoj, V., N. Rogulj, M. Padovan, R. Katić (2001). Influence of the attack end conduction on match result in Handball. <i>Collegium Antropologicum</i>, 25 (2):611-617.</p> <p>Srhoj, V., M. Marinović, N. Rogulj (2002). Position specific morphological characteristics of top-level male handball players. <i>Collegium Antropologicum</i> 26 (1):219-227.</p> <p>Rogulj, N., V. Srhoj, LJ. Srhoj (2004). The Contribution of Collective Attack Tactics in Differentiating Handball Score Efficiency. <i>Collegium Antropologicum</i> 28(2):739-746.</p> <p>Rogulj, N., V. Srhoj, M. Nazor, Lj. Srhoj, M. Čavala (2005). Some Antropologic Characteristics of Elite Female Handball Players at Different Playing Positions. <i>Collegium Antropologicum</i> 29(2):705-709.</p> <p>Srhoj, V., N. Rogulj, N. Zagorac, R. Katić (2006). A new model of selection in women's handball. <i>Collegium Antropologicum</i>. 30 (3): 601-605.</p>	
<b>Date of the last selection</b>	September 1 <sup>st</sup> 2006, docent	
<b>Courses</b>	Basics of Kinesiology, Basics of Kinesiology Methodics	

<b>Lecturer</b>	<b>Snježana Dobrota, M.A., Senior Lecturer, doctoral candidate</b>
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<b>Date of last election appointment / tenure</b>	25th May 2004
<b>Course(s)</b>	Theoretical Basics of Methodology of Teaching Music, Music Culture Methodology, Applied Didactics of Teaching Music, Music Alphabet, Vocal Practicum, Instrumental Practicum, Vocal-Instrumental Practicum, Elective course: Music, Child and Media
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Split 25th October 1972.</p> <p>Graduated from University of Split, Faculty of Sciences, Mathematics and Kinesiology, in music pedagogy with a thesis entitled «Carpet Snakes-ballet by Silviije Bombardelli</p> <p>Postgraduate study at Zagreb University, Music Academy and Faculty of Philosophy, Department of Pedagogy. Master's degree with a thesis «Influence of Active Listening to Music upon the Development of Perception in Young School Children».</p> <p>Employment to date:</p> <p>1994-1997 «Jakov Gotovac» Music School in Sinj.</p> <p>Since 1997 University of Split, Teacher Training Academy (now Faculty of Philosophy)</p> <p>Contribution to pedagogical practice: studying and promoting theory and practice of methodology of teaching music at early primary school level, creating the curriculum of Music Culture at Teacher Training Academy and at studies of pedagogy and psychology at Faculty of sciences, Mathematics and Kinesiology of Split University.</p> <p>Mentor of graduation theses.</p> <p>Continual publication of academic and scientific papers in music and pedagogical journals.</p> <p>Active participation in scientific conferences, as well as in seminar organised by Central European University held in Budapest, Hungary.</p> <p>Member of editorial board of «Edukacijske znanosti» (Književni krug in Split).</p>
<b>List of papers and articles in the past 5 years</b>	<p><i>Obrazovanje u 20.stoljeću.</i> Život i škola, 4, 2000, 7-14.</p> <p>Kratak pregled povijesti glazbenog školstva u SAD. Tonovi, 36, 2000, 29-34.</p> <p>Uloga umjetničke i narodne glazbe u životu mladog čovjeka. Hrvatska obzorja, 1, 2001, 177-185.</p> <p>Mjesto i uloga narodne glazbe u glazbenoj nastavi od 1. do 3. razreda OŠ. Život i škola, 5, 2001, 86-95.</p> <p>Mogućnosti koreliranja Course contentsa u području slušanja glazbe. Prema kvalitetnoj školi, Zbornik radova, 2002, 139-144.</p> <p><i>Prezentiranje glazbene baštine u prvim razredima osnovne škole.</i> Živa baština. Zbornik radova sa znanstveno-stručnog skupa, 2002, 135-144.</p> <p>Glazbena nastava u razrednoj nastavi – I dio. Tonovi, 39, 2002, 67-79.</p> <p>Glazbena nastava u razrednoj nastavi – II dio. Tonovi, 40, 2002, 35-49.</p> <p>Mogućnosti estetskog odgoja u okviru glazbene nastave. Školski vjesnik, 51, 2002, 107-119.</p> <p><i>Glazbena nadarenost.</i> Zbornik radova sa znanstveno-stručnog skupa Djetinjstvo, razvoj i odgoj, 23.-24. svibnja 2003., Zadar – Nin. Zadar: Sveučilište u Zadru, 2003, 141-148.</p> <p><i>Stvaralaštvo kao aktivnost glazbene nastave ranog školskog razdoblja.</i> Metodika. Časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi. Zagreb: Sveučilište u Zagrebu. Učiteljska akademija u Zagrebu, 2003, 202-210.</p> <p>Korelacija u nastavi likovne i glazbene kulture od 1. do 4. razreda OŠ. Školski vjesnik, 52, 2003, 129-142.</p> <p>Glazba kao biološko-kulturalni fenomen: evolucijska perspektiva. Napredak. 145 (2004), 3, 284-291.</p> <p><i>Socio-psihologijska procjena glazbenih sposobnosti djece.</i> Napredak. 145 (2004) 2, 145-152.</p>

<b>Other qualifications</b>	<p>Utjecaj aktivnog slušanja glazbe na razvoj perceptivnih sposobnosti djece rane školske dobi. Magistarski rad.</p> <p><i>Glazbena nadarenost</i>. Zbornik radova sa znanstveno-stručnog skupa Djetinjstvo, razvoj i odgoj, 23.-24. svibnja 2003., Zadar – Nin. Zadar: Sveučilište u Zadru, 2003, 141-148.</p> <p><i>Stvaralaštvo kao aktivnost glazbene nastave ranog školskog razdoblja</i>. Metodika, Časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi, Zagreb: Sveučilište u Zagrebu. Učiteljska akademija u Zagrebu, 2003, 202-210.</p> <p>Glazba kao biološko-kulturalni fenomen: evolucijska perspektiva. Napredak. 145 (2004), 3, 284-291.</p> <p><i>Socio-psihologijska procjena glazbenih sposobnosti djece</i>. Napredak. 145 (2004) 2, 145-152.</p>
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<b>Date of last election appointment / tenure</b>	June 2002
<b>Course(s)</b>	Visual Arts, Theoretical Basis of Methodology of Teaching Visual Arts, Methodology of Teaching Visual Arts, Applied Methodology of Teaching Visual Arts, Art Group as a Form of Extracurricular Activity, Visual Arts in Croatia from Prehistory to the End of 20th Century,
<b>Brief Curriculum vitae with relevant data</b>	<p>Born in Split Novemeber 30th 1964.</p> <p>In 1984 graduated from Faculty of philosophy in Zadar as a primary school teacher.</p> <p>In 1984 started studying Visual Culture and Visual Arts at University of Split and graduated in 1989 with highest grades, obtaining a B.A. in arts.</p> <p>- 1990-1996 worked as an art pedagogue at «Prince Mislav» primary school at Kaštel Sućurac where by employing modern forms and methods of work she achieved remarkable results in working with children.</p> <p>Master's degree at University of Zagreb, Faculty of Philosophy, DEPARTMENT of History of Art in in 2001.</p> <p>From 1994 an outside collaborator of Preschool Education Department of Teacher Training Academy, University of Split.</p> <p>In 1996 appointed Lecturer of Methodology of Teaching Visual Arts and Culture, at Split University, Faculty of Sciences, Mathematics and Kinesiology.</p> <p>1989/99-2002 Head of Department of Preschool Education at Teacher Training College, University of Split..</p> <p>2002 appointed Senior IECTURER</p> <p>Mentor to some 20 graduate students in writing graduation theses.</p> <p>Since 1997 engaged in supplementary methodological education of teachers (visual arts and culture)</p>
<b>List of papers and articles in the past 5 years</b>	<p>Zaštita kulturne baštine i nastava likovne kulture u nižim razredima OS (2001). <i>Život i škola</i>, Osijek, 5, 80-85.</p> <p>Korelacija nastave likovne kulture s nastavom prirode i društva (2001). <i>Zmo</i>, Zagreb, 43- 44, 11</p> <p><i>Dijete i likovna umjetnost</i> (2001). <i>Hrvatska Obzorja</i>, Split, 1, 185-190</p> <p>Korelacija likovne i glazbene kulture u nižim razredima OS (2000). <i>Život i škola</i>, Osijek 4, 99-104</p> <p>O vrijednosti likovno estetskog odgoja u obitelji (2001). <i>Nova tribina</i>, 20,27-31</p> <p><i>Srednjovjekovni titulari crkava na solinskom prostoru</i> (2001). <i>Obnovljeni život</i>, Zagreb, 56, 1, 1–134, 103-111,.</p> <p>Freske Joze Kljakovića u crkvi sv. Martina u Vranjicu (2000). <i>Hrvatska obzorja</i>, Split, 3, 637-647.</p> <p><i>Keramičarka velikih mogućnosti</i> (Katica Žanić) (2000). <i>Hrvatska obzorja</i>, Split, 4, 939-945.</p> <p>Negativne pojave i ometanje stvaralaštva u dječjem likovnom izražavanju (2002). <i>Prema kvalitetnoj školi</i>, Zbornik radova, Split, 133-137.</p> <p><i>Etnografska baština kao neiscrpan izvor likovnog stvaralaštva djece</i> (2002). <i>Živa baština</i>, Zbornik radova, Visoka učiteljska škola u Zadru, Zadar, 73- 78.</p> <p>Korelacija u nastavi likovne i glazbene kulture od prvog do četvrtog razreda OŠ (2002), <i>Školski vjesnik</i>, 52, 1-2,129-142.</p> <p>Slikar radosnog izražavanja suhozida, maslina i ljudi (Ante Vukić) (2001). <i>Vartal</i>, 1/2,124-128.</p> <p><i>Likovna umjetnost kao instrument odgojno-obrazovnog djelovanja</i> (2003). <i>Djetinjstvo, razvoj i odgoj</i>, Zbornik radova, Sveučilište u Zadru, Stručni odjel za izobrazbu učitelja i odgojitelja predškolske djece, 111-119.</p> <p>Korelacija matematike i likovne kulture u nižim razredima osnovne škole (2003), <i>Školski vjesnik</i>, 52, 3-4,297-309.</p> <p><i>Kreativno–stvaralački pristup u nastavi likovne kulture</i> (2004). <i>Metodika: časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi</i>. Učiteljska akademija Sveučilišta u Zagrebu, Zagreb, 5, 8, 76-85.</p> <p><i>Mjesto i uloga likovne kulture u nastavnom planu nižih razreda osnovne škole</i> (2004), <i>Napredak</i>, 145, 4,462-475.</p>
<b>Other qualifications</b>	Papers and teaching activities.

<b>Lecturer</b>	<b>Jadranka Nemeth-Jajić, Ph.D., Lecturer</b>
<b>Employed at</b>	University of Split, Faculty of Philosophy
<b>E-mail</b>	<a href="mailto:jadranka@ffst.hr">jadranka@ffst.hr</a>
<b>Personal web-site</b>	
<b>Date of last election appointment / tenure</b>	30th September 2002
<b>Corse(s)</b>	Theoretical Basis of Methodology of Teaching Croatian, Methodology of Teaching Croatian, Applied Methodology of Teaching Croatian, Elective courses: Extracurricular Art and Drama Groups, Process Writing
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Metković 23rd May 1961.  Graduated from University of Zagreb, Faculty of Philosophy, in South Slavic Studies (Croatian language and literature) in 1979.  Master's degree in linguistics (Croatian language) also at Zagreb University, Faculty of Philosophy, in 1991 (thesis entitled «Argumentation Discourse of Secondary School Pupils»)  Doctor's degree at the same Faculty in 2006 (thesis entitled «Croatian Coursebooks for Lower Primary School Pupils within Different Methodological Systems and Approaches»)  1984-2003 as a secondary school teacher of the Croatian language and literature</p> <ul style="list-style-type: none"> <li>- 1992-1995 teacher of summer school <i>Croaticum</i> for the children of Croatian emigrants</li> <li>- 1996-1998 language instructor and lecturer at Adam Mickiewicz University, Chair of Slavic Philology, in Poznan, Poland</li> <li>- 1993-2004 language instructor and advisor at Split Radio, writing language articles for the radio programme on the use of Croatian</li> <li>- 1998 outside collaborator at Teacher Training Academy of Split University</li> <li>- since 2003 permanently employed at Teacher Training Academy (now Faculty of Philosophy), University of Split.</li> <li>- 2003 attended seminar organised within the project «Reading and Writing for Critical Thinking» and Regional seminar for higher education teachers.</li> <li>- procedure of obtaining licence for teacher trainer within the aforesaid project («Reading and Writing for Critical Thinking») held under the auspices of the organisation Forum for Freedom in Education, based in Zagreb</li> </ul> <p>Member of:</p> <ul style="list-style-type: none"> <li>- Matica hrvatske (Croatian cultural association)</li> <li>- editorial board of proceedings (collected papers) entitled «Towards a Better Quality School»</li> <li>- editorial board of journal <i>Hrvatski</i>, concerned with language issues</li> <li>- committee for professional examinations of preschool teachers in the area of Dalmatia</li> <li>- president of the Split branch of the Croatian Philological Society, organiser of conventions and round tables</li> </ul> <p>Working at summer course <i>Croaticum</i> and Polish students in Poznan conducted research into methodology of teaching Croatian as a foreign language, the research resulting in a textbook <i>Sati s jezikom hrvatskim</i>, published by Adam Mickiewicz University Press in Poland.  Translated several books from Polish into Croatian and wrote several book reviews (fiction and non-fiction).</p>

List of papers and articles in the past 5 years	<p><i>Standardni jezik i govorni model odgojitelja</i>, Zbornik radova Mirisi djetinjstva, 9. Dani predškolskog odgoja Splitsko-dalmatinske županije, 25.–27. XI. 2002., str. 96-99.</p> <p><i>Baštinski projekti u ostvarivanju ciljeva i zadaća metodike hrvatskoga jezika</i>, Zbornik radova Od baštine za baštinu, 3. dani otočnih dječjih vrtića, Hvar, rujan 2003., str. 110-112.</p> <p><i>Načelo stvaralaštva u udžbenicima hrvatskoga jezika za 3. i 4. razred osnovne škole</i>, Zbornik radova sa stručno-znanstvenog skupa s međunarodnom suradnjom, 3. Dani osnovne škole Splitsko-dalmatinske županije, Hrvatski pedagoško-književni zbor – ogranak Split, Split, 2003. str. 150 – 157.</p> <p>Predgovor knjizi Dunje Kalilić <i>Kućica - Malenka</i>, Wydawnictwo Kontekst, Poznanj, 2003.</p> <p><i>Pismeni rad na stručnom ispitu. Jezični aspekti</i>. Zbornik radova, 10. međunarodni Dani predškolskog odgoja Splitsko-dalmatinske županije „Mirisi djetinjstva“, Split, 2004., str. 119 – 131.</p> <p><i>Stvaralaštvo studenata u tijeku metodičko-praktične izobrazbe iz metodike nastave hrvatskoga jezika</i>, Zbornik radova 4. Dana osnovne škole Splitsko-dalmatinske županije „Prema kvalitetnoj školi“, Hrvatski pedagoško-književni zbor – ogranak Split i Hrvatsko filološko društvo - Odjel za metodiku nastave hrvatskoga jezika, govornoga i pismenog izražavanja, književnosti i medijske kulture – Zagreb, Split, 2005. (suautorstvo)</p> <p><i>Argumentacijski diskurz srednjoškolaca</i>, „Hrvatski“, časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture (u tisku).</p> <p>Razvijanje jezične kulture učenika na primjeru engleskih riječi u hrvatskome jeziku, suautorstvo, (in print).</p>
Other qualifications	<p><i>Govorni čin, govorna osoba, govorna situacija</i>, u časopisu <i>Suvremena metodika</i>, 1992., uvršten u Zbornik metodičkih radova «Hrvatski u školi», str. 221 – 228, Školska knjiga, Zagreb, 1996.</p> <p>Jedna mogućnost tumačenja Course type opisa u nastavi izražavanja u 1. razredu srednje škole, u časopisu <i>Suvremena metodika</i>, br. 2-3, str. 110 – 114, 1993.</p> <p>Neke mogućnosti povezivanja nastave jezika, književnosti i povijesti, u časopisu <i>Hrvatski u školi</i>, br. 4, str. 124 – 147, Zagreb, 1995.</p> <p><i>Croaticum. Priručnik hrvatskoga jezika</i>, Ljetna škola za iseljene Hrvate, Narodno sveučilište Split, Split, 1993.</p> <p>Sati s jezikom hrvatskim. Priručnik za više stupnjeve učenja, Wydawnictwo naukowe UAM, Poznanj, 1997.</p>

<b>Lecturer</b>	<b>Vesna Kostović-Vranješ, Ph.D., Senior Lecturer</b>
<b>Employed at</b>	University of Split – Faculty of Sciences, Mathematics and Kinesiology (50%) and Faculty of Philosophy (50%)
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<b>Personal web-site</b>	
<b>Date of last election / appointment / tenure</b>	Senior Lecturer, election for Assistant Professor undergoing proceedings
<b>Course(s)</b>	Methodology of Teaching Biology, Methodology of Teaching Biotechnology, Seminar in Graduation Thesis in Biology, Methodology of Teaching Natural and Social Sciences at Primary Level
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Split 4th January 1960.          Graduated from Faculty of Philosophy in Zadar (biology and chemistry)          Master's degree at University of Zagreb, Faculty of Sciences and Mathematics in 1995.          Doctor's degree in biology at University of Zagreb, Faculty of Sciences and Mathematics in 1999.          Employment to date:</p> <ul style="list-style-type: none"> <li>- 1982-1992 as a primary and secondary school teacher of biology and chemistry</li> <li>- from 1992 at Split University, Faculty of Sciences and Mathematics lecturer in courses Methodology of Teaching Biology and Methodology of Biotechnology</li> <li>- from 1999 Faculty of Philosophy (Methodology of Teaching Natural and Social Science to Primary School Pupils) at Teacher Training Department</li> <li>- 1994-1995 Head of Institute for Biology, Faculty of Sciences, Mathematics and Kinesiology</li> <li>- 2000-2002; 2003-2005 Vice-Dean for academic affairs at Teacher Training Academy, University of Split</li> <li>- Professional improvement:</li> <li>- 1995 – University of Zagreb, Faculty of Sciences and Mathematics, Institute for Molecular Biology</li> <li>- 1997, 1998 – University of Ljubljana, Slovenia, Faculty of Biotechnology,</li> <li>- Centre for Plant Biotechnology</li> </ul> <p>Published 21 scientific and academic papers, mainly from the field of biology and methodology of teaching biology.          Mentor to some 30 students in preparing and writing graduation theses.</p>
<b>List of papers and articles in the past 5 years</b>	<p>Kostović-Vranješ V., (2001): Mogućnosti organiziranja bioloških ekskurzija na područje Makarske. Školski vjesnik, 50 (1), 35-41.          Kostović-Vranješ V., Ivanković A., (2002): Iskustva pristupnika stručnom ispitu iz biologije nakon pripravničkog staža. Zbornik radova, 2. dani osnovne škole Splitsko-dalmatinske županije, Split.          Kostović-Vranješ V., (2002): Kruh naših predaka – izvorište pri obradi nastavne jedinice «Dan kruha». Zbornik radova “Živa baština”, Zadar.          Kostović-Vranješ V., Mrđen S., (2003): Ekologijske djelatnosti - iskustva i interesi učenika prvih razreda osnovne škole. Zbornik radova, Zadar- Nin.          Kostović-Vranješ V., Šiškov, R., (2003): Kuće naših predaka. Zbornik radova “Od baštine za baštrinu – 3. dani otočkih dječjih vrtića”, Hvar.          Kostović-Vranješ V., Topić T., (2004): Ostvarivanje ekološkog odgoja obradom Course contentsa nastavnog predmeta prirode i društva. Zbornik radova Stručnog odjela za izobrazbu učitelja i odgojitelja predškolske djece Sveučilišta u Zadru, 4 (4): 83 - 95.          Kostović-Vranješ V., Balić M., (2004): Eko-teme u dodatnoj nastavi prirode i društva. Zbornik radova "Ekologija u odgoju i obrazovanju", Gospić, 245-257.          Kostović-Vranješ V., Šustić M., (2004): Škola u prirodi. Školski vjesnik, 1-2: 51-65.          Kostović-Vranješ V., (2005): Tradicijske igre u odgoju djece. Zbornik radova “Od baštine za baštrinu – 4. dani otočkih dječjih vrtića”, Hvar, Stari Grad i Jelsa, 47 - 52.          Kostović-Vranješ V., Knego G., (2006): Didaktičke i računalne igre u nastavi prirode i društva, Školski vijesnik (prihvaćen, u tisku).          Kostović-Vranješ V., (2006): Bibliografija za nastavu prirode i društva. Školski vijesnik (prihvaćen, u tisku).          Kostović-Vranješ V., (2006): Izvanučionička nastava "Osjetila nas povezuju s okolišem". Zbornik radova „5. dani osnovnih škola Splitsko-dalmatinske županije“, Split 15. – 18. 11. 2006. (prihvaćen, u tisku)</p>
<b>Other qualifications</b>	Teaching, research and scientific work to date, as well as papers published in the past five years.

<b>Lecturer</b>	<b>Irena Mišurac Zorica, M.A., Lecturer</b>
<b>Employed at</b>	University of Split, Faculty of Philosophy
<b>E-mail</b>	irenavz@ffst.hr
<b>Personal web-site</b>	
<b>Date of last election appointment / tenure</b>	1st November 2002
<b>Course(s)</b>	Methodology of Teaching Mathematics I and II
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Split 29th October 1970.          Graduated in mathematics and physics from University of Split, Faculty of Sciences, Mathematics and Kinesiology in 1997.          1993 and 1994 received Chancellor Award as one of the best students.          Master's degree at University of Zagreb, Faculty of Philosophy, Department of Pedagogy, in 2006.          2002 took a course within the programme entitled "Active Learning and Critical Thinking in Higher Education» under the auspices of «Forum for Freedom of Education» based in Zagreb, thereby significantly improving her work as a teacher and university lecturer.          Employment to date:</p> <ul style="list-style-type: none"> <li>- 1998 at University of Split, Faculty of Philosophy (formerly Teacher Training Academy as an assistant lecturer</li> <li>- since October 2002 as a lecturer of a course entitled Methodology of Teaching Mathematics</li> </ul> <p>Particularly interested in methodology of teaching mathematics and related issues; wrote a number of papers and articles on the subject.</p>
<b>List of papers and articles in the past 5 years</b>	<p>Mišurac Zorica, I., (2003): Mogućnosti odgoja i obrazovanja za demokraciju u početnoj nastavi matematike, Zbornik radova znanstveno - stručnog skupa - Djetinjstvo, razvoj i odgoj, znanstveno, Zadar:101 – 110.          Mišurac Zorica, I., (2003): Geometrijska šetnja Dioklecijanovom palačom, Zbornik radova sa stručno znanstvenog skupa s međunarodnom suradnjom- 3. dani otočkih dječjih vrtića "Od baštine za baštinu", Hvar: 88 – 96          Mišurac Zorica, I., (2003): Kreativna nastava geometrije u Dioklecijanovoj palači za učenike od 1. do 4. razreda osnovne škole, Zbornik radova trećeg stručno metodičkog skupa "Metodika nastave matematike u osnovnoj i srednjoj školi" s temom "Kreativnost učitelja/Lecturera i učenika u nastavi matematike", Rovinj:148 – 170.          Mišurac Zorica, I., (2003): Ostvarivanje zadaća početne nastave matematike matematičkim igrama, Školski vjesnik, 52, 1 – 2: 119 – 127.          Mišurac Zorica, I., Kuščević, D., (2003): Korelacija matematike i likovne kulture u nižim razredima osnovne škole. Školski vjesnik, 52, 3 – 4: 297 – 309.          Mišurac Zorica, I., (2004): Zadaci riječima u nastavi matematike, Zbornik radova sa znanstveno-stručnog skupa s međunarodnom suradnjom "Dijete, odgojitelj i učitelj", Zadar: 197-205.          Mišurac Zorica, I., Buljević, B., (2005): Kako su matematiku učili naši stari. Zbornik radova sa znanstveno-stručnog skupa "Od baštine za baštinu", Hvar: 103-110.</p>
<b>Other qualifications</b>	Teaching experience, scientific research and the papers listed above..

<b>Lecturer</b>	<b>Sonja Kovačević, Ph.D., Senior Lecturer</b>
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<b>Personal web-site</b>	
<b>Date of last election appointment / tenure</b>	29th May 2006.god Senior Lecturer
<b>Course(s)</b>	Basics of Pedagogy, Didactics
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Rijeka 6th January 1963.          Graduated in pedagogy from University of Rijeka, Faculty of Pedagogy, in 1986.          Master's degree in pedagogy at the same faculty in 1990          Employment to date:</p> <ul style="list-style-type: none"> <li>- 1990 as a junior researcher at University of Rijeka, Faculty of Pedagogy (seminar and practical exercises in courses Methodology of Pedagogical Research, Didactics, Systematic Pedagogy) at the Department of Pedagogy, Teacher Training Department and Preschool Department</li> <li>- 1991 elected Assistant Lecturer</li> <li>- June 2000 lecturer at Teacher Training Academy in Gospić</li> <li>- 2001 elected Senior Lecturer (area of social sciences, field of pedagogy)</li> <li>- July 2001 employed as a senior lecturer at University of Split, Teacher Training Academy (now Faculty of Philosophy)</li> <li>- since December 2005 permanently employed at University of Split, Faculty of Philosophy</li> </ul> <p>Participated in research project entitled System of Teacher Education          Published a book entitled «Differentiation and Individualisation of Education by Optional and Elective Classes», Faculty of Pedagogy, Institute for Pedagogy, Rijeka 1991.</p>
<b>List of papers and articles in the past 5</b>	<p><i>Samoregulirajući kurikulum</i> (2002). Zbornik znanstvenih i stručnih radova, knjiga II: Kvalitetna edukacija i stvaralaštvo, Pula, , 25-33, (koautorstvo).  <i>Nastava- proces komunikacije povjerenja</i> (2003). Zbornika radova Učitelj–učenik–škola, Petrinja, 212-222.  <i>Uloga odgojno-obrazovnog sustava u prevenciji zlouporabe droga</i> (2003). Zbornik radova: Odgoj, obrazovanje i pedgogija u razvitku hrvatskog društva. Zagreb, 574-579 (koautorstvo).  <i>Prevencija droge kao pedagoški i didaktički problem</i>(2004). Život i škola, 12,2, 92-102, Osijek (koautorstvo).  <i>Nastavni proces kao dio šire komunikacijske mreže</i> (2003). Zbornik radova: Interakcija, komunikacija i stvaralaštvo, Pula.  <i>ESMEIC – virtualni ekspertni sustav praćenja,informiranja i savjetovanja za prevenciju droge</i>(2003).Zbornik radova: Informatologija i novi modeli obrazovanja, Rogaška Slatina, (koautorstvo).</p>
<b>Other qualifications</b>	<p><i>Diferencijacija i individualizacija obrazovanja izbornom i fakultativnom nastavom</i>, (1991).Pedagoški fakultet, Zavod za pedagogiju, Rijeka.  <i>Izborna nastava kao jedan od oblika podrške razvoju nadarenih učenika</i> (1989). Zbornik: Oblici i Course contentsi rada s nadarenima, Pedagoški fakultet, Rijeka.  <i>Strukturiranje nastavnih Course contentsa i izborna nastava</i> (1991). VII.kongres pedagoga, Novi Sad.  <i>Osposobljavanje učenika u odgojno-obrazovnom procesu za samoobrazovanje</i> (1990). Zbornik: Modeli obrazovanja Lecturera, Pedagoški fakultet, Rijeka.  <i>Odgajatelj u domu – roditelj i stručnjak</i> (1990). Zbornik: Modeli obrazovanja nasatvnika, Pedagoški fakultet, Rijeka.  <i>Škola u postmodernističko doba</i> (2004). Izlaganje na Svejetskom kongresu edukacijskih znanosti, Santiago de Chile,Chile.  <i>Mladi i obrazovanje</i>(2004). Predavanje u Estado Croata (Hrvatski dom) pod pokroviteljstvom Veleposlanstva Hrvatske u Santiago de Chileu ,Chile.  <i>Predškolski preventivni program – za školu bez droge</i> (2004).Izlaganje na znanstvenom i stručnom skupu s međunarodnim sudjelovanjem.Škola bez droge, Višnjan.</p>

<b>Lecturer</b>	<b>Dunja Pivac, M.A., Senior Lecturer</b>
<b>Employed at</b>	University of Split, Academy of Arts
<b>E-mail</b>	dpivac@inet.hr
<b>Personal web-site</b>	/
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Split 25th January 1969          Graduated from University of Split, Faculty of Sciences, Mathematics and Kinesiology in visual arts and culture.          Master's degree in History of Art in 2002          2003 elected Lecturer          2004 elected Senior Lecturer          Employment to date:</p> <ul style="list-style-type: none"> <li>- 1995/96 as an outside collaborator in teaching Methodology of Visual Arts and Culture at University of Split, Faculty of Sciences, Mathematics and Kinesiology</li> <li>- 1997 elected Junior Assistant Lecturer for the same courses (3rd and 4th year of study)</li> <li>- 2005/06 engaged at University of Split, Academy of Arts (for the course Nineteenth Century Art), where she is currently employed.</li> </ul> <p>Initiated and devised an elective course entitled «Art Therapy in Education and Rehabilitation» in compliance with Bologna standards          Published some ten papers and articles dealing with history of art and methodology of teaching visual arts.          Participated in several national and international scientific conferences, round tables and one research project.          Member of different Croatian and international associations, among others, Croatian Association of Art Historians, Croatian Council of International Society for Education Through Art, etc.</p>
<b>List of papers and articles in the past 5 years</b>	<p>Pivac, D., Sklad i nesklad teorije i prakse likovnog osposobljavanja, Vizualna kultura i likovno obrazovanje, Hrvatsko vijeće InSEA, Zagreb, 2001., str. 353 - 357.          Pivac, D., Prilog poznavanju ladanjsko - fortifikacijskog graditeljstva splitsko - trogirskog područja, Radovi Instituta za povijest umjetnosti, Zagreb, br.27., 2003., str. 85-95., izvorni znanstveni rad.          Pivac, D., Tri kaštelanske vile s početka dvadesetog stoljeća, Kaštelanski zbornik br. 7, "Bijaći - Društvo za očuvanje kulturne baštine Kaštela i Muzej grada Kaštela, Kaštela, 2003., str. 221 - 234.          Pivac, D., Odnos učitelja i učenika u konstruktivistički utemeljenoj nastavi likovne kulture, Dijete, odgojitelj i učitelj / Zbornik radova s znanstveno – stručnog skupa s međunarodnom suradnjom, Sveučilište u Zadru, Stručni odjel za izobrazbu učitelja i odgojitelja predškolske djece, Zadar, 2004., str. 271-278.          Pivac, D., Kušćević, D., Mjesto i uloga Likovne kulture u nastavnom planu nižih razreda osnovne škole; Napredak, Zagreb, 2004., str. 462-475., pregledni članak          Pivac, D., Uloga učitelja likovne kulture u prepoznavanju, prevenciji i terapiji traumatizirane djece; Napredak, Zagreb, 2006., br. 2, str. 222-227., prethodno priopćenje          Pivac, D., Nadbiskupski kaštel u Sućurcu, Kultura ladanja/Zbornik radova sa znanstvenih skupova «Dani Cvita Fiskovića» održanih 2001. i 2002. godine, Institut za povijest umjetnosti i odsjek za povijest umjetnosti Filozofskog fakulteta Sveučilišta u Zagrebu, Zagreb, 2006., str. 51- 60.          Pivac, D., Nekoliko kaštelanskih vila s početka 20. stoljeća, Kultura ladanja/Zbornik radova sa znanstvenih skupova «Dani Cvita Fiskovića» održanih 2001. i 2002. godine, Institut za povijest umjetnosti i odsjek za povijest umjetnosti Filozofskog fakulteta Sveučilišta u Zagrebu, Zagreb, 2006., str. 301-306.</p>

<b>Other qualifications</b>	<p>Pivac, D., Inovacijski pristup u praktičnom metodičkom osposobljavanju nastavnika – profesora likovne kulture, Metodika, vol.1, br.1, 2000., str. 221-226., pregledni članak.</p> <p>Pivac, D., Sklad i nesklad teorije i prakse likovnog osposobljavanja, Vizualna kultura i likovno obrazovanje, Hrvatsko vijeće InSEA, Zagreb, 2001., str. 353 - 357.</p> <p>Pivac, D., Odnos učitelja i učenika u konstruktivistički utemeljenoj nastavi likovne kulture, Dijete, odgojitelj i učitelj / Zbornik radova s znanstveno – stručnog skupa s međunarodnom suradnjom, Sveučilište u Zadru, Stručni odjel za izobrazbu učitelja i odgojitelja predškolske djece, Zadar, 2004., str. 271-278.</p> <p>Pivac, D., Kušćević, D., Mjesto i uloga Likovne kulture u nastavnom planu nižih razreda osnovne škole; Napredak, Zagreb, 2004., str. 462-475., pregledni članak</p> <p>Pivac, D., Uloga učitelja likovne kulture u prepoznavanju, prevenciji i terapiji traumatizirane djece; Napredak, Zagreb, 2006., br. 2, str. 222-227., prethodno priopćenje</p> <p>U rujnu 2005. godine, sudjelovala u radu regionalne (Europa, Sjeverna Amerika) pripremne konferencije UNESCO-a za svjetsku konferenciju o umjetničkoj edukaciji pod nazivom: Synergies between Arts and Education, koja se održala u Vilniusu u Litvi s izlaganjem: «The role of the teacher of visual arts in identification, prevention and therapy of traumatized children».</p> <p>U svibnju 2005. godine, sudjelovala u radu međunarodnog znanstveno-stručnog skupa pod nazivom: Prema novom kurikulumu u odgoju i obrazovanju, održanog u Zadru s izlaganjem «Katalog znanja iz likovne kulture – put prema novom kurikulumu likovnog odgoja i obrazovanja».</p> <p>U svibnju 2005. godine, sudjelovala u radu I. Sabora likovnih pedagoga Republike Hrvatske, održanom u Zagrebu pod nazivom: Sretna se djeca po crtežu poznaju - likovni govor u prevenciji i terapiji traumatizirane djece s izlaganjem «Uloga učitelja likovne kulture u prepoznavanju, prevenciji i terapiji traumatizirane djece».</p> <p>U svibnju 2004. godine, sudjelovala u radu Trećeg međunarodnog simpozija o komplementarnim suportivnim terapijama: Umjetnost i znanost u razvoju životnog potencijala, održanom u Hvaru i izlagala na temu «Odabir umjetničkog (likovnog) djela i aspekti samoprocjene / Analiza induciranih varijabli-prilog otkrivanju ISO sadržaja».</p> <p>U svibnju 2004. godine, sudjelovala u radu znanstveno-stručnog skupa s međunarodnom suradnjom pod nazivom: Dijete, odgojitelj i učitelj, održanog u Zadru s izlaganjem «Odnos učenika i učitelja u konstruktivistički utemeljenoj nastavi likovne kulture».</p> <p>U svibnju 2002. godine, sudjelovala u radu Drugog međunarodnog simpozija o komplementarnim suportivnim terapijama: Umjetnost i znanost u razvoju životnog potencijala, održanog u Hvaru.</p> <p>U listopadu 2000. godine, sudjelovala u radu znanstvenog kolokvija pod nazivom: Metodika – Praktična i sveučilišna disciplina, koji se održao u sklopu Dana Učiteljske akademije 2000. u Zagrebu s izlaganjem «Inovacijski pristup u praktičnom metodičkom osposobljavanju nastavnika – profesora likovne kulture».</p> <p>U listopadu 1998. godine, sudjelovala u radu međunarodnog znanstvenog simpozija pod nazivom: Izazovi likovnog odgoja i obrazovanja krajem 20. st., koji se održao u sklopu Prvog hrvatskog kongresa InSEA - Vizualna kultura i likovno obrazovanje u Hrvatskoj i svijetu, u Zagrebu s izlaganjem «Sklad i nesklad teorije i prakse likovnog osposobljavanja».</p>
<b>Date of last election appointment / tenure</b>	9th May 2006
<b>Course(s)</b>	Methodology of Teaching Visual Arts I, II, III and IV, Ninetennth Century Art, Art Therapy in Education and Rehabilitation

<b>Lecturer</b>	<b>Vlatka Domović, Ph.D., Associate Professor</b>
<b>Employed at</b>	University of Zagreb, Teacher Training Faculty
<b>E-mail</b>	vlatka.domovic@ufzg.hr
<b>Personal web-site</b>	
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Zagreb in 1963.</p> <p>Graduated from University of Zagreb, Faculty of Philosophy, Department of Pedagogy, in 1986.</p> <p>Master's degree in andragogy ("Education as a Factor of Innovative Behaviour of Adults") at the same faculty in 1991.</p> <p>In 1991 elected assistant lecturer at the Department of Pedagogy.</p> <p>Defended doctoral dissertation entitled "Relation between School Atmosphere and School Effectiveness" and obtained a Ph.D. in pedagogy in April 2000.</p> <p>In May 2001 elected Assistant Lecturer.</p> <p>Employment to date:</p> <ul style="list-style-type: none"> <li>- 1989-1991- assistant / junior researcher at University of Zagreb, Faculty of Philosophy, Department of Pedagogy</li> <li>- since 1992 permanently employed at University of Zagreb, Teacher Training Academy (today Teacher Training Faculty)</li> <li>- 2002-2006 Vice-Dean of Teacher Training Academy concerned with professional, artistic, scientific and methodological work</li> <li>- since 2006 Vice-Dean of Teacher Training Faculty</li> </ul> <p>Participated in a number of scientific and research projects dealing with educational issues and approved by the Ministry of Science and Technology of the Republic of Croatia, many of them including young scientists.</p> <p>2002-2006 she was the organiser and manager of project entitled "Programme of Achieving Educational Competence of Teachers"</p> <p>2002-2005 member of surveillance committee and coordinator for Croatia of the international Tempus project entitled «Improvement of Teaching Quality in South East Europe».</p> <p>Participant in numerous national and international scientific conferences, both in Croatia and abroad.</p> <p>She is Vice President of Croatian Academy of Educational Sciences and non-government organisation "Interkultura", as well as a scientific organisation Comparative Education Society in Europe (CESE).</p>
<b>List of papers and articles in the past 5 years</b>	<p>Domović, V. (2001). Efektivnost škole – kako ju procjenjivati? Didaktični in metodični vidiki prenove in razvoja izobraževanja: knjiga referatov z 2. mednarodnega znanstvenega posveta. Pedagoška fakulteta : Maribor. 95 – 101.</p> <p>Kulenović, A. i Domović, V. (2001). Jedinice analize i psihometrijski tretman mjera okolinskih karakteristika. Društvena istraživanja, 3 (10), 485-501.</p> <p>Domović, V., Godler, Z. i Previšić, V. (2001). Streamlining for democracy: intercultural predispositions of the Croatian secondary school population. Intercultural education, 3 (12), 309 – 323.</p> <p>Domović, V. Godler, Z. (2001). Muževnost – ženstvenost. U: Previšić, V. i Mijatović, A. (ur.) (2001). Mladi u multikulturalnom svijetu – Stavovi srednjoškolaca u Hrvatskoj. Zagreb: Interkultura. 27 – 30.</p> <p>Domović, V. i Matijević, M. (2002). For a «new» school – different teachers: towards reconstruction of teacher education system in Croatia. Metodika – Changes in Education of teachers in Europe (special issue), 5 (3), 33 – 49.</p>

	<p>Domović, V. (2002). Konceptualizacija i jedan primjer mjerenja organizacijske klime. <i>Obrazovanje odraslih i cjeloživotno učenje : Zbornik radova međunarodne konferencije obrazovanje odraslih u Republici Hrvatskoj u kontekstu cjeloživotnog učenja</i>. 121 – 132.</p> <p>Domović, V. (prvo izdanje 2003, drugo izdanje 2004). <i>Školsko ozračje i učinkovitost škole</i>. Naklada Slap: Jastrebarsko.</p> <p>Domović, V., Gehrmann, S., Horvatić, I., Petravić, A. at al. (2003). Country Profile – Croatia. U: Biermann, R. (ed.) <i>Europe at Schools in South Eastern Europe – Country Profiles</i>. Zentrum für Europäische Integrationsforschung. Rheinische Friedrich – Wilhelms – Universität Bonn. 47 – 70.</p> <p>Cindrić, M. i Domović, V. (2003). Stručni skupovi u funkciji profesionalnog razvoja učitelja – mentora i savjetnika. <i>Napredak</i>, 2 (144), 180 – 194.</p> <p>Domović, V. i Godler, Z. (2003). Suvremeno obrazovanje učitelja u Europi i/ili moguća budućnost obrazovanja učitelja u Republici Hrvatskoj. <i>Metodika</i>, 6 (4), 49 – 60.</p> <p>Domović, V. (2003). Cjeloživotno obrazovanje učitelja – preduvjet za kvalitetnu školu. <i>Dijete, škola, obitelj</i>. 10 – 11, 2 -7.</p> <p>Domović, V. i Godler, Z. (2003). Trajno usavršavanje učitelja: imperativ za osiguravanje budućnosti učiteljske profesije. <i>Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva – Zbornik radova Sabora pedagoga Hrvatske</i>. Hrvatski pedagoško – književni zbor: Zagreb. 254 – 261.</p> <p>Domović, V. i Hammelrath, A. (2003). The reform of teacher education in the EU and in the transition countries of South Eastern and Central Eastern Europe. U: Gehrmann, S. i Krüger – Potraz (eds). <i>Europe at Schools in South Eastern Europe – Core Curriculum for a Master of European Education</i>. Zentrum für Europäische Integrationsforschung: Bonn. 39 -41.</p> <p>Domović, V., Godler, Z. i Previšić, V. (2004). Srednjoškolci i kultura demokracije. <i>Pedagogijska istraživanja</i>, 1 (1), 67-88.</p> <p>Domović, V. (2004). Stavovi srednjoškolaca prema demokratskim vrijednostima. Dileme obrazovanja za demokraciju: Što će škola demokraciji? Što će demokracija školi? <i>Heinrich Boell Stiftung</i> : Zagreb. 22 – 32.</p> <p>Godler, Z. i Domović, V. (2004). Jednakost obrazovnih mogućnosti – put do kvalitete. <i>Školske novine</i>. br. 8, 24. 2. 2004.</p> <p>Domović, Vlatka and Doolan, Karin. (2005). <i>Teacher Education in Croatia - Current Issues and Future Perspectives</i>. Zbornik Učiteljske akademije u Zagrebu. 7, 1(9), 63 -74.</p> <p>Domović, Vlatka i Godler, Zlata (2005). Procjena učinkovitosti obrazovnih sustava na osnovi učeničkih dostignuća: usporedba Finska - Njemačka, <i>Društvena istraživanja</i>. 14 ; 439 - 458.</p> <p>Domović, Vlatka and Oldroyd, David. (2005). <i>Teacher Education in Croatia and Other European Countries</i>. Studija izrađena za Ministarstvo znanosti, obrazovanja i športa. (Report for the Ministry of Science, Education and Sports). 65 stranica</p> <p>Domović, Vlatka. (2006). Profesionalne kompetencije studenata nastavnčkih fakulteta i predmetnih Lecturera. <i>Metodika</i>, 12, 43 – 52.</p> <p>Domović, V. i Godler, Z. (2006). Dilemmas, uncertainties and indecisions about the future of teacher education: The case of Croatia. In: Sprogøe, Jonas and Winther-Jensen, Thyge (eds.) (2006). <i>Identity, Education and Citizenship – Multiple Interrelations</i>. Peter Lang: Franfurktam Main. 323 – 338.</p>
<b>Other qualifications</b>	<p>Domović, V., Godler, Z. i Previšić, V. (2001). Streamlining for democracy: intercultural predispositions of the Croatian secondary school population. <i>Intercultural education</i>, 3 (12), 309 – 323.</p> <p>Domović, V. i Matijević, M. (2002). For a «new» school – different teachers: towards reconstruction of teacher education system in Croatia. <i>Metodika – Changes in Education of teachers in Europe (special issue)</i>, 5 (3), 33 – 49.</p> <p>Domović, V., Gehrmann, S., Horvatić, I., Petravić, A. at al. (2003). Country Profile – Croatia. U: Biermann, R. (ed.) <i>Europe at Schools in South Eastern Europe – Country Profiles</i>. Zentrum für Europäische Integrationsforschung. Rheinische Friedrich – Wilhelms – Universität Bonn. 47 – 70.</p>

	<p>Domović, V. i Godler, Z. (2003). Suvremeno obrazovanje učitelja u Europi i/ili moguća budućnost obrazovanja učitelja u Republici Hrvatskoj. <i>Metodika</i>,6(4),49 – 60.</p> <p>Domović, V. i Hammelrath, A. (2003). The reform of teacher education in the EU and in the transition countries of South Eastern and Central Eastern Europe. U: Gehrman, S. i Krüger – Potraz (eds). <i>Europe at Schools in South Eastern Europe – Core Curriculum for a Master of European Education</i>. Zentrum für Europäische Integrationsforschung: Bonn. 39 -41.</p> <p>Domović, Vlatka and Doolan, Karin. (2005). Teacher Education in Croatia - Current Issues and Future Perspectives. <i>Zbornik Učiteljske akademije u Zagrebu</i>. 7, 1(9), 63 -74.</p> <p>Domović, Vlatka i Godler, Zlata (2005). Procjena učinkovitosti obrazovnih sustava na osnovi učeničkih dostignuća: usporedba Finska - Njemačka, Društvena istraživanja. 14 ; 439 - 458.</p> <p>Domović, Vlatka and Oldroyd, David. (2005). Teacher Education in Croatia and Other European Countries. Studija izrađena za Ministarstvo znanosti, obrazovanja i športa. 65 stranica</p> <p>Domović, V. i Godler, Z. (2006). Dilemmas, uncertainties and indecisions about the future of teacher education: The case of Croatia. In: Sprogøe, Jonas and Winther-Jensen, Thyge (eds.) (2006). <i>Identity, Education and Citizenship – Multiple Interrelations</i>. Peter Lang: Franfurktam Main. 323 – 338.</p>
<b>Date of last election / appointment / tenure</b>	2001
<b>Course(s)</b>	Didactics I and II, Teacher Education in Europe, School as Organisation

<b>Lecturer</b>	<b>Igor Radeka, Ph.D., Associate Professor</b>
<b>Employed at</b>	University of Zadar, Pedagogy Department
<b>E-mail</b>	<a href="mailto:iradeka@unizd.hr">iradeka@unizd.hr</a>
<b>Personal web-site</b>	<a href="http://personal.unizd.hr/~iradeka/">http://personal.unizd.hr/~iradeka/</a>
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Zadar 3rd February 1963.          Graduated in pedagogy as a one-course study from Faculty of Philosophy in Zadar in October 1986 with highest grades.          Master's degree at University of Rijeka, Faculty of Pedagogy with a thesis <i>Permanent Teacher Education</i>.          Doctor's degree at University of Rijeka, Faculty of Philosophy.          Employment to date:</p> <ul style="list-style-type: none"> <li>- February-September 1987 as a pedagogue in primary school, working with children from all over Croatia suffering from severe cases of mental retardation and behaviour disorder.</li> <li>- since September 1987 employed Faculty of Philosophy in Zadar, Department of Pedagogy</li> </ul> <p>Since 1992 continuously engaged in several scientific and research projects in the field of pedagogy, approved and sponsored by Ministry of Science and Technology (now Ministry of Science, Education and Sports)          In 1998 and 1999 independently managed a sub-project concerned with prevention of socially unacceptable behaviour in young people by promoting healthy lifestyles.          2002-2006 main researcher in the project <i>Quality of Permanent Teacher Education and Improvement</i>.          Participated in several other relevant international scientific and research projects, as well as in a number of scientific and research conferences.          Mentor (45 graduation theses) and examination board member (36 times), mainly in the fields of pedagogy, history of pedagogy, comparative pedagogy and didactics.          Reviewer of five scientific books, 23 articles and the new Primary School Curriculum, devised in compliance with the Croatian National Educational Standard and implemented since school year 2006/2007.          1996-2006 worked as secretary and editor of 8 volumes of a scientific journal dedicated to philosophy, psychology, sociology and pedagogy, published by the Faculty of Philosophy in Zadar.          Member of:</p> <ul style="list-style-type: none"> <li>- Croatian Pedagogical and Literary Society</li> <li>- Association for development of higher education <i>Universitas</i></li> <li>- major international teacher association <i>European Association for International Education</i></li> </ul> <p>Recipient of awards:</p> <ul style="list-style-type: none"> <li>- 1984/85 <i>Chancellor Award</i> of Split University as the best student at the Faculty of Philosophy in Zadar</li> <li>- 1985/86 award for effective collaboration and contribution to the development of Faculty of Philosophy in Zadar</li> <li>- 2004/05 special award <i>Oscar Academicus</i> as the best lecturer (elected by students of pedagogy)</li> </ul> <p>Co-author of two books; published 38 and presented 14 papers at scientific conferences. Three papers are currently being printed.</p>

<p><b>List of papers and articles in the past 5 years</b></p>	<p>Published books and papers currently being printed:</p> <p>a) published books  Prof. dr. sc. Vlatko Previšić, prof. dr. sc. Vladimir Rosić, dr. sc. Igor Radeka (2002): Pedagogija na filozofskim fakultetima u Hrvatskoj, Rijeka – Zagreb – Zadar, Grafrade Rijeka – Filozofski fakultet u Zagrebu – Filozofski fakultet u Rijeci – Filozofski fakultet u Zadru.  Prof. dr. sc. Vlatko Previšić, prof. dr. sc. Vladimir Rosić, doc. dr. sc. Igor Radeka (2003): Studij pedagogije u Hrvatskoj, Zagreb, Hrvatsko pedagogijsko društvo.</p> <p>b) published papers and articles  Dr. sc. Igor Radeka (2001): Pomen pedagoške teleologije na primeru kulturne (pan)pedagogike na Hrvaškem in v Sloveniji med svetovnimi vojnama, u časopisu: Sodobna pedagogika, Ljubljana, št. 3, str. 160-174.  Dr. sc. Igor Radeka (2001): Znanstvena autonomija pedagogije u ozračju kulturne pedagogije u Hrvatskoj između dvaju svjetskih ratova, u časopisu: Napredak, Zagreb, br. 3, str. 367-378.  Dr. sc. Igor Radeka (2001): Inovativni pristup povijesti pedagogije (Prof. dr. sc. Jasminka Ledić: Dnevnik Mladena Lokara: Uvod u povijest djetinjstva i mladosti, Filozofski fakultet u Rijeci, Rijeka 2000, 92 str.), u časopisu: Napredak, Zagreb, br. 3, str. 387-389.  Dr. sc. Igor Radeka (2001): Mogućnosti metodologije povijesti pedagogije: The possibilities of the methodology of the history of education, objavljeno na hrvatskom i engleskom jeziku), u zborniku: Teorijsko-metodološka utemeljenost pedagoških istraživanja: Theoretical and methodological foundation of educational research, Rijeka, Filozofski fakultet u Rijeci, str. 201-211.  Dr. sc. Igor Radeka (2001): Četrdeset Year of study studija pedagogije na Filozofskom fakultetu u Zadru, u časopisu: Radovi - Razdio filozofije, psihologije, sociologije i pedagogije, Zadar, sv. 40(17), str. 9-34.  Dr. sc. Igor Radeka (2002): Pedagogijska misao Josipa Felicinovića, u zborniku: Život i djelo Jose pl. Felicinovića: Zbornik radova sa znanstveno-stručnog skupa, Pag – Rijeka, Matica Hrvatska Pag – Filozofski fakultet u Zadru, str. 207-217.  Dr. sc. Igor Radeka (2002): Holistic education – Lending efficacious support to youth in a society at risk, u zborniku: Flying over or falling through the cracks? Young people in the risk society, Ljubljana, Ministry of Education, Science and Sports of the Republic of Slovenia, Office of the Republic of Slovenia for Youth, pp. 258-260.  Doc. dr. sc. Igor Radeka (2002): Značaj kulturne pedagogije u Hrvatskoj za pedagošku praksu : The importance of cultural pedagogy in Croatia for pedagogical practice, u zborniku: Odnos pedagogijske teorije i pedagoške prakse: Relationship of pedagogical theory and pedagogic practice, Rijeka, Filozofski fakultet u Rijeci, str. 83-97.  Doc. dr. sc. Igor Radeka (2002): Karel Ozvald in vodilni predstavniki kulturne pedagogike na Hrvaškem, u časopisu: Sodobna pedagogika, Ljubljana, št. 4, str. 146-161.  Doc. dr. sc. Igor Radeka (2002): Odnos kulturne prema herbartističkoj pedagogiji u Hrvatskoj, u zborniku: Delo in pedagoški nazori Henrika Schreinerja, Maribor, Univerza v Mariboru, str. 251-269.  Doc. dr. sc. Igor Radeka (2002): Lifelong education for the new age, u časopisu: Mediji, kultura i odnosi s javnostima, Zagreb, No. 2, pp. 223-226.  Doc. dr. sc. Igor Radeka (2002): Bibliografija časopisa "Radovi – Razdio filozofije, psihologije, sociologije i pedagogije": Sv. 24(1) - 41(18), u časopisu: Radovi - Razdio filozofije, psihologije, sociologije i pedagogije, Zadar, sv. 41(18), str. 295-345.  Doc. dr. sc. Igor Radeka (2003): Pristupi didaktici nositelja pedagogije na sveučilištima u Hrvatskoj i Sloveniji između svjetskih ratova, u zborniku: Didaktični in metodični vidiki prenovne in razvoja izobraževanja, Maribor, Pedagoška fakulteta, Oddelek za pedagogiko, psihologijo i didaktiko, str. 113-120.  Dr. sc. Igor Radeka (2003): Prof. dr. sc. Jasminka Ledić: Dnevnik Mladena Lokara:</p>
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	<p>Uvod u povijest djetinjstva i mladosti, Filozofska fakulteta v Reki, Reka 2000, 92 str., u časopisu: Šolska kronika, Ljubljana, br. 1, str. 134-138.</p> <p>Doc. dr. sc. Igor Radeka (2003): Pedagogija na Filozofskom fakultetu u Zadru: Uz četrdesetu obljetnicu studija, u časopisu: Anali za povijest odgoja, Zagreb, br. 2, str. 107-124.</p> <p>Prof. dr. sc. Marko Palekčić, dr. sc. Florian Müller, doc. dr. sc. Igor Radeka, Rozana Petani (2004): Interes za studij: Empirijsko istraživanje uvjeta i učinaka interesa za sveučilišni studij, u časopisu: Napredak, Zagreb, br. 4, str. 389-404.</p> <p>Doc. dr. sc. Igor Radeka (2004): Konstituiranje pedagogije i pojava pedologije u Hrvatskoj, u časopisu: Anali za povijest odgoja, Zagreb, br. 3., str. 17-26.</p> <p>Prof. dr. sc. Marko Palekčić, doc. dr. sc. Igor Radeka, Rozana Petani (2005): Motivacija za studij i zadovoljstvo studijem, u zborniku: Stanje i perspektive obrazovanja Lecturera: Situation and prospect of teachers' education, Rijeka, Filozofski fakultet u Rijeci, str. 69-73.</p> <p>Doc. dr. sc. Igor Radeka, prof. dr. sc. Izabela Sorić (2005): Model permanentnog usavršavanja Lecturera, u časopisu: Pedagogijska istraživanja, Zagreb, br. 1., str. 17-34.</p> <p>Doc. dr. sc. Igor Radeka (2005): Lecturer u suvremenom društvu, u zborniku: O životu i djelu prof. dr. sc. Nikole S. Filipovića, Sarajevo, Filozofski fakultet, str. 64-68.</p> <p>Doc. dr. sc. Igor Radeka, prof. dr. sc. Izabela Sorić (2005): Kvaliteta permanentnog usavršavanja Lecturera, u časopisu: Zbornik učiteljske akademije u Zagrebu, Zagreb, br. 2., str.263-278.</p> <p>Doc. dr. sc. Igor Radeka, prof. dr. sc. Izabela Sorić (2006): Zadovoljstvo poslom i profesionalni status Lecturera, u časopisu: Napredak, Zagreb, br. 3., str.161-177.</p> <p>c) papers and articles currently being printed</p> <p>Doc. dr. sc. Igor Radeka, Maja Vojković (2006): Razvoj visokog obrazovanja u Zadru, u časopisu: Anali za povijest odgoja, Zagreb, br. 5.</p> <p>Igor Radeka, PhD (2006): Higher education in Croatia, in paper: Forum: European Association for International Education, Amsterdam, No. 4.</p> <p>Dr. sc. Florian Müller, prof. dr. sc. Marko Palekčić, doc. dr. sc. Igor Radeka (2006): Determinanten der Lernbereitschaft und der Leistung im Studium, u časopisu: Odgojne znanosti, Vol. 8, 2(12).</p>
<b>Other qualifications</b>	
<b>Date of last election / appointment / tenure</b>	18th September 2002
<b>Course(s)</b>	General History of Pedagogy, National History of Pedagogy, History of Pedagogical Theories, Comparative Pedagogy, Didactics

<b>Lecturer</b>	<b>Gloria Vickov, M.A., Lecturer</b>
<b>Employed at</b>	University of Split, Faculty of Philosophy
<b>E-mail</b>	gvickov@ffst.hr
<b>Personal web-site</b>	
<b>Brief Curriculum Vitae with relevant data</b>	<p>2001 – Master's degree in humanities, scientific field of linguistics, at Faculty of Philosophy, University of Zagreb</p> <p>1992 – Graduated from University of Zagreb, Faculty of Philosophy in the English Language and Literature and German Language and Literature</p> <p>1982.-1986. – employed at Secondary School of Naval Architecture as a correspondent</p> <p>1989 – as a recipient of DAAD scholarship (Goethe Institut) improved German at Goethe institutu in Frankfurt, Germany</p> <p>2005 – employed at University of Split, Faculty of Philosophy as a lecturer in humanities, linguistics (English studies)</p> <p>Courses: English I and II, Methodology of Teaching English</p> <p>1997 – 2005</p> <p>«Vickov» Foreign Languages School as a teacher of English and German in courses for children and adults; managing a private foreign languages school.</p> <p>1995 – 1997</p> <p>University of Split, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture as a lecturer of English</p>
<b>List of papers and articles in the past 5 years</b>	<p>Grubišić-Pulišelić, Eldi i Vickov, Gloria. Uloga dječje književnosti u učenju stranih jezika u ranijoj školskoj dobi / Zbornik radova stručno-znanstvenoga skupa s međunarodnom suradnjom, Dani osnovne škole pri Splitsko-dalmatinskoj županiji, Hicela Ivon (ur.), Split: Hrvatski pedagoško-književni zbor – Ogranak Split, 2003., 166.-170.</p> <p>Vickov, Gloria. Kognitivna lingvistika – lijek za prepozicijska značenja ili nemoguća misija? (stručni rad) / Semantika prirodnog jezika i metajezik semantike Zbornik Hrvatskoga društva za primijenjenu lingvistiku, Granić, J. (ur.), Zagreb - Split: HDPL, 2005., 781.-790.</p> <p>Vickov, Gloria. Domaća kulturna baština i tradicija kao izvanjezični kontekst u ranom učenju stranoga jezika (izvorni znanstveni članak) / Zbornik radova sa znanstveno-stručnog skupa 4. dana otočnih dječjih vrtića «Od baštine za baštinu», kulturološko aspekt predškolskog odgoja, Hicela Ivon (ur.), Hvar: Visoka učiteljska škola Sveučilišta u Splitu, Dječji vrtić «Vandela Božitković», 2005., 81.-91.</p> <p>Vickov, Gloria Postoji li negativan utjecaj ranog uvođenja pisanja na stranom jeziku na pisanje na materinskom jeziku? (izvorni znanstveni članak) / Strani jezici. 34, 4 (2005.), 285.-303.</p> <p>Vickov, Gloria. To Write or Not To Write in The First Grade- That is The Question. (rad u postupku recenzije) / Zbornik radova s međunarodne konferencije: Empirical Studies in English Applied Linguistics, University of Pecs, Pečuh, Mađarska, 2006.</p>
<b>Other qualifications</b>	2005. – professional improvement of teachers of English «New Developments in ELT», Hildrstone College, Broadstairs, Kent, United Kingdom

	<ul style="list-style-type: none"> <li>- Participation in devising curricula for English courses in compliance with Bologna process at University of Split, Faculty of Philosophy, Teacher Training Department</li> <li>- National committee for competition of primary and secondary school pupils in English, methodological review of texts, result assessment</li> <li>- Examination board at Croatian Institute for Education as examiner of methodology of teaching English</li> <li>- Lecturer at professional conferences organised by Croatian Institute for Education (area of Dalmatia) dealing with early learning of foreign languages</li> </ul>
<b>Date of last election / appointment / tenure</b>	25th May 2005
<b>Course(s)</b>	English I and II, Methodology of Teaching English

<b>Lecturer</b>	<b>Mirjana Nazor, Ph.D., Associate Professor</b>
<b>Employed at</b>	University of Split, Faculty of Sciences, Mathematics and Kinesiology
<b>E-mail</b>	nazor@pmfst.hr
<b>Personal web-site</b>	----
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Zagreb in 1948.          Graduated from University of Zagreb, Faculty of Philosophy, in psychology as a one-course study in 1971.          Master's degree in 1979          Doctor's degree in 1987 at the same university.          1971-1975 – assistant lecturer at Department of Psychology, Faculty of Philosophy, University of Zegreb.          1977-1980. collaborator at Institute for Protection at Work and Fire Fighting in Split.          1980-1986 lecturer at the Faculty of Philosophy in Zadar          1986-1994 Assistant Professor at University of Split, Faculty of Sciences, Mathematics and Kinesiology          1994-2006 Associate Professor at the same faculty          1999-2001 Dean of the same faculty</p>
<b>List of papers and articles in the past 5 years</b>	<p>Nazor, Mirjana: Iskustva i stavovi mladih u Splitu u vezi zlouporabe psihoaktivnih droga, Školski vjesnik, 2001.,50, 3-4,          Nazor, Mirjana: Povezanost učeničkog straha, težine i zanimljivosti nekih školskih predmeta i ocjena, Život i škola, 2001,6, 16-22.          Nazor, Mirjana: Granice u ponašanju, Dijalog 2001, 4, 1-2, 59-66          Nazor, Mirjana: Iskustva i stavovi mladih u Splitu u vezi zlouporabe psihoaktivnih droga, Školski vjesnik, 2001.,50, 3-4,          Nazor, Mirjana: Slobodno vrijeme mladih i učestalost kontakata s drogama, Školski vjesnik, 2002., 51, 1-2, 59-66          Nazor, Mirjana: Ponašanja i stavovi mladih u odnosu na učestalost kontakata s drogama, Napredak, 2003., 144, 1, 21-27          Nazor, Mirjana: Usporedba nekih pokazatelja zlouporabe droga u petogodišnjem razdoblju, Napredak, 2003., 144, 4, 433-441          Sanja Martinko, Mirjana Nazor: Strah od ispitivanja u školi, Školski vjesnik, 2005., 54, 3-4, 287-296.          Mirjana Nazor, Mladen Klaić: Uzroci neuspjeha u osnovnoj školi, Zbornik radova PMF-a, Split, 2005.          Nenad Rogulj, Vinko Srhoj, Mirjana Nazor : Some Anthropologic Characteristics of Elite Female Handball Players at Different Playing Positions. Coll. Antropol. 2005, 29, 315-319</p>
<b>Other qualifications</b>	<p>Buj Marija, Nazor Mirjana: Utjecaj ocjena na stavove učenika prema nastavnicima (II), Školski vjesnik, 1989,1-4, 15-20.          Nazor Mirjana, Buj Marija: Razlozi odbijanja djece s teškoćama u razvoju u redovnim školama, Defektologija, 1991, 28,1, 71-76.          Nazor, Mirjana: Izostanci s nastave, strah od škole i generalizirana samoefikasnost, Školski vjesnik, 1997, 2          Nikolić Mira, Nazor Mirjana: Utjecaj hiperaktivnosti na socijalni status učenika u razrednom kolektivu, Zbornik radova "Dani psihologije" Zadar, 1989, 74-78.          Nazor Mirjana: Utjecaj ocjena na stavove učenika prema nastavnicima(I) Primijenjena psihologija, 10,1989, 74-78.          Nazor Mirjana: Hijerarhija radnih vrijednosti Course code studenata, Radovi 1989, Filozofski fakultet u Zadru , OOUR Split ,1989, 297-</p>

	<p>300.</p> <p>Nazor, Mirjana: Kažnjavanje i nagrađivanje, Školski vjesnik, 1994, 43, 2, 173-177.</p> <p>Nazor Mirjana: Obrazovanje nastavnika, Promjene u sustavu obrazovanja nastavnika, 1995,</p> <p>Nazor Mirjana : Izostanci s nastave, strah od škole i generalizirana samoeфикаsnost, Školski vjesnik, 1997, 46, 1, 31-36.</p> <p>Nazor Mirjana: Zlouporaba alkohola među srednjoškolicima u Splitu, Školski vjesnik, 1998, 47, 1, 15-22</p> <p>Nazor Mirjana: Utjecaj straha, težine i zanimljivosti nekog školskog predmeta na ocjenu učenika, Školski vjesnik, 1998, 47, 2, 101-108.</p> <p>Nazor Mirjana: Rasprostranjenost zloporabe droga među srednjoškolicima u Splitu, Anali Studentskog centra u Zagrebu, Zgb, 1999., 20-27.</p> <p>Nazor Mirjana: Slobodno vrijeme mladih i učestalost kontakata s drogama, Školski vjesnik, 2002., 51, 1-2, 59-66</p>
<b>Date of last election / appointment / tenure</b>	11th March 1998
<b>Course(s)</b>	Psychology of Education, Psychology of Self-Confidence and Positive Thinking (elective course)

<b>Lecturer</b>	<b>Ivan Maršić, Ph.D., Lecturer</b>
<b>Employed at</b>	Primary school "Spinut" in Split
<b>E-mail</b>	ivan.marsic@st.t-com.hr
<b>Personal web-site</b>	
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Donji Proložac near Imotski in 1944.          Graduated in English from Pedagogical Academy in Šibenik in 1965.          Graduated in English and pedagogy at Faculty of Philosophy in Zadar.          Master's degree at Faculty of Political Sciences, University of Belgrade (Serbia) in 1984.          Obtained doctor's degree in 1991, upon completing an interdisciplinary study in sociology and economics of education, with a thesis "Migrant Family: Social and Pedagogical Aspects of Parenthood".          Employment to date:</p> <ul style="list-style-type: none"> <li>- teacher of English in primary school at Vrpolje near Šibenik</li> <li>- teacher of English in primary school at Hrvace near Sinj</li> <li>- 1971 as a pedagogue in different primary schools</li> <li>- spent two years in Canberra, Australia and four years in Bern, Switzerland, teaching interdisciplinary courses for Croatian children living abroad.</li> <li>- on several occasions worked as an outside collaborator at Faculty of Sciences, Mathematics and Kinesiology, teaching English, interdisciplinary seminar, exercises in methodology of teaching social and natural sciences in primary school</li> <li>- currently engaged in seminar Sociology of Education at the same faculty.</li> <li>- presently working as the principal of "Spinut" Primary School in Split.</li> </ul>
<b>List of papers and articles in the past 5 years</b>	<ul style="list-style-type: none"> <li>- Značajne odrednice kvalitetne škole, <i>Školski vjesnik</i>, 1999, 1</li> <li>- Naša škola – naša briga, (koautor), <i>Zbornik radova Prvi dani osnovne škole – prema kvalitetnoj školi</i>, 2001</li> <li>- Izazov vremena (multimedija), u knjizi G. Sučić: Odraslo djetinjstvo, 2002</li> <li>- Igre i aktivnosti u nastavi hrvatskoga jezika, <i>Školski vjesnik</i>, 2003, 1-2</li> <li>- Blok-satovi u školi, <i>Školski vjesnik</i>, 2005, 3-4</li> <li>- Sve ostaje demagogija (Hrvatsko školstvo na kraju stoljeća), ŠN, 11. travnja 2000.</li> <li>- Instrukcije – sistemska greška škole, ŠN, studeni 2002.</li> <li>- Inovacija s neizvjesnim ishodom, ŠN, veljača 2006.</li> </ul>
<b>Other qualifications</b>	<ul style="list-style-type: none"> <li>- experience as a school pedagogue; collaboration with teachers and experts in methodology</li> <li>- observation and demonstration lessons</li> <li>- as a representative of pedagogical inspection and surveillance participated in preparing and examining apprentice teachers (teacher trainees)</li> <li>- published over twenty professional and scientific papers</li> <li>- participated in various scientific conferences.</li> <li>- reviewed a number of books, papers and publications</li> </ul>
<b>Date of last election / appointment / tenure</b>	-
<b>Course(s)</b>	Seminar in Sociology of Education

<b>Lecturer</b>	<b>Ivana Tomić Ferić, Ph.D., Senior Lecturer</b>
<b>Employed at</b>	University of Split, Faculty of Philosophy
<b>E-mail</b>	itomicferic@net.hr
<b>Personal web-site</b>	www.ffst.hr
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Split 20th May 1973.</p> <p>Graduated from University of Split (today's Academy of Arts), graduation thesis from history of music entitled <i>Churches of Split as Venues of Making and Playing Music at the Time of National Revival (1860-1882)</i></p> <p>Postgraduate study of Music Pedagogy at University of Zagreb, Music Academy and Faculty of Philosophy, Department of Pedagogy.</p> <p>Master's degree with a thesis <i>Musical and Psychological Aspects of Listening to Music</i> (psychology of music)</p> <p>Doctor's degree with a thesis <i>Music and Theoretical Writings of Julije Bajamonti</i> at Zagreb University, Music Academy (Department of Musicology) in March 2006.</p> <p>Employment to date:</p> <ul style="list-style-type: none"> <li>- "Ivan Meštrović" Grammar School in Drniš (temporarily based in Split due to the war)</li> <li>- 1996-Teacher Training Academy of University of Split (since 2005 Faculty of Philosophy)</li> <li>- since 2004 outside collaborator at Academy of Arts</li> </ul> <p>Contribution to science consists of :</p> <ul style="list-style-type: none"> <li>- studying and promoting theory and practice of methodology of teaching music,</li> <li>- research into Croatian musical heritage,</li> <li>- working as a mentor in writing graduation theses,</li> <li>- continual publishing in musicological and pedagogical journals,</li> <li>- active participation in scientific conferences with international participation,</li> <li>- membership in various organisations (e.g. Croatian Musicological Society) and journals dealing with culture and arts</li> </ul>
<b>List of papers and articles in the past 5 years</b>	<p>Kognitivističko-psihološki pristup proučavanju glazbene percepcije. <i>Tonovi</i>, 39, 2002, 14-35.</p> <p>Istraživanje: Aktualni glazbeni ukus srednjoškolaca i njihov odnos prema novoj glazbi. <i>Arti musices</i>, 32/1, 2001, 29-76.</p> <p>Socijalno-psihološke spoznaje glazbenog obrazovanja. <i>Napredak</i>, 142, (2001) 4, 456-466.</p> <p>Glazbena baština kao poticaj za učenje i razvoj dječjeg glazbeno-estetskog senzibiliteta.</p> <p><i>Živa baština. Zbornik raova sa znanstveno-stručnog skupa</i>, Zadar 2002, 135-144.</p> <p>Edukacija za kritično i kreativno mišljenje. <i>Zbornik radova sa međunarodnog znanstvenog i stručnog skupa</i>, 14.-16. lipnja 2001, Brijuni-Pula, Pula 2001, 80-85.</p> <p>Refleksivna glazbena praksa – put k promicanju kreativnosti. <i>Prema kvalitetnoj školi. Zbornik radova</i>, 2002, 247-251.</p> <p>Kritičko i kreativno mišljenje – mogućnost i izazov poboljšanja kvalitete škole. <i>Prema kvalitetnoj školi. Zbornik radova</i>, 2003, 90-94.</p> <p>Neuropsihološki pristup proučavanju muzikalnosti – glazbeno pedagoške implikacije. <i>Zbornik radova sa znanstveno-stručnog skupa Djetinjstvo, razvoj i odgoj</i>, 23.- 24. svibnja 2003., Zadar – Nin. Zadar: Sveučilište u Zadru, 2003, 149-157.</p> <p>Refleksija psiholoških spoznaja o glazbenom razvoju na proces glazbenog obrazovanja predškolskog djeteta. <i>Mirisi djetinjstva. Zbornik radova sa stručno-znanstvenog kolokvija</i>, 25-27. studenog 2002, Split 2002, 61-73.</p>

	<p>Pučka glazbena baština Dalmacije u kontekstu mediteranske tradicije i kulture – pedagoške implikacije. <i>Od baštine za baštinu – dječji vrtić kao dječji kulturni centar. Zbornik radova sa stručnog i znanstvenog skupa</i>, Hvar 2001, 72-79.</p> <p>Integrirani pristup izučavanju baštine u području umjetničkog izražavanja. <i>Od baštine za baštinu – kulturološki aspekt predškolskog kurikula. Zbornik radova sa stručnog i znanstvenog skupa s međunarodnom suradnjom</i>, Hvar 2003, 98-102.</p> <p>Socio-psihologijska procjena glazbenih sposobnosti djece. <i>Napredak</i>, 145 (2004) 2, 145- 152.</p>
<b>Other qualifications</b>	<p>Kognitivističko-psihološki pristup proučavanju glazbene percepcije. <i>Tonovi</i>, 39, 2002, 14- 35.</p> <p>Istraživanje: Aktualni glazbeni ukus srednjoškolaca i njihov odnos prema novoj glazbi. <i>Arti 137 musices</i>, 32/1, 2001, 29-76.</p> <p>Socijalno-psihološke spoznaje glazbenog obrazovanja. <i>Napredak</i>, 142, (2001) 4, 456-466.</p> <p>Neuropsihološki pristup proučavanju muzikalnosti – glazbeno pedagoške implikacije. <i>Zbornik radova sa znanstveno-stručnog skupa Djetinjstvo, razvoj i odgoj</i>, 23.-24. svibnja 2003., Zadar – Nin. Zadar: Sveučilište u Zadru, 2003, 149-157.</p> <p>Integrirani pristup izučavanju baštine u području umjetničkog izražavanja. <i>Od baštine za baštinu – kulturološki aspekt predškolskog kurikula. Zbornik radova sa stručnog i znanstvenog skupa s međunarodnom suradnjom</i>, Hvar 2003, 98-102.</p> <p>Socio-psihologijska procjena glazbenih sposobnosti djece. <i>Napredak</i>, 145 (2004) 2, 145- 152.</p> <p>Refleksija psiholoških spoznaja o glazbenom razvoju na proces glazbenog obrazovanja predškolskog djeteta. <i>Mirisi djetinjstva. Zbornik radova sa stručno-znanstvenog kolokvija</i>, 25-27. studenog 2002., Split 2002., 61-73.</p>
<b>Date of last election / appointment / tenure</b>	3rd November 2003 (election for Assistant Professor undergoing proceedings)
<b>Course(s)</b>	Methodology of Teaching Music, Aesthetics of Music, History of Music, History of Croatian Music

<b>Lecturer</b>	<b>Esmeralda Sunko, M.A., Lecturer</b>
<b>Employed at</b>	League for Prevention of Addictions in Split
<b>E-mail</b>	<a href="mailto:liga-prev@st.t-com.hr">liga-prev@st.t-com.hr</a>
<b>Personal web-site</b>	-
<b>Brief Curriculum Vitae with relevant data</b>	<p>- Graduated from University of Zagreb, Faculty of Special Education in 1979</p> <p>- Master's degree: University of Zagreb, Faculty of Philosophy, Department of Pedagogy in 2005</p> <p>- School for Alcoholism and Other Addictions in Zagreb, Vinogradska Hospital (under the supervision of Dr Hudolin)</p> <p>- 1992-1996 course in preparation for Waldorf teacher (the Hague-Zeist (under the auspices of Higher Academy of Education and Dutch Government)</p> <p>- permanent education (theory and supervision) concerned with child abuse. Recognition, diagnosing, multidisciplinary approach and therapy.</p> <p>Employment to date:</p> <ul style="list-style-type: none"> <li>- 1977-1979 Centre for Education of Children and Adolescents with Physical Disability in Zagreb</li> <li>- work with autistic children and mentally retarded persons as a teacher at «Juraj Bonacci» Centre in Split</li> <li>- since 2000 professional advisor and executive manager of League for Prevention of Drug Abuse in Split</li> <li>- since 2001 Teacher Training Academy (now Faculty of Philosophy) as a lecturer of the course Special Pedagogy</li> </ul> <p>Ever since 1990 participant in various projects, programmes, round tables, also as organiser and lecturer in educational courses, pedagogical workshops designed for children, adolescents, parents and teachers from all over Croatia, with a particular emphasis upon special pedagogy and methodology of teaching children with special needs.</p>
<b>List of papers and articles in the past 5 years</b>	<p>Nazor, M., Sunko, E., Šandrović – Mucalo, V., (2002.) Izazov je biti učitelj, Liga za borbu protiv narkomanije, Split.</p> <p>Luketin, D., Sunko, E., (2006.) KAKO? Kreativnim Aktivnostima Kreiramo Odgoj, namijenjena prosvjetnim djelatnicima, roditeljima, obiteljima i drugima u radu s ADHD djecom, Liga za borbu protiv narkomanije, Split.</p> <p>Sunko, E., (2001.) Nasilje među školskom djecom, Školski vjesnik, Split.</p> <p>Sunko, E., (2002.) Odgojno - obrazovni projekti »Pravo u svaCourse codenevnici«, 2.dani osnovne škole Splitsko dalmatinske županije s međunarodnom suradnjom, Zbornik radova , Zagreb.</p> <p>Sunko, E., Šandrović - Mucalo, V., (2005.) Škola djelotvornog roditeljstva, 2005., Borba protiv ovisnosti-borba za zdravu obitelj, zbornik radova, Vladin ured za suzbijanje opojnih droga, Zagreb.</p> <p>Sunko, E., (2006.) Stavovi studenata učiteljskih i nastavničkih studija o nasilju, Školski Vjesnik, Split.</p> <p>Sunko, E., (2006.) Gledišta studenata učiteljskih i nastavničkih studija o integraciji i inkluziji djece s posebnim potrebama, Napredak,147/2, Zagreb.</p>
<b>Other qualifications</b>	<p>Presenter and lecturer at dozens of scientific conferences with international participation, collaboration with experts in pedagogy and psychology.</p> <p>Some recent significant presentations:</p> <ul style="list-style-type: none"> <li>- "Fighting Addiction - Fighting for a Healthy Family" under the auspices of Croatian government, presentation entitled "School of Effective Parenthood"</li> <li>- Četvrti dani osnovne škole splitsko- dalmatinske županije, Uvjerenje uspješnih učitelja, 2005.</li> </ul>

	<p>- 1. internacionalna konferencija „Borba protiv droga“, 2004, Višnjan, u organizaciji Ministarstva prosvjete i športa. Hrvatskog futurološkog društva, s prezentacijom „Utjecaj dobre prakse rada savjetovališta u borbi protiv ovisnosti“.</p> <p>-2.internacionalna konferencija „ Prema EU - strategija u borbi protiv ovisnosti“, 2005 Split, s temom. „ Nevladine organizacije u borbi protiv ovisnosti“.</p>
<b>Date of last election appointment / tenure</b>	21st January 2003, lecturer
<b>Course(s)</b>	Methodology of Teaching Children with Special Needs, Pedagogy of Children with Special Needs, Special Pedagogy

<b>Lecturer</b>	<b>Hicela Ivon, Ph.D., Assistant Professor</b>
<b>Employed at</b>	University of Split, Faculty of Philosophy, Preschool Education Department
<b>E-mail</b>	<a href="mailto:hicela@ffst.hr">hicela@ffst.hr</a>
<b>Personal web-site</b>	-
<b>Brief Curriculum Vitae with relevant data</b>	<p>Born in Split.          Graduated from Pedagogical Academy in Split (two-course study of biology and chemistry).          Graduated from University of Sarajevo (Bosnia and Herzegovina), Faculty of Philosophy, Department of Pedagogy in 1973.          Master's degree at University of Zagreb, Faculty of Philosophy, Department of Pedagogy in 1983 with a thesis <i>Teachers Working as a Team</i>.          Doctor's degree in Social Pedagogy at University of Ljubljana (Slovenia), Faculty of Pedagogy, in 2005.          Employment to date:</p> <ul style="list-style-type: none"> <li>- 1973-1979 as a pedagogue in secondary school.</li> <li>- 1979-1982 as a lecturer at Faculty of Philosophy in Zadar, Department of Pedagogy</li> <li>- 1982-1984 as a preschool pedagogue in a kindergarten centre in Split.</li> <li>- 1984-1995 as an advisor and inspector for preschool education at regional office for Dalmatia</li> <li>- 1995 as lecturer at University of Split, Teacher Training Academy (now Faculty of Philosophy), Department of Preschool Education.</li> </ul>
<b>List of papers and articles in the past 5 years</b>	<p>Ivon, H. (2002) Interaktivna pedagogija – paradigma suradničkog učenja i poučavanja, Zbornik radova 2 (2), Zadar, 2002, Visoka učiteljska škola u Zadru, Sveučilište u Splitu, str. 109- 118.</p> <p>Žarnić, B, Ivon, H., Kelava, M., Tomić Ferić, I. (2002), Edukacija za kritičko i kreativno mišljenje, Drugi dani Mate Demarina Kvalitetna edukacija i stvaralaštvo, Zbornik znanstvenih i stručnih radova, knjiga I, (ur. Tatković, N., Muradbegović, A.), Pula: Visoka učiteljska škola u Puli, Hrvatski pedagoško-književni zbor – Zagreb, str. 57-75.</p> <p>Ivon, H. (2004.), Prema interaktivnom pedagoškom pristupu na visokom obrazovanju. Pregledni članak. Tempus projekt: Budućnost i uloga Lecturera, (Ur. R. Marinković, N. Karajić), Zagreb: Prirodoslovno –matematički fakultet, str. 131-145.</p> <p>Ivon, H. (2004). Poticanje dječje socijalne kompetencije kroz kontekst dječjeg zajedničkog stvaranja lutkarske predstave, Metodički ogleđi 20, Vol. 11 (2004), Zagreb, str. 9-21.</p> <p>Ivon, H. (2006) Utjecaj odgojiteljeve interakcije s lutkom na dječju spontanu igru, Školski vjesnik, broj 1-2, str. 11-23.</p> <p>Ivon, H. (2006). Uporaba lutke u dječjem vrtiću i odgojiteljeva empatija i mašta, u tisku, u rubrici Istraživanje, Napredak, Hrvatski pedagoško-književni zbor, Zagreb.</p> <p>Ivon, H. (2006), Vpliv interakcije z lutko na socijalno učenje in vedenje predškolskih otrok, u tisku, za časopis «Socialna pedagogika», Ljubljana, Pedagoška fakulteta, Univerza Ljubljana.</p> <p>Ivon, H., Nemeth-Jajić J. (2005). Interaktivni model učenja studenata predškolskoga i učiteljskog studija, Zborniku radova «Zaniedbane i zaniechane obszary edukacji w szkole», ur. Malgorzaty Suswillo, UWM, Olsztyn, Poljska.</p> <p>Kišević, E., Ivon, H., Kelava, M., Sunajko, R., Bakotić, M. (2006.).Majka Bajama i bura Zmijokrila, Metodički priručnik: Poetski doživljaj u likovno-stvaralačkoj igri. Zagreb: Golden marketing – Tehnička knjiga.</p> <p>Ivon, H. (2006). Primjena lutke u dječjem vrtiću. Zbornik radova stručno-znanstvenog</p>

	<p>skupa Sedmi Dani Mate Demarina – Prema suvremenoj školi, Petrinja, 21.- 22. rujna 2006. Zbornik radova, Visoka učiteljska škola Petrinja, str. 123-130.</p> <p>Perina, A., Borovac, B., Ivon, H. (2004). Predškolski kurikulum i odgojno-obrazovni proces u dječjim vrtićima Splitsko-dalmatinske županije s motrišta odgojitelja, Zbornik radova stručno-znanstvenog skupa 10. međunarodni Dani predškolskog odgoja splitsko-dalmatinske Županije «Mirisi djetinjstva», Split: DV C. Mediterana, str. 15-35.</p> <p>Ivon, H. (2006). Dijete, odgojitelj i lutka, Zborniku radova 12. Dani predškolskog odgoja Splitsko-dalmatinske županije «Mirisi djetinjstva», Sinj, Imotski, Vrgorac.</p> <p>Ivon, H. (2003). Lutka kao animacijsko, odgojno i metodičko sredstvo u dječjem vrtiću, Zbornik radova, God/Vol 3 (3), Sveučilište u Zadru Stručni odjel za izobrazbu učitelja i odgojitelja predškolske djece, Zadar 2003, str. 179- 186.</p> <p>Ivon, H. (2002) Refleksije o dječjoj igri, Zbornik radova sa stručno-znanstvenog skupa 9. Dani predškolskog odgoja splitsko- dalmatinske Županije «Mirisi djetinjstva», Split: C. Mediterana, str. 19-24.</p> <p>Ivon, H. (2002). Temeljne vrijednosti baštine u odgoju i obrazovanju, Zbornik radova znanstveno-stručnog skupa «Živa baština», Zadar-Preko 10. i 11. svibnja 2002, str. 55-61.</p> <p>Ivon, H. (2003). Suradničko učenje odgojitelja, Zbornik radova sa znanstveno-stručnog skupa, «Djetinjstvo, razvoj i odgoj», (43-49str.), Zadar-Nin, 23.- 24. svibnja 2003., Sveučilište u Zadru, Stručni odjel za izobrazbu i odgojitelja predškolske djece, Zadar.</p> <p>Ivon, H. (2005). Lutka u razvoju djece, Dijete, vrtić, obitelj br. 40, 2005. (str. 6-12), Ur. H. Burić, Korak po korak, pučko otvoreno učilište, Zagreb.</p>
<b>Other qualifications</b>	<p>Ivon, H. (1998). Prema interaktivnoj pedagogiji u dječjem vrtiću, Zbornik radova međunarodnog znanstvenog skupa «Kvaliteta u odgoju i obrazovanju (Ur. Rosić, V.) (248- 294), Rijeka, Sveučilište u Rijeci.</p> <p>Ivon, H. (1999). Nove funkcije dječjeg vrtića znače nove uloge za odgajatelja, Zbornik radova s Drugog međunarodnog znanstvenog kolokvija «Lecturer – čimbenik kvalitete u odgoju i obrazovanju» 25.-26. ožujka 1999. Rijeka, (str. 188-196), Sveučilište u Rijeci.</p> <p>Ivon, H. (2001). Odgojiteljevo promatranje i praćenje djece u vrtićkom okruženju, Napredak (1) (2001), str. 71-77, Hrvatski pedagoško književni zbor, Zagreb.</p> <p>Istraživač-suradnik na projektima: Tempus projekt (Tempus application form Joint European Project - JEP 1707) «<i>Quality Development of Higher Education</i>». (Nositelj projekta: dr.sc. Renata Marinković, Učiteljski fakultet Sveučilišta u Zagrebu).</p> <p>Istraživač-suradnik na Erato projektu – EUR-2006-059 (nositelj projekta: prof. dr. sc. Natacha Papaprocopiou, Societe pour l'Epanouissement et les Activites Creatives des Enfants, EADAP, Atena, Grčka).</p>
<b>Date of last election appointment / tenure</b>	19th March 2002, Senior Lecturer in Preschool Pedagogy
<b>Course(s)</b>	Preschool Pedagogy I and II, Conceptions and Approaches to Preschool Education, Methodology of Preschool Education, Seminar in Preschool Education, Applied Methodology of Preschool Education

<b>Lecturer</b>	<b>Mira Oberman-Babić, Ph.D., Full Professor</b>
<b>Employed at</b>	University of Zagreb, Faculty of Education and Rehabilitation
<b>E-mail</b>	-
<b>Personal web-site</b>	-
<b>Brief Curriculum Vitae with relevant data</b>	Born in Zagreb in 1948  Visual Impairment, Family and Rehabilitation, Adults with Visual Impairment
<b>List of papers and articles in the past 5 years</b>	Joković –Turalija I. , Pranjić , V. ,Oberman – Babić , M. , (2004): Analiza adaptacijskog ponašanja djece s cerebralnom paralizom . Hrvatska revija za rehabilitacijska istraživanja 40 , 1 , 45 -53 . Runjić , T . , Znaor , M. , Oberman – Babić M (2001) : Razlike u sociometrijskom položaju učenika oštećena vida glede školskog uspjeha , Napredak , 142 , 1 , 77 -88. Oberman – Babić , M. , Joković – Turalija , I. Sarajlić Dž. , Runjić T. , Teskeredić , A. , (2003) Stavovi učenika redovnih škola prema edukacijskoj integraciji učenika oštećena vida i njihova transformacija U : Zbornik radova s II naučnog skupa Defektološkog fakulteta Univerziteta u Tuzli s međunarodnim učešćem „Socioemocionalni rast i razvoj, strategija učenja „ , 123-129. Teskeredić , A , Sarajlić , Dž. , Oberman – Babić , M., Runjić, T. ,Kuduzović , A. (2003) : Karakteristike vizualne diskriminacije simbola i čitanje Course code djece oštećena vida u redovnoj školi U: Zbornik radova s II naučnog skupa Defektološkog fakulteta Univerziteta u Tuzli s međunarodnim učešćem „Socioemocionalni rast i razvoj , strategija učenja „, 241 -246. Oberman Babić, M. , Sarajlić Dž , Teskeredić , A . (2004) : Vizuelna percepcija djece s naočalama . Oftalmološki arhiv Bosne i Hercegovine , god. XXX, 1-2 , 1-8. Oberman-Babić , M., Uzelać , Z. , Joković –Turalija I.(2001) :Studenti oštećena vida u sustavu visokog obrazovanja Sveučilišta u Zagrebu U : Zbornik radova međunarodnog simpozija „Društvena i odgojno-obrazovna briga o osobama sa posebnim potrebama i volontera“, Tuzla , 19 -26. Joković- Turalija I., Ivkić , D., Oberman-Babić ,M. (2002):Neki aspekti rane dijagnostike i terapije djece s cerebralnom paralizom Hrvatska revija za rehabilitacijska istraživanja, 38 , 1 , 121- 127.

<b>Other qualifications</b>	<p>Oberman Babić , M. (1982) .Učenici VII i VIII razreda osnovnih škola o svojim vršnjacima oštećena vida kao mogućim drugovima u razredu , Defektologija, 18, 1-2, 59-64.</p> <p>Oberman- Babić , M., Zovko, g. (1994 ) :Olfaktorne sposobnosti kao činitelj orijentacije i kretanja slijepih , Defektologija, 30, 1-9 .</p> <p>Joković – Turalija , I. Znaor, M., Oberman – M. (2000 ) :Evaluacija rehabilitacijskog programa za dijete s cerebralnom paralizom U : Zbornik referata kongresa zemalja Alpe – adria „Deset Year of study kasnije „ , Društvo defektologa Slovenije, Pedagoška fakulteta Univerza v Ljubljani , Ljubljana 647 – 657 .</p> <p>Oberman – Babić , M. , (1999):The Education of the Visually Impaired in Croatia U :International Council for Educator of People With Visual Impairment , Grave , The Netherland .</p> <p>Teskeredić , A . , Sarajlić , Dž. , Oberman – Babić , M. Runjić , T. „Kuduzović , A. :Karakteristike vizualne diskriminacije simbola i čitanje kod djece oštećena vida u redovnoj školi U : Zbornik radova sa II. Naučnog skupa Defektološkog fakulteta Univerziteta u Tuzli s međunarodnim učešćem</p> <p>Joković – Turalija I., Pranjić , V. Oberman – Babić , M.(2004) : Analiza adaptivnog ponašanja djece s cerebralnom paralizom Hrvatska revija za rehabilitacijska istraživanja 40 , 1 , 45 – 53 .</p> <p>Oberman – Babić , M . , Sarajlić Dž . (1997 ) : Attitudes of regular schools teachers toward educational integration of pupils with visual impairment ( U ) : Proceedings of the 5 th Scientific Conference „Rehabilitation and Inclusion „ , Faculty of Special Education and Rehabilitation University of Zagreb , Zagreb , 23 – 26 .</p> <p>Oberman Babić , M. , Joković – Turalija , I. , (1996) : Stavovi učenika redovne škole prema odgojno – obrazovnoj integraciji učenika oštećena vida i uloga defektologa u procesu njihove transformacije. Defektologica Slovenica , 4 , 1 , 77 – 83 .</p> <p>Oberman – Babić , M . (1994) :Stimulacija razvoja vizualnih funkcija u slabovidne djece (U) :</p> <p>Zbornik radova I. Znanstvenog simpozija za učitelje , liječnike i roditelje „Vidjeti više“ , Škola „Škurinje“ , Rijeka , str. 55-61 .</p> <p>Oberman – Babić , M , Gruban , N . (1986. ) : Profesionalna orijentacija djece oštećena vida s dodatnim smetnjama Školske novine br 31 (1299)</p> <p>Oberman – Babić M. , (1987 ) : Dijete oštećena vida u programima društvene brige o djeci predškolskog uzrasta . Zbornik tematske rasprave „Rano otkrivanje i praćenje djece s teškoćama u razvoju predškolskog uzrasta . Savez društava defektologa Hrvatske , Zagreb , str. 71 -77 .</p> <p>Prof . dr sc Mira Oberman – Babić redovita je profesorica Edukcijsko – rehabilitacijskog Fakulteta Sveučilišta u Zagrebu . Punih 33 Year of study djeluje pri istom fakultetu a 13 Year of study sudjeluje u realizaciji nastave pri Defektološkom fakultetu Univerziteta u Tuzli .Afirmirani je stručnjak i izvan Hrvatske gdje je sudjelovala u radu niza stručnih i znanstvenih aktivnosti ,kongresa te drugih skupova. Voditeljica je nekoliko znanstvenih projekata u zemlji i inozemstvu . Nagrađena je zlatnom značkom od strane bivšeg predsjednika Republike Slovenije Milana Kučana za dugogodišnji rad na unapređenju rehabilitacije pri Ljubljanskom institutu za slijepe i slabovidne. Voditeljica je više projekata u Hrvatskoj i izvan nje. Dugogodišnji je pročelnik Odsjeka za oštećenja vida Edukacijsko-rehabilitacijskog fakulteta Sveučilišta u Zagrebu.</p>
<b>Date of last election appointment / tenure</b>	25th June 2006, Full Professor
<b>Course(s)</b>	Visual Impairment, Family and Rehabilitation, Adults with Visual Impairment

<b>Lecturer</b>	<b>Marko Rosić, Ph.D., Assistant Professor</b>
<b>Employed at</b>	University of Split, Faculty of Sciences, Mathematics and Kinesiology
<b>E-mail</b>	marko.rosic@pmfst.hr
<b>Personal web-site</b>	www.pmfst.hr/~marko
<b>Brief Curriculum Vitae with relevant data</b>	<ul style="list-style-type: none"> <li>- born in Augsburg, Germany, 1st January 1970</li> <li>- graduated in mathematics and computer science from University of Split, Faculty of Sciences and Mathematics in 1996</li> <li>- 1996. professional collaborator at the same faculty</li> <li>- 1997- junior assistant lecturer</li> <li>- 2000- master's degree in technical sciences and computer science at University of Zagreb, Faculty of Electrical Engineering and Computer Science</li> <li>- 2000 –assistant lecturer at University of Splt, Faculty of Sciences and Mathematics</li> <li>- 2004 – doctor's degree in technical sciences and computer science, University of Zagreb, Faculty of Electrical Engineering and Computer Science</li> <li>- 2004. – assistant professor at the Faculty of Sciences and Mathematics, University of Split</li> </ul>
<b>List of papers and articles in the past 5 years</b>	<p><b>Major papers and articles in the past 5 years:</b></p> <p>M. Rosić, S. Stankov, V. Glavinic: A Personal Agents in Distance Learning Systems in Intelligent Systems at the Service of Mankind, edited by W. Elmenreich, J.A. T. Machado and I. J. Rudas, Volume I, november 2003, pp. 271-281.</p> <p>M. Rosić, V.Glavinić, S. Stankov: Intelligent Tutoring Interoperability for the New Web, 12th Mediterranean Electrotechnical Conference – Melecon ‘2004, Proc. – CD ROM version – IEEE Region 8 MELECON 2004., Dubrovnik, Croatia, May 9-12 2004.</p> <p>M. Rosić, V. Glavinić, S. Stankov: Distance Learning System Based on Distributed Semantic Networks, The International Conference on Computer as Tool, Proc. – CD ROM version – IEEE Region 8 EUROCON 2003., Ljubljana, Slovenia, September 22-24 2003.</p> <p>M. Rosić, S. Stankov, V. Glavinić: Personal Agent in Distance Education Systems, INES 2002. International Conference on Intelligent Engineering Systems, Opatija, Croatia, May 26-28 2002., pp. 351-355.</p> <p>M. Rosić, S. Stankov, V. Glavinić: Application of Semantic Web and personal Agent in Distance Education System, Proc. 11th Mediterranean Electrotechnical Conference – Melecon ‘2002, Volume I, Cairo, Egipt, May 7-9 2002., pp. 542-546.</p> <p>S. Stankov, M. Rosić, V. Glavinić,: New Generation of Intelligent Tutoring Shell Designed through Unified Modeling Language, Proc. IEEE International Conference on Intelligent Engineering Systems 2001 - INES 2001.; Helsinki, Finland, September 16-18 2001., pp. 235-240.</p> <p>M. Rosić, V. Glavinić, S. Stankov: DTEx-Sys – A Web Oriented Intelligent Tutoring System, Proc. Intell. Conf. On Trend in Communication - EUROCON 2001., Vol 2/2, Molnar, R.; Blahut, R.; Prasad, R.; Farkaš, P. (ur), Piscataway, Nj.: IEEE, Inc. 2001., Bratislava, Slovakia, July 4-7, 2001., pp 255-258</p> <p>S. Stankov, V. Glavinić, M. Rosić: On Knowledge Representation in an Intelligent Tutoring System, Proc. 4th IEEE International Conference on Intelligent Engineering Systems 2000 – INES'2000, Portoroz, Slovenia, September 17-19, 2000, 381-384.</p>

	M. Rosić, S. Stankov, V. Glavinić: Intelligent Tutoring System for Asynchronous Distance Education, Proc. 10th Mediterranean Electrotechnical Conference – Melecon'2000, Volume I, Cyprus, May 29-31, 2000, 111-114.
<b>Other qualifications</b>	The course taught by this lecturer is directly, or at least indirectly connected with the area of his research, which is why all the papers listed above are relevant to the teaching.
<b>Date of last election / appointment / tenure</b>	21st December 2004
<b>Course(s)</b>	Distance Learning

<b>Lecturer</b>	<b>Ivana Prijatelj – Pavičić, Ph.D., Full Professor</b>
<b>Employed at</b>	Faculty of Philosophy, University of Split
<b>E-mail</b>	<a href="mailto:ivana.pp@inet.hr">ivana.pp@inet.hr</a>
<b>Personal web-site</b>	-
<b>Brief Curriculum Vitae</b>	<p>Took a doctor's degree (Ph.D.) at the Faculty of Philosophy in Zadar with a thesis entitled "Western Marian Iconography in Dalmatian Painting between the Mid-1400ies and the 18th Century" in 1994.</p> <p>At the University Senate Session of 8th February 2007 appointed full professor. Employed at the Faculty of Philosophy in Split.</p> <p>Since 2005 Head of Department of History of Art.</p> <p>So far taught architectural heritage at the postgraduate study of Faculty of Architecture, University of Zagreb, postgraduate study of history of Croatian seamanship at the Faculty of Philosophy in Zadar, and postgraduate study of history of art at the Faculty of Philosophy, University of Zagreb. Her area of interest includes painting and visual arts in Dalmatia between 14th and 19th centuries, particularly focusing on Croatian artists called the Schiavoni. She organised a two-year project under the title "Iconography of Julije Klović" (020900) at the Institute for History of Art in Zagreb between 1998 and 2000. Since 2002 associate and collaborator in the project "Architecture and Inventory in Dalmatia 16th – 19th Century" organised by Professor Marija Stagličić, Ph.D., at the Institute for History of Art in Zagreb. Collaborates with the historian Lovorka Čoralić in researching archive materials in Dalmatia.</p> <p>She has written three books to date, one of which as a co-author. Participated with papers in twelve national and international conferences. Published over forty scientific and research papers in journals, periodicals and conference proceedings. Wrote catalogues for several exhibitions dedicated to art between 14th and 19th century, as well as several introductions / forewords to catalogues of contemporary Croatian artists.</p>
<b>List of papers in the past 5 years</b>	<p>Books: Julije Klović, Ikonografske studije, Matica hrvatska, Zagreb, 1999.</p> <p>In collaboration with K.Prijatelj, Slikarstvo u Dalmaciji u europskom kontekstu, u knjizi Hrvatska i Europa, Kultura, znanost i umjetnost, sv.III, Barok i prosvjetiteljstvo (XVII-XVIII. stoljeće), ur. Ivan Golub, izd. HAZU, Zagreb, 2003. (str. 675-688)</p> <p>Francesco Laurana i razvoj jedne renesansne sheme portreta Laure de Noves, u "Ivanki Reberski u čast", Radovi Instituta za povijest umjetnosti 27/2003. (str.73-80)</p> <p>Sul ritratto di Marc'Antonio de Dominis da Chatsworth, u "Venezia, le Marche e la civiltà' adriatica", zbornik P. Zampetija, ur. I. Chiapini di Sorio-L. De Rossi, Arte/Documento/17-18-19, 2003, (str. 396-399)</p>
<b>Other references</b>	<p>Chapter "Likovne umjetnosti" in the book by L. Čoralić- N. Badurina-I. Prijatelj Pavičić, Hrvatska/ Italija. Stoljetne veze: povijest, književnost, likovne umjetnosti, dvojezično izdanje, Zagreb, 1997.</p> <p>Kroz Marijin ružičnjak. Zapadna marijanska ikonografija u dalmatinskom slikarstvu od 14. do 18. st., Književni krug, Split, 1998.</p>
<b>Date of last appointment</b>	8th February 2007

<b>Course(s)</b>	Art of the 15th and 16th Centuries. Art of the 17th and 18th Centuries.
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<b>Lecturer</b>	<b>Želimir Pašalić, Ph.D., Full Professor</b>
<b>Employed at</b>	Faculty of Economics, University of Split
<b>E-mail</b>	zpasalic@fst.hr
<b>Personal web-site</b>	
<b>Brief Curriculum Vitae</b>	<p>Born at El Shatt (Egypt) in 1944.          Graduated from the Faculty of Economics, University of Zagreb, in 1968.          Took a master's degree in 1975.          Took a doctor's degree in 1982.          Employment to date:          1969-1974 – Hotels at Podgora, Municipal Authorities in Makarska.          Since 1974 permanently employed at the Faculty of Economics, University of Split, working as a junior researcher, scientific associate and full professor with tenure.          Proficient in English and Italian.          Spent time abroad on a number of occasions, including the TEMPUS Project which took him to Bologna and Modena (Italy), Staffordshire University, Stoke on Trent (Great Britain), University of Perugia (Italy).          His area of interest mainly consists of macro-economics and economic policy and, within these fields, more specifically, economics and policy of national economics, infrastructure, traffic and coastal economics.          Organiser, author and co-author of numerous scientific and research projects.          Recipient of the annual Science Award by the local newspaper 'Slobodna Dalmacija' in Split, as well as a number of other prestigious awards, both national and international.          Member of different professional and scientific associations and committees both in Croatia and abroad; mentor and supervisor of a number of graduation, postgraduate and doctoral theses.          Reviewed a variety of scientific books, coursebooks, projects, papers, articles and study programmes.          He is currently Head of Chair of National Economics.</p>
<b>List of papers in the past 5 years</b>	<p>Selection out of some forty papers and articles published since 2001:</p> <ol style="list-style-type: none"> <li>1. S. Goić, ®. Mrnjavac, ®. Pašalić, Z. Reić: Trgovinska razmjena i ulagačka djelatnost između Slovenije i Splitsko-dalmatinske županije, Zbornik radova Pravnog fakulteta Split, broj 2-3/2001., str. 229. - 244.</li> <li>2. Želimir, Pašalić: Challenges To Restructuring Of Croatian Transport System Of The Beginning Of The 21st Century, Fourth International Conference on Enterprise in Transition, University of Split - Faculty of Economics, Split - Hvar, May 24-26, 2001, CD-ROM, pp 2721-2743.</li> <li>3. Želimir, Pašalić: Utjecaj gospodarstvenog razvitka na lučki sustav Hrvatske; u: Edna Mrnjavac, ur.: Optimizacija sustava hrvatskih kontejnerskih luka, Visoka pomorska škola u Rijeci, Fakultet za turistički i hotelski menadžment Opatija, Rijeka, 2001., str. 135. - 160.</li> <li>4. Želimir, Pašalić: Razvojna međuovisnost i konfliktnost prometa i turizma, Zbornik radova Međunarodnog znanstvenostručnog savjetovanja <i>Promet i turizam</i>, II. dio, Opatija, 26.-27. travnja 2001., str. 155. - 160.</li> <li>5. Želimir, Pašalić: Interdependence and Conflict of Transport and Tourism, <i>Modern Traffic - Special Issue</i>, September, 2001, pp 5 - 10.</li> <li>6. Želimir, Pašalić: Gospodarstveno-prometni izazovi ekonomiji i politici okoliša, Zbornik radova Međunarodnog znanstvenostručnog savjetovanja <i>Promet i okoliš</i>, II. dio, Opatija, 18.-19. travnja 2002., str. 298. - 302.</li> <li>7. Želimir Pašalić: O prometnim vezama Dalmacije i "globalnog sela": Dosta je utapanja pomorstva, Okrugli stol <i>Kuda ide Dalmacija</i>, "Forum", Prilog za kulturnu tranziciju "Slobodne Dalmacije", 15. svibnja 2002., str. 12.</li> </ol>

8. Ž. Pašalić - Ž. Mrnjavac: Razvoj i politika okoliša: spoznaje - obećanja - prisila; Znanstveni skup: Stabilizacija - participacija - razvoj, Zbornik radova (ur.: I. Družić), Sveučilište u Zagrebu, Ekonomski fakultet, Zagreb, 19. rujna 2002., str. 393. - 408.
9. S. Andrijić - Ž. Pašalić: Utemeljivost gospodarskog povezivanja BiH i RH; u: Zbornik radova Gospodarskog foruma *Ekonomska suradnja RH (Dalmacije) i BiH (Hercegovine)*: - stanje, mogućnosti, prijedlozi, Generalni konzulat RH u BiH - Mostar, 27. 03. 2003., str. 15-21.
10. Želimir, Pašalić: Promet u hrvatskim primorskim naseljima, *Suvremeni promet*, br.5 2003., str.338-342
11. Želimir, Pašalić: Institutional Challenges and Limitations in Restructuring of Infrastructure Systems in Transition: Case of Croatian Energy System, Fifth International Conference on Enterprise in Transition, University of Split - Faculty of Economics, Split - Tučepi, May 22-24, 2003, CD-ROM, pp 121-141
12. Želimir Pašalić, Željko Mrnjavac: Teze za novi pristup ruralnom razvitku, Znanstveni skup *Pristup strategiji ekonomskog razvitka Hrvatske*, HAZU, Zagreb, 27. svibanj 2003., "Ekonomija", broj 1/2003., str. 229. - 247.
13. Želimir Pašalić: Promet u hrvatskim primorskim naseljima, *Suvremeni promet*, br. 5, 2003., str. 338. - 342.
14. Želimir Pašalić: Tržišna valorizacija gospodarske infrastrukture; u Skupina autora (I. Družić, ur. i red.): Hrvatski gospodarski razvoj, Ekonomski fakultet Sveučilišta u Zagrebu, Politička kultura, Zagreb, 2003.. str. 427. - 460.
15. Želimir Pašalić: Industrija; u Skupina autora (B. Grčić, vod. proj.): Osnove gospodarskog razvitka Grada Splita, Grad Split, Ekonomski fakultet - Split, 2003., str. 59 - 62, 166-169.
16. Želimir Pašalić: Promet i prometna infrastruktura; u Skupina autora (B. Grčić, voditelj projekta): Osnove gospodarskog razvitka Grada Splita, Grad Split, Ekonomski fakultet - Split, 2003., str. 65 - 67, 178- 182.
17. Želimir Pašalić: Infrastructure Systems in Transition: Institutional Approach, *Ekonomija/Economics*, No 4/2003., pp 801 - 815.
18. Želimir Pašalić: Infrastruktura i razvoj - gdje je Hrvatska?, Zbornik radova s XVIII. Kongresa CROMAR-a održanog u Splitu, 23-25. listopada 2003. godine, Split, 2004, str. 9.-27.
19. Ž. Pašalić: Neki izazovi upravljanju održivim razvojem prometnih sustava (Some Challenges to the Managin of Sustainable Development of Transport Systems), XII International Scientific Symposium: "*Transport Systems Management*" Collection of Papers, Vplume 1, Opatija, 21 - 22 April, 2005, p.p. 11-15 (XII. međunarodni znanstveni simpozij: "*Upravljanje prometnim sustavima*"), Zbornik radova, svezak 1, Opatija, 21. - 22. travanj, 2005., str. 11.-15.
20. Ž. Pašalić: Prometna valorizacija Hrvatske i vizije akademika Josipa Roglića, Međunarodni znanstveni skup.: *Akademik Josip Roglić i njegovo djelo*, Makarska, 19.- 22. travnja 2006., Zbornik radova (Proceedings), Hrvatsko geografsko društvo, Split, Zadar, Zagreb, 2006., str. 347.-358.
21. Ž. Pašalić: Hrvatski prometni sustav do godine 2006. i vizije akademika Josipa Roglića (Croatian Transport System in 2006 and the Vision of the Academician Josip Roglić), XIII International Scientific Symposium: "*Transport Systems 2006*", Collection of Papers, Vplume 2, Opatija, 27 - 28 April, 2006, p.p. 166-169 (XII. međunarodni znanstveni simpozij: "*Prometni sustav 2006.*"), Zbornik radova, svezak 1, Opatija, 21. - 22. travanj, 2005., str. 166-169.
22. Ž. Pašalić: Some Challenges to Croatian Transport Policy in the process of accession to the European union, *Modern Traffic*, Vol. 26, Special Issue, December, 2006, p.p. 5-12
23. Ž. Pašalić: Promet i prometna infrastruktura; Energetika- Područje istraživanja uključeno u projekt, Skupina autora (L. Petrić, voditeljica projekta): Regionalni operativni program Splitsko-dalmatinske županije, Split, Splitsko-dalmatinska županija, Ekonomski fakultet Sveučilišta Split, 2006.

<b>Other references</b>	<p>U oko tri i pol desetljeća sveučilišne karijere predavao je predmete: <i>Osnove makroekonomike, Ekonomika i ekonomska politika, Gospodarstvo Hrvatske, Ekonomska politika, Ekonomika prometa i Ekonomika pomorstva</i> na Ekonomskom fakultetu u Splitu, te više godina predmet <i>Ekonomska politika</i> na Pravnom fakultetu u Splitu. Predavao je i/ili predaje na poslijediplomskim studijima Ekonomskog fakulteta Split, Ekonomskog fakulteta Zagreb, Fakulteta za turizam i vanjsku trgovinu Dubrovnik i Fakulteta prirodoslovno-matematičkih znanosti i odgojnih područja Split, doktorskom studiju Sveučilišta u Zadru, sadržaje predmeta: <i>Ekonomika i politika razvoja nacionalnog gospodarstva, Financiranje infrastrukturnih sustava, Restrukturiranje energetskog sektora, Poduzetništvo i regionalni sustavi malih i srednjih poduzeća, Promet u turizmu, Ekonomika obrazovanja i Ekonomska politika Europske unije</i>. Ostvario je zapažene rezultate u obrazovanju ekonomskih stručnjaka i usavršavanju mladih znanstvenih i nastavnih kadrova, kao mentor i/ili konzultant/savjetnik. Autor i/ili suautor je preko stošezdesetak znanstvenih i stručnih radova. Od toga je autor dviju skripti i pet knjiga te suautor u petnaestak znanstvenih knjiga i udžbenika. Objavio je brojne znanstvene radove u inozemstvu i s međunarodno priznatom recenzijom. Aktivni je sudionik mnogobrojnih međunarodnih i domaćih znanstvenih skupova.</p>
<b>Date of last appointment</b>	14th July 2000
<b>Course(s)</b>	Economics of Croatia, Economics of Traffic, Restructuring of Power Sources and Distribution, Entrepreneurship and Regional System of Small and Medium Firms, Economic Policy of the European Union.

## **LIST OF VENUES OF STUDY**

Practical work in methodology is subject to a special agreement reached between the Faculty of Philosophy, University of Split, and preschool institutions (kindergartens), primary and secondary schools, as well as pupils' homes.

Venues of teaching and practice of the two-course undergraduate study of pedagogy are educational institutions, companies, cultural and public institutions and establishments. With regard to the need of students to be trained and qualified in different subjects, the relations with the aforementioned institutions will be defined in accordance with the differentiated needs and requirements and statutes issued by the Ministry of Science, Education and Sports of the Republic of Croatia concerning practical training of professional collaborators and associates. In this respect the existing collaboration with laboratory schools (primary schools Dobri, Lučac, Manuš, Skalice and Spinut and kindergartens Cvit Mediterana, Radost, Marjan, Grigor Vitez, Čarobni pianino and Dobri) will be continued in future. Laboratory schools, both primary and secondary, are equipped in compliance with the prescribed standards, i.e. they have specialised classrooms with audio and TV console, overhead projectors and other teaching facilities. Department of Pedagogy will, depending on the needs, establish occasional collaboration with diverse institutions.

### **4. OPTIMUM NUMBER OF STUDENTS: 20 - 30**

### **5. ESTIMATION OF COSTS PER STUDENT:**

Costs of the programme per student have been calculated according to the same criteria as for other two-course study programmes already performed at the Faculty of Philosophy. Based on all these criteria, annual cost per student is 20,000.00 kn. This, however, will not represent an entirely additional expense for the University because the enrolment for the first year (up to 30 students at the most) will be carried out by reducing the enrolment quota – number of students in other study programmes.

### **6. ASSESSMENT AND QUALITY ASSURANCE METHODS**

Monitoring quality and efficacy will be done at the end of each term by self-evaluation instruments employed by the lecturer (including both students and lecturers), as well as according to the assessment instrument performed at the University level. Quality monitoring and assessment will be in accordance with Quality Assurance System as

applied by the Faculty of Philosophy in Split and monitoring systems as defined by the study programme of pedagogy.

These comprise: evaluation of quality of performance of each particular course, evaluation of quality of performance of the entire study programme, as well as organisation and administration services. Monitoring and improving the quality of entire study programmes is conducted by process and product evaluation procedures, whereas individual officials, e.g. school principals, heads of personnel departments, managers, etc. are assessed by illuminative evaluation of study programme users.

Monitoring and improving the quality of the proposed study programme of pedagogy will be conducted by internal and external evaluation in collaboration with Croatian (Zadar, Rijeka) and foreign (Maribor, Ljubljana) universities.

Quality evaluation comprises the following activities:

- establishing quality indicator of the two-course university undergraduate study of pedagogy;
- conducting a poll among students as regards the regularity and organisation of teaching, integrity of the study programme, references / literature and learning resources, introducing new approaches and methods contributing towards the improvement of teaching, examinations, general and specific competences, communication with teachers, level of student information concerning relevant issues, possibility of students influencing the programme structure and methodology, as well as student work load (ECTS)
- conducting a poll among lecturers on the same issues
- analysis of examinations, clarity and objectivity of proficiency and competence assessment, efficacy of studying, as well as reasons for possible failures;
- analysis of student mobility and flexibility of the study programme concerned;
- analysis of material and personnel resources necessary for the study programme implementation;
- devising a plan and taking measures to eliminate possible drawbacks and promoting, if necessary, monitoring methodology in the next academic year;
- keeping records of students' and lecturers' opinions and their analysis;
- devising a plan and taking measures with a view to improving studying of particular courses and monitoring methodology for the next academic year;
- publication of evaluation / assessment results