



## DESCRIPTION OF THE STUDY PROGRAMME

GENERAL PART	
▪ <i>Title of study programme</i>	
	Undergraduate study of Early and Preschool Education
▪ <i>Type of study programme</i>	
	University
▪ <i>Level of study programme</i>	
	Undergraduate
▪ <i>Area of study programme (scientific/artistic) – indicate the title</i>	
	Early and Preschool Education
▪ <i>Academic/professional degree awarded upon completion of study</i>	
	University Bachelor (baccalaureus/ baccalaurea) of Early and Preschool Education.
▪ <i>Study programme coordinator</i>	
	University of Rijeka
▪ <i>Implementor/s of study programme</i>	
	Faculty of Teacher Education– University of Rijeka
▪ <i>Duration of study programme (indicate possibilities of part-time study, long distance study)</i>	
	Study lasts 6 semesters, there is no possibility of attending classes in working time, neither through distance learning.
▪ <i>ECTS credits – minimal number of credits required for completion of study programme</i>	
	Upon completion of the study programme students acquire 180 ECTS.
▪ <i>Enrolment requirements and selection procedure</i>	
	The study can be enrolled in by individuals who: 1. have completed a four-year secondary school and passed the compulsory part of the nationwide leaving exam in the following subjects and levels: Croatian – higher level; mathematics – basic (or higher) level and English – higher level, and who 2. possess a certificate from a specialist in occupational medicine that confirms they are medically fit for the study.
▪ <i>Study programme learning outcomes</i>	

The qualification attained allows its holder to successfully perform duties and tasks related to nurturing young and preschool children, caring for them and educating them in different preschool programmes. Based on generic and specific competencies acquired in the study programme, the holder of the qualification is qualified to:

- efficiently plan, program and evaluate educational context as developmentally stimulating, at the same time respecting child's abilities, needs and interests and implementing, on that basis, the practice of integrated education;
- independently construct, implement and evaluate integrated curriculum in the totality of all developmental areas through activities and materials in accordance with the contemporary child development theories;
- act as a reflexive practitioner and to assess his/her implicit pedagogy by questioning its effectiveness in the function of a constant tendency for quality improvement;
- create educational context equal and suitable for every child regardless of its sociocultural and economic status;
- build close and reciprocal confidence-based relations with parents by encouraging a partnership level cooperation and to actively engage in achieving a higher-quality and more intense participation of the local community in the life of kindergartens;
- constantly pursue professional development in the context of lifelong learning.

▪ ***Possibility of continuation of study on higher level***

A university bachelor can continue with studies at a graduate level, both at the graduate study of EPE at the Faculty of Teacher Education, but also at other graduate studies under the conditions set by the institutions that conduct the studies in question.

<b>GENERAL INFORMATION</b>		
<b>Course title</b>	<b>English language</b>	
<b>Program</b>	<b>University Undergraduate Study of Early and Preschool Education</b>	
<b>Status</b>	<b>Compulsory</b>	
<b>Year/semester</b>	<b>1./I.</b>	
<b>Credits and teaching</b>	<b>ECTS credits</b>	<b>5</b>
	<b>Hours (L+E+S)</b>	<b>2+2+0</b>

<b>1. COURSE DESCRIPTION</b>
<b><i>1.1 Course objectives</i></b>
The objectives of this course is to develop reading, writing, listening and speaking skills as well as to acquire more complex grammatical structures and field-related vocabulary. Special attention is dedicated to the communication in English language with the aim of development of communicative competence.
<b><i>1.2 Course enrolment requirements</i></b>
No requirements.
<b><i>1.3 Correspondence and correlation with the program</i></b>
Course program is correspondent to and correlates with the English language in preschool education, Integrated language skills.
<b><i>1.4 Expected course learning outcomes (development of general and specific competencies, knowledge and skills)</i></b>
It is expected that a student will be able to: <ul style="list-style-type: none"> <li>- analyse field-related texts</li> <li>- use grammatical principles necessary for the accurate use of the language</li> <li>- apply the acquired knowledge in written assignments</li> <li>- analyse the problem through the participation in discussions and presentations on the filed-related topic</li> </ul>
<b><i>1.5 Course content</i></b>
a) Texts: field-related topics such as: early and preschool education, positive and negative aspects of children's stories, the role of parents and their cooperation with the kindergarten etc. One part of the content is devoted to the history and culture of English language speaking countries. b) Grammar: Grammatical part includes basic structures needed for the accurate use of the language: present and past tenses, comparison of adjectives, word order etc. The content is directed towards the specificity of the language and to the analysis of those constructions which do not correspond with those in mother tongue.

<b>1.6 Student's obligations</b>			
Regular attendance and participation, written essay, continuous assessment, final exam.			
<b>1.7 Evaluation and assessment</b>			
Class attendance and participation	1.1	Essay	0.9
Exercises	0.7	Written exam	0.7
Continuous assessment	1.5	Oral exam	0.5
<b>1.8 Assessment and evaluation of student's work during the classes and on final exam</b>			
Students' work will be evaluated and assessed during the semester and in the final exam. Total number of points student can achieve during the semester is 70 (to assess the activities listed in the table), while in the final exam student can achieve 30 points.			
<b>1.9 Assigned reading</b>			
<ol style="list-style-type: none"> <li>1. Wilson,K.;Taylor,J.;Howard-Williams,D (2000).,Prospects. Oxford:Macmillan</li> <li>2. Alujević,M.M.(2003), English for Educators.Split: Teachers College University of Split.</li> <li>3. Thomson,A.J. Martinet,A.V. (1986), A Practical English Grammar</li> </ol>			
<b>1.10 Optional/additional reading</b>			
1. Various texts, publications and textbooks.			

GENERAL INFORMATION		
<b>Course title</b>	<b>English language in preschool education</b>	
<b>Program</b>	<b>University Undergraduate Study of Early and Preschool Education</b>	
<b>Status</b>	<b>Elective</b>	
<b>Year/semester</b>	<b>1./II.</b>	
<b>Credits and teaching</b>	<b>ECTS credits</b>	<b>3</b>
	<b>Hours (L+E+S)</b>	<b>1+1+0</b>

1. COURSE DESCRIPTION
<b>1.1 Course objectives</b>
The primary objective of this course is; to develop skills necessary for the transmission of content in English language in working with children of preschool age; to study and critically evaluate relevant literature related to early foreign language learning; to apply contemporary knowledge on the subject into practice i.e. in teaching English to preschool children.
<b>1.2 Course enrolment requirements</b>
No requirements.

### ***1.3 Correspondence and correlation with the program***

Course program is correspondent to and correlates with the English language and Integrated language skills.

### ***1.4 Expected course learning outcomes (development of general and specific competencies, knowledge and skills)***

It is expected that a student will be able to:

- understand various ways of acquiring a foreign language
- apply skills necessary for the transmission of content in English language in working with children of preschool age
- use songs, play and movement in early foreign language teaching
- understand basic grammatical principles
- implement various teaching methods (TPR, Direct method, Natural approach) in early foreign language teaching
- invent simple games and songs appropriate for preschool-aged children

### ***1.5 Course content***

Texts that deal with early foreign language teaching methodology; visual language learning; the analysis of various methods of teaching languages to young children; the use of various learning aids (picture-books, flashcards etc.).

Grammatical part includes the basics which are necessary for the accurate understanding and use of language, i.e. for the formation of accurate constructions. The content is directed towards the specificity of the language and to the analysis of those constructions which do not correspond with those in mother tongue.

### ***1.6 Student's obligations***

Regular attendance and participation; continuous assessment; presentation; final exam

### ***1.7 Evaluation and assessment***

Class attendance and participation	0.6	Exercises	0.2
Observation report	0.3	Presentation	0.3
Continuous assessment	0.6	Written exam	1

### ***1.8 Assessment and evaluation of student's work during the classes and on final exam***

Students' work will be evaluated and assessed during the semester and in the final exam. Total number of points student can achieve during the semester is 70 (to assess the activities listed in the table), while in the final exam student can achieve 30 points.

### ***1.9 Assigned reading***

1. Moon,J.(2000), Children Learning English. Oxford: Macmillan Heinemann.
2. Thomson A.J.;Martinet, A.V.(1986), A Practical English Grammar,OUP

### ***1.10 Optional/additional reading***

1. Vilke et al.(1993), Children and Foreign Languages. Zagreb:Faculty of Philosophy

--

GENERAL INFORMATION		
Course title	Fine Arts	
Program	University Undergraduate Study of Early and Preschool Education	
Status	Compulsory	
Year/semester	1./II.	
Credits and teaching	ECTS credits	4
	Hours (L+E+S)	2+0+1

1. COURSE DESCRIPTION
<b><i>1.1 Course objectives</i></b>
The objectives of this course are the development of students' knowledge, competences and skills with which they will, in their future methodological work, influence the development of preschool-aged children.
<b><i>1.2 Course enrolment requirements</i></b>
No requirements.
<b><i>1.3 Correspondence and correlation with the program</i></b>
Course program is correspondent to and correlates with the Fine arts methodics in integrated curriculum 1 and 2, Music art, Children's literature with media, Kinesiology.
<b><i>1.4 Expected course learning outcomes (development of general and specific competencies, knowledge and skills)</i></b>
<u>1. General competences</u> a) instrumental - professional oral and written communication in Croatian language, the ability of listening <ul style="list-style-type: none"><li>- basic ICT literacy</li><li>- the ability to solve problem situations</li><li>- exploratory skills</li></ul> b) interpersonal and intrapersonal <ul style="list-style-type: none"><li>- interpersonal and intrapersonal skills of acknowledging one's personal educational patterns, working on one's positive qualities, team work, ethnicity</li></ul> c) systematic <ul style="list-style-type: none"><li>- the ability to apply knowledge in everyday situations</li><li>- the ability of autonomous, lifelong learning</li><li>- the ability to evaluate and self-evaluate</li></ul>
<u>2. Specific competences</u>

- accurately interpret fundamental concepts of Fine arts
- recognize and compare the features of stylistic periods
- use the language of art in the artistic expression through various art areas
- create and analyse one's own art products and works of art

### ***1.5 Course content***

Lecture classes

#### 1. The history of fine arts (world's and Croatian)

- stylistic periods

#### 2. Art work approach

- motives in the creation of art
- artistic areas
- the language of art
- the elements of art
- compositional elements
- art techniques

Seminars

Topics of seminar papers include the history of fine arts since its beginning until today through various art areas.

### ***1.6 Student's obligations***

- regular attendance and active participation.
- come to classes prepared
- attend all continuous assessments
- shape and orally analyse at least 5 drawings, 5 paintings, 5 sculptures, 5 imprints and computer graphics
- write seminar paper
- make the map of art happenings
- pass written exam

### ***1.7 Evaluation and assessment***

Class attendance	0.8	Seminar paper	0,5
Class participation	0.8	Map	0.6
Practical work	0.5	Written exam	0.8

### ***1.8 Assessment and evaluation of student's work during the classes and on final exam***

Students' work will be evaluated and assessed during the semester and in the final exam. Total number of points student can achieve during the semester is 70 (to assess the activities listed in the table), while in the final exam student can achieve 30 points.

### ***1.9 Assigned reading***

1. Janson, H. W. i Janson, A. F. (2005), Povijest umjetnosti II dopunjeno izdanje. Varaždin: Stanek.
2. Jakubin, M. (1999), Osnovelikovnogjezikailikovnetehnike. Zagreb: Institut za pedagojska istraživanja Filozofskog fakulteta Sveučilišta u Zagrebu.

### ***1.10 Optional/additional reading***

1. Barrington, B. (2008), Napredna škola crtanja. Zagreb: Mozaik knjiga.
2. Barrington, B. (2005), Škola crtanja. Zagreb: Mozaik knjiga.
3. Fučić, B. (2007), Iz istarske spomeničke baštine. Zagreb: Matica Hrvatska.
4. Vasari, G. (2007), Životi slavnih slikara, kipara i arhitekata. Zagreb: Cid-nova.
5. Gamulin, G. (1995), Hrvatsko slikarstvo XIX. stoljeća. Zagreb: Naklada Naprijed

GENERAL INFORMATION		
<b>Course title</b>	<b>Integrated language skills</b>	
<b>Program</b>	<b>University Undergraduate Study of Early and Preschool Education</b>	
<b>Status</b>	<b>Elective</b>	
<b>Year/semester</b>	<b>2./III.</b>	
<b>Credits and teaching</b>	<b>ECTS credits</b>	<b>3</b>
	<b>Hours (L+E+S)</b>	<b>2+1+0</b>

1. COURSE DESCRIPTION
<b><i>1.1 Course objectives</i></b>
The objectives of this course is to develop all four linguistic skills, i.e. to develop speaking skills through participation in discussions; listening and reading comprehension skills through the interpretation of complex texts; to develop writing skills through the implementation of various types of tasks.
<b><i>1.2 Course enrolment requirements</i></b>
No requirements.
<b><i>1.3 Correspondence and correlation with the program</i></b>
Course program is correspondent to and correlates with English language and English language in preschool education.
<b><i>1.4 Expected course learning outcomes (development of general and specific competencies, knowledge and skills)</i></b>
<ul style="list-style-type: none"> <li>- apply fundamental grammatical knowledge with the aim of fluent communication in English language</li> <li>- analyse the texts of medium complexity that deal with the themes from everyday life</li> <li>- write a formal letter/review; retell the text in English language</li> </ul>
<b><i>1.5 Course content</i></b>
Reading, listening and the interpretation of texts of various areas of everyday life. The emphasis is put on the structural accuracy – the influence of grammatical structures on the meaning and communication in general.



Writing skills – working on a text, filling in the text, composition of a formal letter and a review.			
<b>1.6 Student's obligations</b>			
Regular attendance and participation, continuous assessment, final exam.			
<b>1.7 Evaluation and assessment</b>			
Class attendance and participation	0.8	Continuous assessment	1.8
Formal letter	0.4	Written exam	1
<b>1.8 Assessment and evaluation of student's work during the classes and on final exam</b>			
Students' work will be evaluated and assessed during the semester and in the final exam. Total number of points student can achieve during the semester is 70 (to assess the activities listed in the table), while in the final exam student can achieve 30 points.			
<b>1.9 Assigned reading</b>			
<ol style="list-style-type: none"> <li>1. Soars, L.&amp;J. (2006.) New Headway Advanced, Oxford, OUP</li> <li>2. M.Mc.Carthy, F.O'Dell: (2005.): English Collocations in Use, Cambridge</li> <li>3. P. Watcyn, Jones (2004): Idioms, Edinburgh, Penguin Books</li> <li>4. English-English dictionary</li> </ol>			
<b>1.10 Optional/additional reading</b>			
<ol style="list-style-type: none"> <li>1. Thomson &amp; Martinet (1986.) A Practical English Grammar</li> <li>2. Bujas, Ž. (1999.) Veliki hrvatsko-engleski i englesko-hrvatski rječnik, Zagreb,</li> </ol>			

GENERAL INFORMATION		
<b>Course title</b>	<b>Music practicum 1</b>	
<b>Program</b>	<b>University Undergraduate Study of Early and Preschool Education</b>	
<b>Status</b>	<b>Compulsory</b>	
<b>Year/semester</b>	<b>2./III.</b>	
<b>Credits and teaching</b>	<b>ECTS credits</b>	<b>1</b>
	<b>Hours (L+E+S)</b>	<b>0+1+0</b>

1. COURSE DESCRIPTION
<b>1.1 Course objectives</b>
<p>General aims</p> <p>Through this course a student will be introduced with the characteristics of an instrument (piano) and will be able to apply theoretical musical knowledge into practice i.e. performance.</p> <p>Aims in terms of expected outcomes</p> <p>A student will be able to apply the skills of reading notes for the interpretation of simple compositions. Master the technique of playing on the instrument with the left and the right hand.</p>

<b>1.2 Course enrolment requirements</b>			
Recommendation: to possess hearing for the melody and rhythm.			
<b>1.3 Correspondence and correlation with the program</b>			
Course program is correspondent to and correlates with Music culture, Music culture methodics in integrated curriculum 1 and 2 and other methodical courses.			
<b>1.4 Expected course learning outcomes (development of general and specific competencies, knowledge and skills)</b>			
A student will develop systematic general competences – the ability to apply theoretical knowledge into practice, i.e. on the instrument playing technique. A student will be able to play with both hands a simple musical composition.			
A student will acquire fundamental music content and structures, develop skills for analysing and interpretation of musical examples.			
<b>1.5 Course content</b>			
The course includes the following components:			
1. Getting to know the instrument			
2. The practise of manual technique for performing a tone on the instrument			
3. Playing the melody with the right hand			
4. Playing the chords with the left hand			
<b>1.6 Student's obligations</b>			
Regular attendance, active participation, preparation for the classes (practising playing on the instrument).			
<b>1.7 Evaluation and assessment</b>			
Class attendance	0.3		
Class participation	0.4		
Continuous assessment	0.3		
<i>Additional clarifications:</i> Students come to exercise classes in groups of 10. Each student gets approximately five minutes in which he plays and sings previously assigned composition. Other students in the group listen and sing and pay attention to the professor's feedback. After the composition is performed, students get a new assignment (composition) which they have to prepare for the next exercise class.			
<b>1.8 Assessment and evaluation of student's work during the classes and on final exam</b>			
<b>1.9 Assigned reading</b>			
1. Šamanić, S.,(2011), Glazbeni ključ, Učiteljski fakultet u Rijeci			
2. Banov, N.,(2006), Od brojalice do pjesme, Glazbena škola A. J. Matić, Rijeka			
3. Đefri-Bošnjak, V.,(2001), Ja volim pjesmu, pjesma voli mene, Centar za predškolski odgoj, Osijek			
4. Goran, Lj.,Marić, Lj.,(1991), Spavaj, spavaj, zlato moje, Školska knjiga, Zagreb			

5. Riman, M.,(2008), <i>Dijete pjeva</i> , Učiteljski fakultet u Rijeci, Rijeka
<b>1.10 Optional/additional reading</b>

GENERAL INFORMATION		
<b>Course title</b>	<b>Music practicum 2</b>	
<b>Program</b>	<b>University Undergraduate Study of Early and Preschool Education</b>	
<b>Status</b>	<b>Compulsory</b>	
<b>Year/semester</b>	<b>2./IV.</b>	
<b>Credits and teaching</b>	<b>ECTS credits</b>	<b>1</b>
	<b>Hours (L+E+S)</b>	<b>0+1+0</b>

1. COURSE DESCRIPTION
<b>1.1 Course objectives</b>
<p>General aims:</p> <p>Through this course a student will be introduced with the significance of the musical and practical transmission of content and, by that, acquire skills in the reproduction of musical content and forms.</p> <p>Aims in terms of expected outcomes:</p> <p>a) independent analysis of musical examples and accurate performance</p> <p>b) the development of the musical and aesthetic interpretation skills</p>
<b>1.2 Course enrolment requirements</b>
To possess knowledge and skills of: C major, A minor, elementary reading of notes, fundamental technique of playing the piano, playing of chords with each hand separately and with both hands, the basis of accurate singing technique, the understanding of the importance of nurturing a child's voice.
<b>1.3 Correspondence and correlation with the program</b>
Course program is correspondent to and correlates with the Music culture, Music practicum 1, Music culture methodics in integrated curriculum 1 and 2 and other methodical courses.
<b>1.4 Expected course learning outcomes (development of general and specific competencies, knowledge and skills)</b>
<p>Familiarize and acquire chosen music content, structures and forms in the function of music education.</p> <p>Develop the skills in analysing and in the interpretation of music examples.</p> <p>Develop coordination in musical performance.</p> <p>Develop the skill of self-regulated learning.</p>
<b>1.5 Course content</b>

The course includes the following components:			
1. The practise of manual technique for performing a tone on the instrument			
2. Playing on the instrument with both hands			
3. The development of vocal technique			
<b>1.6 Student's obligations</b>			
Regular attendance, active participation, preparation for the classes (practising playing on the instrument).			
<b>1.7 Evaluation and assessment</b>			
Class attendance	0.3		
Class participation	0.4		
Continuous assessment	0.3		
<i>Additional clarifications:</i> Students come to exercise classes in groups of 10. Each student gets approximately five minutes in which he plays and sings previously assigned composition. Other students in the group listen and sing and pay attention to the professor's feedback. After the composition is performed, students get a new assignment (composition) which they have to prepare for the next exercise class.			
<b>1.8 Assessment and evaluation of student's work during the classes and on final exam</b>			
<b>1.9 Assigned reading</b>			
<ol style="list-style-type: none"> <li>1. Šamanić, S.,(2011), Glazbeni ključ, Učiteljski fakultet u Rijeci</li> <li>2. Banov, N.,(2006), Od brojalice do pjesme, Glazbena škola A. J. Matić, Rijeka</li> <li>3. Đefri-Bošnjak, V.,(2001), Ja volim pjesmu, pjesma voli mene, Centar za predškolski odgoj, Osijek</li> <li>4. Goran, Lj.,Marić, Lj.,(1991), Spavaj, spavaj, zlato moje, Školska knjiga, Zagreb</li> <li>5. Riman, M.,(2008), Dijete pjeva, Učiteljski fakultet u Rijeci, Rijeka</li> </ol>			
<b>1.10 Optional/additional reading</b>			

GENERAL INFORMATION		
<b>Course title</b>	<b>Music practicum 3</b>	
<b>Program</b>	<b>University Undergraduate Study of Early and Preschool Education</b>	
<b>Status</b>	<b>Compulsory</b>	
<b>Year/semester</b>	<b>3./V.</b>	
<b>Credits and teaching</b>	<b>ECTS credits</b>	<b>1</b>
	<b>Hours (L+E+S)</b>	<b>0+1+0</b>

## 1. COURSE DESCRIPTION

### 1.1 Course objectives

General aims:

To define the preschool educator's competence in the reproduction of vocal and instrumental music for children with the aim of achieving educational goals.

Aims in terms of expected outcomes:

- a) identifying appropriate musical content, structures and forms in the function of music education
- b) the development and improvement of musical and aesthetic interpretation

### 1.2 Course enrolment requirements

To possess knowledge and skills of: C major, F major and their parallel tonalities, elementary reading of notes, fundamental technique of playing the piano, playing of chords with each hand separately and with both hands, the basis of accurate singing technique, the understanding of the importance of nurturing a child's voice.

### 1.3 Correspondence and correlation with the program

Course program is correspondent to and correlates with the Music culture, Music practicum 1 and 2, Music culture methodics in integrated curriculum 1 and 2 and other methodical courses.

### 1.4 Expected course learning outcomes (development of general and specific competencies, knowledge and skills)

Familiarize and acquire chosen music content, structures and forms in the function of music education.

Develop the skills in analysing and in the interpretation of music examples.

Develop skills in various ways of chord performance.

The development of skills necessary for the evaluation of musical examples through the critical understanding and application of the same.

The development of independence in musical performance and in the preparation of musical activity.

### 1.5 Course content

1. The analysis of a musical example
1. Playing of musical examples with both hands
2. The development of vocal technique

### 1.6 Student's obligations

Regular attendance, active participation, preparation for the classes (practising playing on the instrument).

### 1.7 Evaluation and assessment

Class attendance	0.3		
Class participation	0.4		
Continuous assessment	0.3		

*Additional clarifications:* Students come to exercise classes in groups of 10. Each student gets approximately five minutes in which he plays and sings previously assigned composition. Other students in the group listen and sing and pay attention to the professor's feedback. After the composition is performed, students get a new assignment (composition) which they have to prepare for the next exercise class.

**1.8 Assessment and evaluation of student's work during the classes and on final exam**

**1.9 Assigned reading**

1. Šamanić, S.,(2011), Glazbeni ključ, Učiteljski fakultet u Rijeci
2. Banov, N.,(2006), Od brojalice do pjesme, Glazbena škola A. J. Matić, Rijeka
3. Đefri-Bošnjak, V.,(2001), Ja volim pjesmu, pjesma voli mene, Centar za predškolski odgoj, Osijek
4. Goran, Lj.,Marić, Lj.,(1991), Spavaj, spavaj, zlato moje, Školska knjiga, Zagreb
5. Riman, M.,(2008), Dijete pjeva, Učiteljski fakultet u Rijeci, Rijeka

**1.10 Optional/additional reading**

GENERAL INFORMATION		
<b>Course title</b>	<b>Picture book – child's first book</b>	
<b>Program</b>	<b>University Undergraduate Study of Early and Preschool Education</b>	
<b>Status</b>	<b>Elective</b>	
<b>Year/semester</b>	<b>2./IV.</b>	
<b>Credits and teaching</b>	<b>ECTS credits</b>	<b>3</b>
	<b>Hours (L+E+S)</b>	<b>1+0+1</b>

**1. COURSE DESCRIPTION**

**1.1 Course objectives**

- to develop an interest for Croatian and world's picture-book production
- to develop the ability of analysing and synthesizing in the interpretation of picture-books
- to develop the ability of independent critical deliberation of literal and artistic components of a picture-book

**1.2 Course enrolment requirements**

No requirements.

**1.3 Correspondence and correlation with the program**

Course program is correspondent to and correlates with the linguistic and artistic-oriented courses.			
<b>1.4 Expected course learning outcomes (development of general and specific competencies, knowledge and skills)</b>			
<ul style="list-style-type: none"> <li>- accurate analysis of fundamental concepts in children's literature and media which relate to picture-books</li> <li>- independently interpret picture-books of Croatian and world's authors as well as topic-related literature; acknowledge a picture-book as a synthesis of literature and art</li> <li>- independently use picture-books in the work with preschool-aged children</li> </ul>			
<b>1.5 Course content</b>			
Picture-book: child's first book; the analysis of a picture-book as a literary and artistic work in relation to Croatian and world's authors in diachronic and synchronic sequence; qualitative and quantitative relationship between the text and the picture; the purpose and the appropriateness of picture-books to the child's age; topics (family, friends, traffic, animals, shapes, colours, letters, nature etc.			
<b>1.6 Student's obligations</b>			
Regular attendance and active participation; the composition and presentation of seminar paper; final exam.			
<b>1.7 Evaluation and assessment</b>			
Class attendance	0.5	Seminar paper	0.5
Class participation	0.3	Written exam	0.45
Continuous assessment	0.4	Oral exam	0.45
<b>1.8 Assessment and evaluation of student's work during the classes and on final exam</b>			
Students' work will be evaluated and assessed during the semester and in the final exam. Total number of points student can achieve during the semester is 70 (to assess the activities listed in the table), while in the final exam student can achieve 30 points.			
<b>1.9 Assigned reading</b>			
<ol style="list-style-type: none"> <li>1. Crnković, M, Težak, D. (2002), Povijest hrvatske dječje književnosti od početaka do 1955. Zagreb: Znanje.</li> <li>2. Zbornik radova sa Stručnog skupa: Kakva je knjiga slikovnica, priredila Ranka Javor. Zagreb: Knjižnice grada Zagreba (2000).</li> <li>3. Petrović-Sočo, B. (1997), Dijete, odgajatelj i slikovnica: akcijsko istraživanje. Zagreb: Alinea.</li> <li>4. Zalar, D. (2008), Slikovnica i dijete: kritička i metodička bilježnica. Zagreb: Golden marketing ? Tehnička knjiga.</li> <li>5. Visinko, K. (2000), Slikovnica u životu čovjeka, Osijek: Život i škola, god. 46, br. 4.</li> </ol>			
<b>1.10 Optional/additional reading</b>			
<ol style="list-style-type: none"> <li>1. Štrbac, M, ur. (2004) Izložba hrvatske ilustracije za djecu i mlade. Zagreb: ULUPUH.</li> <li>2. Hlevnjak, B, ur. (2005) Katalog hrvatskih ilustracija. Zagreb: ULUPUH.</li> <li>3. Jurčec Kos, K, ur. (2006) Prvi hrvatski biennale ilustracije. Zagreb: Galerija Klovićevi dvori.</li> <li>4. Kos-Paliska, V.: Likovni govor slikovnice, u: Javor, R, ur. (1997) Dječja knjiga u Hrvatskoj danas: teme i problemi. Zagreb: Knjižnice grada Zagreba.</li> </ol>			

5. Hrčak, Glasilo Hrvatskog čitateljskog društva, br. 43-45, prosinac 2011., odabrani članci o slikovnici, urednica: Ana Sudarević. Zagreb (2011)

GENERAL INFORMATION		
<b>Course title</b>	<b>Kinesiological methodics in integrated curriculum 1</b>	
<b>Program</b>	<b>University Undergraduate Study of Early and Preschool Education</b>	
<b>Status</b>	<b>Compulsory</b>	
<b>Year/semester</b>	<b>2./IV.</b>	
<b>Credits and teaching</b>	<b>ECTS credits</b>	<b>4</b>
	<b>Hours (L+E+S)</b>	<b>2+2+0</b>

1. COURSE DESCRIPTION
<b><i>1.1 Course objectives</i></b>
<ul style="list-style-type: none"> <li>- to develop critical and creative relationship towards kinesiology and towards educational field of Physical education</li> <li>- to develop the ability of analysing and synthetizing the applications of kinesiological operators in children of preschool age</li> <li>- to develop interest and sensitivity towards engaged and creative expression through movement in all organizational methods of work with young children</li> </ul>
<b><i>1.2 Course enrolment requirements</i></b>
Successful completion of Kinesiology course.
<b><i>1.3 Correspondence and correlation with the program</i></b>
Course program is correspondent to and correlates with the Kinesiology, Developmental psychology, Education of children with special needs, Integrated curriculum of early and preschool education.
<b><i>1.4 Expected course learning outcomes (development of general and specific competencies, knowledge and skills)</i></b>
Kinesiological methodics contributes to the development of students' sensitivity towards professionalism, to the independent performance of all programs with the application of contemporary methods of work in the field of kinesiology.
<b><i>1.5 Course content</i></b>
Introduction to kinesiological methodics. Fundamental concepts, definitions and their explanation (kinesiological methodics, kinesiology and other kinesiological aspects, exercising, physical exercise). Areas of activity: education, sports, sports recreation, kinesiotherapy). Aims and objectives of kinesiological methodics. The relationship between methodics and other sciences. General biological,



psychological and social characteristics of preschool-aged children. The influence of physical exercise on morphological characteristics, motor and functional abilities. Means of kinesiology (physical exercise, physical activities). The classification of means and their influence on the development of anthropological characteristics. The characteristics of physical movement in children. The classification of aims in relation to motor knowledge. Practical performance of motor tasks. The production of preparatory exercises.

### **1.6 Student's obligations**

Regular attendance, active participation, continuous assessment and regular consultations.

### **1.7 Evaluation and assessment**

Class attendance	0.8	Practical work	1
Class participation		Workshop	1
Continuous assessment	1.2		

### **1.8 Assessment and evaluation of student's work during the classes and on final exam**

Students' work will be evaluated and assessed during the semester and in the final exam. Total number of points student can achieve during the semester is 70 (to assess the activities listed in the table), while in the final exam student can achieve 30 points.

### **1.9 Assigned reading**

1. Findak, V., Šnajder, V.: (1986) Tjelesne aktivnosti djece i učenika na zimovanju, Školske novine, Zagreb.
2. Findak, V.: (1992) Metodički organizacijski oblici rada u edukaciji, sportu i sportskoj rekreaciji, Hrvatski savez za sportsku rekreaciju, Montorex, Zagreb.
3. Findak, V.: (1997) Programiranje u tjelesnoj i zdravstvenoj kulturi, Školske novine, Zagreb.
4. Findak, V., Delija, K.: (2001) Tjelesna i zdravstvena kultura u predškolskom odgoju, Edip, Zagreb.
5. Mraković, M.: (1992) Uvod u sistematsku kineziologiju, Fakultet za fizičku kulturu, Zagreb.
6. Pejčić, A.: (1990) Općepripremljene vježbe za najmlađe, Pedagoški fakultete u Rijeci, Rijeka.
7. Pejčić, A., Berlot, S.: (1996) Sadržaji tjelesne i zdravstvene kulture za prva četiri razreda osnovne škole, Sveučilište u Rijeci, Rijeka.
8. Pejčić, A.: (2001) Zdrav duh u zdravu tijelu, Sveučilište u Rijeci, Rijeka.
9. Pejčić, A.: (2002) Igre za male i velike, Sveučilišna knjižnica Rijeka, Rijeka.

### **1.10 Optional/additional reading**

1. Zbornik radova, (2002) Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije,
2. Ljetna škola kineziologa RH, Rovinj. 2. Zbornik radova, (2003) Metode rada u području edukacije, sporta i sportske rekreacije,
3. Ljetna škola kineziologa RH, Rovinj. 3. Zbornik radova, (2004) Vrednovanje u području edukacije, sporta i sportske rekreacije,
4. Ljetna škola kineziologa RH, Rovinj.

<b>Course title</b>	<b>Kinesiological methodics in integrated curriculum 2</b>		
<b>Program</b>	<b>University Undergraduate Study of Early and Preschool Education</b>		
<b>Status</b>	<b>Compulsory</b>		
<b>Year/semester</b>	<b>3./V.</b>		
<b>Credits and teaching</b>	<b>ECTS credits</b>	<b>4</b>	
	<b>Hours (L+E+S)</b>	<b>2+2+0</b>	

## 1. COURSE DESCRIPTION

### *1.1 Course objectives*

### *1.2 Course enrolment requirements*

Kinesiological methodics in integrated curriculum 1.

### *1.3 Correspondence and correlation with the program*

Course program is correspondent to and correlates with the

### *1.4 Expected course learning outcomes (development of general and specific competencies, knowledge and skills)*

It is expected that a student will be able to: differentiate fundamental concepts and the structure of kinesiology and kinesiological methodics; develop the competence for managing all fundamental organizational forms of work in the field of PE; analyse compare and apply the results obtained through measuring of anthropological characteristics of preschool-aged children. General competences will be developed as a prerequisite for developing specific competences. General competences will be developed through various learning methods, discussion, oral presentations, demonstrations and practical performance of motor tasks.

### *1.5 Course content*

The selection and the ability of application of kinesiological content for particular activities (preparatory exercises, biotic motor knowledge, elementary games, relay and team games, elements of sports games, dance structures). Methodological and organizational ways of work (frontal, group, individual) and methods in the field of PE. Familiarization with the demands of personal hygiene, hygienic equipment and the space for physical activity. Practical preparation for the conduction of kinesiological activities. The making of program based on the level of anthropological characteristics of a child.

Practical conduction of activities from the field of kinesiological methodics.

### *1.6 Student's obligations*

**Regular attendance, participation, continuous assessment, final exam.**

### *1.7 Evaluation and assessment*

Class attendance	0.8	Practical work	1
Class participation		Written exam	0.5
Continuous assessment	1.2	Oral exam	0.5

### ***1.8 Assessment and evaluation of student's work during the classes and on final exam***

Students' work will be evaluated and assessed during the semester and in the final exam. Total number of points student can achieve during the semester is 70 (to assess the activities listed in the table), while in the final exam student can achieve 30 points.

### ***1.9 Assigned reading***

1. Findak, V., Šnajder, V.: (1986) Tjelesne aktivnosti djece i učenika na zimovanju, Školske novine, Zagreb.
2. Findak, V.: (1992) Metodički organizacijski oblici rada u edukaciji, sportu i sportskoj rekreaciji, Hrvatski savez za sportsku rekreaciju, Montorex, Zagreb.
3. Findak, V.: (1997) Programiranje u tjelesnoj i zdravstvenoj kulturi, Školske novine, Zagreb.
4. Findak, V., Delija, K.: (2001) Tjelesna i zdravstvena kultura u predškolskom odgoju, Edip, Zagreb.
5. Mraković, M.: (1992) Uvod u sistematsku kineziologiju, Fakultet za fizičku kulturu, Zagreb.
6. Pejčić, A.: (1990) Općeprilježbe vježbe za najmlađe, Pedagoški fakultete u Rijeci, Rijeka.
7. Pejčić, A., Berlot, S.: (1996) Sadržaji tjelesne i zdravstvene kulture za prva četiri razreda osnovne škole, Sveučilište u Rijeci, Rijeka.
8. Pejčić, A.: (2001) Zdrav duh u zdravu tijelu, Sveučilište u Rijeci, Rijeka.
9. Pejčić, A.: (2002) Igre za male i velike, Sveučilišna knjižnica Rijeka, Rijeka

### ***1.10 Optional/additional reading***

1. Zbornik radova, (2002) Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije, 11. Ljetna škola kineziologa RH, Rovinj.
2. Zbornik radova, (2003) Metode rada u području edukacije, sporta i sportske rekreacije, 12. Ljetna škola kineziologa RH, Rovinj.
3. Zbornik radova, (2004) Vrednovanje u području edukacije, sporta i sportske rekreacije, 13. Ljetna škola kineziologa RH, Rovinj.

<b>GENERAL INFORMATION</b>		
<b>Course title</b>	<b>Integrated curriculum of early and preschool education</b>	
<b>Program</b>	<b>University Undergraduate Study of Early and Preschool Education</b>	
<b>Status</b>	<b>Compulsory</b>	
<b>Year/semester</b>	<b>3./VI.</b>	
<b>Credits and teaching</b>	<b>ECTS credits</b>	<b>6</b>
	<b>Hours (L+E+S)</b>	<b>2+1+2</b>

## **1. COURSE DESCRIPTION**

### ***1.1 Course objectives***

Student training for the integrated methodological approach towards children's development and learning that is based on natural curiosity and active exploratory and creative relationship between a child and the world that surrounds him.

The understanding of the integrated curriculum of early and preschool education as a comprehensive and open system that can be and should be changed in accordance with child's nature, the existing contextual conditions for the realization of out-of-family programs, technical achievements and cooperative professional resources.

### ***1.2 Course enrolment requirements***

No requirements.

### ***1.3 Correspondence and correlation with the program***

Course program is correspondent to and correlates with the content of all courses in the program.

### ***1.4 Expected course learning outcomes (development of general and specific competencies, knowledge and skills)***

- to resolve and interpret a project as a model of comprehensive integrated learning
- differentiate various preschool educator's roles in children's activities and projects
- to make and present a kindergarten's project (the organization of the space and the material) which is in accordance with children's nature and a process-oriented architecture
- to demonstrate knowledge on effective strategies in the encouraging of developmental reaches of a child in the early childhood
- to construct an educational context as a stimulative and developmental, tailored to all children and each child and in relation to their abilities, possibilities, needs and interests and on that basis actualize integrated educational practice
- to present knowledge in the observation and estimation of child's activities and possibilities as a prerequisite for the construction of an integrated curriculum and in terms of responding to his developmental and educational needs
- to develop, implement and evaluate an integrated curriculum in the totality of all developmental areas by using activities and materials in accordance with the contemporary developmental theories which explain child's development

### ***1.5 Course content***

1. The work of children and educators on joint planning and the conduction of a project as a model of comprehensive integrated learning, cooperative learning; then inclusion of parents and the local community; co-construction of the curriculum
2. Various roles of preschool educators in educational activities (the observer, the participant, the helper, the initiator, the instigator, the explorer, the moderator, the leader, the documenter etc.)
3. Parents as the resources of knowledge in the educational process
4. Pedagogical documentation and the preschool educator
5. Curricular approach in the selection of and methodological shaping of the content, the realization and the assessment
6. The role of documentation in the encouraging of cooperative learning (documenting the learning process in children and educators)

<ol style="list-style-type: none"> <li>7. The role of the preschool educator in the creation, observation, encouraging and the assessment of child's experiential learning (through manipulation, exploration experimentation, expression and revision and upgrading children's experiences)</li> <li>8. mixed educational groups and cooperative learning</li> <li>9. Parents and preschool educators – partners in the development and the assessment of the curriculum</li> <li>10. Process-oriented architecture</li> <li>11. 'Projecting' the project (as curricular form) as the way of exploring child's learning in the support of the natural, inborn curiosity for the exploration and creation of the lifelong learning basis</li> </ol>			
<b>1.6 Student's obligations</b>			
Regular attendance, and active participation in the realization of the practicum.			
<b>1.7 Evaluation and assessment</b>			
Class attendance	1.4	Documenting the project	1
Class participation	0.2	Written exam	0.8
Continuous assessment	0.6	Oral exam	1
Project	1		
<b>1.8 Assessment and evaluation of student's work during the classes and on final exam</b>			
Students' work will be evaluated and assessed during the semester and in the final exam. Total number of points student can achieve during the semester is 70 (to assess the activities listed in the table), while in the final exam student can achieve 30 points.			
<b>1.9 Assigned reading</b>			
<ol style="list-style-type: none"> <li>1. Miljak,A. (2009), Integracijski pristup u ranom odgoju i obrazovanju na konceptualnoj i/ili djelatnoj razini. Zbornik radova: Integracijski pristup kao načelo u radu s djecom predškolske dobi. Str.11-21.</li> <li>2. Miljak, A. (2007), Teorijski okvir sukonstrukcije kurikuluma ranog odgoja. U: Previšić, V (ur.), Kurikulum: teorije-metodologija-sadržaj-struktura. Zagreb, Školska knjiga.str.205-249</li> <li>3. Slunjski, E. (2006), Stvaranje predškolskog kurikuluma u vrtiću_organizaciji koja uči. Zagreb: Mali profesor. Čakovec: Visoka učiteljska škola.</li> <li>4. Tematski broj: Mješovite odgojne skupine, Dijete, vrtić, obitelj br. 43/2006.</li> </ol>			
<b>1.10 Optional/additional reading</b>			
<ol style="list-style-type: none"> <li>1. Šagud, M., Kermeci,M. (2009), Integriranje pedagoške teorije u kompleksno područje prakse. U: Vujičić, L., Duh,M. Interdisciplinarni pristup učenju- put ka kvalitetnijem obrazovanju djeteta. Str. 235-245. Slunjski,E., Malašić, A. (2009), Integrirano učenje djece i dokumentiranje njihovih aktivnosti u vrtiću. U: Vujičić, L., Duh,M. Interdisciplinarni pristup učenju- put ka kvalitetnijem obrazovanju djeteta. Str.223-235.</li> <li>2. Hajdin,Lj. (2009), Od strogo vođenih do samoorganizirajućih aktivnosti djece u dječjim vrtićima. U: Vujičić, L., Duh,M. Interdisciplinarni pristup učenju- put ka kvalitetnijem obrazovanju djeteta. Str.111-123.</li> <li>3. Duh, M. (2009). Likovno-oblikovne strategije predškolske djece. U: Vujičić, L., Duh,M. Interdisciplinarni pristup učenju- put ka kvalitetnijem obrazovanju djeteta.str.85-99</li> </ol>			

