



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION OF THE STUDY PROGRAMME			
1.1. Name of the study programme	Graduate University Study in Geography; course: Education		
1.2. Provider(s) of the study programme	Faculty of Science		
1.3. Type of study programme	Vocational study programme <input type="checkbox"/>	University study programme X <input checked="" type="checkbox"/>	
1.4. Level of study programme	Undergraduate <input type="checkbox"/>	Graduate X <input checked="" type="checkbox"/>	Integrated <input type="checkbox"/> Postgraduate specialist <input type="checkbox"/>
1.5. Manner of implementation of the study programme	Classical X <input checked="" type="checkbox"/>	Mixed (Classical + online) <input type="checkbox"/>	Online in entirety <input type="checkbox"/>
1.6. Academic/vocational title earned at completion of study	The bearer of this qualification is authorised to use the legally protected academic title of Master of Education in Geography (Mag. Educ. Geogr.).		

2. INTRODUCTION	
2.1. Reasons for starting the study programme	<p>On the basis of official approval granted in 2005, the Dept. of Geography of the Faculty of Science of the University of Zagreb has been conducting a Graduate Research Study Programme in Geography since the 2008/2009 academic year. By way of the process of self-evaluation of teaching and on the basis of procedures stemming from the quality management system at the University of Zagreb (university student surveys, evaluation of study as a whole, questionnaires on study completion), the need has been identified for changes and augmentation of the study programme, particularly in the domain of attaining pedagogical-psychological-didactical-methodological competence, which has also been prompted by changes in the domain of attaining competence in the basic sciences. The changes have been made with the approval of the Faculty Council, the Quality Management Board and the Senate of the University of Zagreb.</p> <p>Introduction of the Graduate Educator University Study programme stems from the needs of the Croatian education system. As compulsory subjects from the 5th to the 8th grades in primary school, a compulsory subject in the secondary school programme from the 1st to the 4th grade, and a mandatory subject in vocational schools, Geography occupies an important place in the education of pupils. Moreover, Geography belongs to the group of <i>national</i> subjects because its educative objectives promote the basic values referred to in the National General Curriculum: the dignity of human beings, freedom, justice, patriotism, social equality, solidarity, the dialogue of tolerance, labour, honesty, peace and health, conservation of Nature and the human environment and other democratic values. Geography opens up new possibilities for development of Croatian national, cultural, and spiritual identity within the complex globalisation process. In this period of the more emphasised integration of Europe, Geography points simultaneously to the importance of multi-culturalism, tolerance and to the European dimensions of Croatian society. Geography has particular importance in the promotion of the values to which the National General Curriculum pays particular attention, and those are knowledge, solidarity, accountability and identity. By the structure of the teaching programme, the objectives and outcomes of teaching and learning Geography contribute to the development of all eight basic competences (communication in the mother tongue, communication in foreign languages, mathematical</p>



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	<p>competence in natural history and technology, digital competence, learning how to learn, social and civil competence, initiative and enterprise and, particularly, the development of cultural awareness and expression) and all inter-subject themes.</p> <p>The tradition of the representation of Geography in the school system reaches back to the very beginning of modern Croatian education. With the establishment of the Chair of Geography at the Faculty of Philosophy in Zagreb in 1883, the systematic training of Geography teachers began. The Dept. of Geography of the Faculty of Science, University of Zagreb, has been continuing that tradition right up until the present day.</p>
<p>2.2. Assessment of the study programme's usefulness relative to the demand in the labour market in the public and private sectors</p>	<p>According to the results of scientific research of human potential in the teaching of Geography in elementary and secondary schools in the Republic of Croatia, along with research into demographic development at the level of individual enrolment fields, the labour market in the public and the private sector have an annual need for some twenty to thirty Master of Education in Geography.</p>
<p>2.3. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions.</p>	<p>The proposed programme has been coordinated with the Development Strategy of the University of Zagreb (the ISKORAK 2001 initiative), the Research Strategy of the University of Zagreb 2008-2113, the Act on Higher Education of the University of Zagreb 2008-2013, the Bologna Declaration, the Strategic Development Plan of the Faculty of Science of 2008 and other documents connected with science and higher education. The proposed study programme has been coordinated with the Network of Higher Education Institutions and the study programme in the Republic of Croatia (the NVVO).</p>
<p>2.4. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries (name two programmes at most, of which one is from an EU country, and compare it with the proposed programme (provide internet addresses of the programmes)</p>	<p>In structure and competences on completion of the proposed Study Programme, it is partly comparable with the following programmes:</p> <ul style="list-style-type: none"> - the Graduate University Study in Geography (course education) – two subjects, University of Zadar, Dept of Geography, http://www.unizd.hr/Portals/6/DokumentiOdjela/Diplomski_dpd_14-15.pdf - One subject graduate university study of Applied Geography, University of Zadar, Dept of Geography, http://www.unizd.hr/Portals/6/DokumentiOdjela/Diplomski_jpd_14-15.pdf - the Second Level of the Master of Pedagogy Two-subject Study Programme in Geography, University of Ljubljana, Faculty of Philosophy, Dept. of Geography, http://geo.ff.uni-lj.si/sites/default/files/ge2_dvo-ped_2015-2016.pdf
<p>2.5. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)</p>	<p>The proposed programme enables the mobility of students during study with the recommendation and supervision of coordinators and application of the ECTS grading scale.</p> <p>It should be emphasised that even up until now the Faculty of Science has stimulated and facilitated the mobility of students. In 1992, the Faculty of Science achieved <i>de facto</i> equalisation of the graduate level in the former undergraduate study with the Master's level (MSc) in study programmes at various European and non-European countries. On the basis of its own experience (1988), the Faculty of Science accepted the role in 1999 of a pilot-project institution for the university project introducing ECTS grades, and introduced the ECTS grading scale in all its</p>



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departments. The Faculty of Science was among the first faculties to introduce the Supplemental Diploma (1998) and Appendix according to ERASMUS.

In accordance with that, it has achieved mobility in its Geography programmes to date, primarily of non-Croatian students and lecturers. In the entire Faculty of Science, the Dept. of Geography leads the way in the mobility of its students going abroad and students coming from abroad. As part of the ERASMUS and CEEPUS projects, an average of some ten students come to the Department, while some fifteen students from the Department of Geography leave for other universities at the same time.

We encourage the mobility of students and lecturers from higher education institutions, with which institutional co-operation already exists:

- the Dept. of Geography, University of Zadar
- the Dept. of Geography of the Faculty of Philosophy, University of Ljubljana
- the Faculty of Philosophy, University of Maribor
- the Faculty of Science and Educational Sciences, University of Mostar (Bosnia-Herzegovina)
- Eotvos Lorand University, Budapest (Hungary)
- the Institute of Karst Research, Postojna (Slovenia)
- the Technical University of Dortmund, Faculty of Regional and Spatial Planning (Germany)
- the Leibniz Institute of Geography, Leipzig (Germany)
- the Institute of Geography of the Faculty of Science in Potsdam (Germany)
- the University of Natural Resources, Vienna (Austria)
- the Institute of Geography and Spatial Planning, St Gallen University (Switzerland)
- the Environmental Centre, Lancaster University (UK)
- the Countryside and Community Research Unit, University of Gloucestershire (UK)
- the Physical Geography Laboratory and the Environmental Centre, Blaise Pascal University and Limoges University (France)
- the Institute of Geography, Bulgarian Academy of Science, Sofia (Bulgaria)

The Dept. of Geography has also successfully implemented the mobility of its lecturers and associates with the aim of research and continuous advanced learning, and the exchange of experience in the preparation of new projects. At least two university lecturers from abroad take part in teaching at the Dept. of Geography every year.

The vertical mobility of students is achieved through the openness of Graduate Study to students from other departments of the Faculty of Science, other faculties within the University of Zagreb and from other universities in



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	Croatia and from abroad. In relation to the number of students who continue their studies at the graduate level, and who have finished study at a preceding level at some other faculty, the Dept. of Geography is the leading department at the Faculty of Science. We expect a further increase in the vertical mobility of students with the newly proposed manner of enrolment in graduate study.
2.6. Relationship with the local community (economy, entrepreneurship, civil society, etc.)	Geography Teaching Practice is implemented at the Mladost Elementary School, the Fran Galović Elementary School, the Ljubljanska Elementary School, the Jabukovac Zagreb Elementary School, the Tin Ujević Elementary School, the 1 st Grammar School, the 4 th Grammar School and the 11 th Grammar School – all exercise schools. In that way, the Graduate University Study of Geography in Education is linked with the economy and the local community.
2.7. Compatibility with requirements of professional organizations	The proposed Graduate Study Programme is coordinated with the Statute of the Croatian Geographical Society – the umbrella professional organisation of geographers in Croatia.
2.8. Name possible partners outside the higher education system that expressed interest in the study programme	Elementary school and secondary school institutions outside the system of higher education for the Graduate University Study in Geography in Education have distinguished themselves. They are the Agency of Education, the National Centre for External Evaluation of Education, and the Agency for Vocational Education and Adult Education.
2.9. Other (as the proposer wishes to add)	

3. GENERAL INFORMATION	
3.1. Scientific/artistic area of the study programme	Interdisciplinary areas of science, the field of Geography
3.2. Duration of the study programme (is there an option of distance learning, part-time studying, etc.)	The study period lasts two years (4 semesters), there are no possibilities for distance learning and part-time study, although a demand exists on the labour market for part-time study.
3.3. The minimum number of ECTS required for completion of study	120 ECTS scale grades
3.4. Enrolment requirements and admission procedure	Candidates who have completed Undergraduate Study of Geography may apply for competitive enrolment in the Graduate University Study of Geography – Education. Candidates are rank-listed according to the average grade of all the examinations passed calculated up to the third decimal point.
3.5. Learning outcomes of the study programme (name 15-30 learning outcomes)	<p>Professional knowledge, skills and abilities:</p> <p><u>Knowledge and understanding of:</u></p> <ul style="list-style-type: none"> Principal theories and teaching methodology of geography Fundamental methodology in education-related research. Theory of pedagogy and didactics. Sociology and psychology in education. Elements needed for class preparation, conduction, evaluation and administration in school education.



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	<p>Legislation in the field of education. Regional geography of Europe and the world.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography The ability to interpret and discuss actual geography-related problems and processes. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The ability to evaluate pupils achievements and grade them. Geography curriculum and teaching practice evaluation. The skills needed for evaluation, interpretation and synthesis of relevant information. Teaching skills in various teaching forms, methods, techniques and strategies.</p> <p>Practical abilities and skills: Modern technology assisted spatial orientation and other skills needed in fieldwork class. Skills related to the preparation, performance and evaluation of fieldwork class. Recognition and utilization of geographic information. Skills related to the usage of education materials and apparatus. Applying methodology in education-related research.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education. Class management.</p>
<p>3.6. Employment possibilities (list of potential employers) and opinion of three organizations associated with the labour market on the adequacy of anticipated learning outcomes</p>	<p>The Provider of the qualifications is trained for work in education in Geography in primary and secondary schools, and in the general assignments in education in public service.</p>



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(attach)	
3.7. Possibilities of continuing studies at a higher level	After completion of the Graduate Study of Geography – Education, students may enrol in the Postgraduate Doctoral Study of “The Geographical Foundations of Spatial Planning and Design” that represents a continuity of the Graduate Study established as far back as in 1960/1961, which has been expanded, augmented with new subjects and innovated since then. The Postgraduate Doctoral Study of “The Geographical Foundations of Spatial Planning and Design” lasts for three years, and the academic level attained on its completion is Doctor of Science (DSc). Students may also enrol in doctoral study at some other universities and in some other doctoral study programmes in Croatia and abroad.
3.8. If submitting proposals for graduate studies, name undergraduate studies of the proposer or other institutions that qualify for admission to the proposed graduate study	The undergraduate university study in Geography; course: research. Provider: Faculty of Science of the University of Zagreb. The undergraduate university study of Applied Geography; course: research. Provider the Dept. of Geography, University of Zadar.

4. DESCRIPTION OF THE STUDY PROGRAMME	
4.1. List of mandatory and elective courses and/or modules with class hours and ECTS credits (appendix: Table 1)	
4.2. Description of each course (appendix: Table 2)	
4.3. Structure of the study (number of semesters, trimesters, class size for lectures, seminars, exercises)	Number of semesters: 4 Size of lecture groups: 25 students Size of groups for exercises/seminars: 25 students
4.4. Requirements for enrolment in successive semesters or trimesters	In keeping with the Regulations on Study at the Faculty of Science and the Faculty of Philosophy of the University of Zagreb. For enrolment in all subjects in the following year it is necessary to have passed all the examinations in the previous year. If the student has failed to pass all the prescribed subjects from a particular study year, he/she may enrol once again in the failed subjects in the following year and his/her ECTS scale grades shall be calculated as being encumbered [with an outstanding obligation], which means that he/she can enrol in subjects from subsequent years of study (under the condition that he/she has passed the foregoing prescribed subjects), up until fulfilment of the total encumbrance of 35 ECTS scale grades at the most. The preconditions (the preceding subjects) for enrolment in individual subjects (the subsequent subjects) shall be noted ahead of the appertaining tables that contain the Lecture Schedule. In order to enrol in the subsequent subject according to the programme in the semester that immediately precedes it, it shall be necessary merely to attend lectures on the preceding subject, and to pass that subject prior to the subsequent one.
4.5. List of courses and/or modules that the student can take in other study programmes	Students of the Graduate Study of Geography – Education may choose electoral subjects from the list of Geographical



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	<p>Electoral Subjects in Integrated Undergraduate and Graduate Educator Study of Geography and History/History and Geography, subjects from Regional Geography and the geography of similar sciences from the list of Geographical Electoral Subjects in the Undergraduate Research Study of Geography (if they have not passed them during their undergraduate studies) as well as subjects from the list of pedagogical-psychological-methodological subjects in Integrated Undergraduate and Graduate Educator Study of Geography and History/History of Geography and Geography. Extra-curricular students may also enrol in other subjects at sectors of the University of Zagreb in agreement with the subject lecturer.</p> <p>Over the last three years, up to five students have been enrolling parallelly in Graduate University Study in Geography; course: education, and one of the specialisations in Graduate University Study in Geography; course: research (paying tuition fees in keeping with the decisions of the authorised Ministry and the University of Zagreb) and, under the same conditions, alumni who have completed study in one of the specialisations of Graduate University Study in Geography; course: research, have enrolled in the Graduate University Study in Geography; course: education as from the 2012/2013 academic year.</p>
<p>4.6. List of courses and/or modules offered in a foreign language as well (name which language)</p>	<p>No courses are offered in a foreign language.</p>
<p>4.7. Completion of study:</p>	
<p>a. Final requirement for completion of study</p>	<p>Final thesis <input type="checkbox"/> Diploma thesis X <input checked="" type="checkbox"/> Final exam <input type="checkbox"/> Diploma exam X <input checked="" type="checkbox"/></p>
<p>b. Requirements for final/diploma thesis or final/diploma/exam</p>	<p>All exams passed and all other obligations foreseen by the programme and a Diploma Thesis certified by the mentor/supervisor.</p>
<p>c. Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</p>	<p>The procedure commences with submission of the Graduate/Diploma Thesis theme of the student's own choice (on the appropriate form from the Student Office of the Dept. of Geography) as agreed with the lecturer – supervisor. The student shall be obliged to submit the Diploma Thesis theme to the Asst. Head Lecturer prior to the last sitting of the Dept. of Geography Council (the VGO) at the latest, in the semester prior to the one in which he/she shall be defending his/her Diploma Thesis. In agreement with the supervisor and in keeping with the general guidelines of the Dept. of Geography, the candidate shall commence work on the Diploma Thesis in an optimal scope of 50 pages. The main objective of the Diploma Thesis in the Graduate University Study of Geography shall be the application of the research approach in collecting, processing and interpreting information, by which the level of attained specialist competence of the student shall be demonstrated. On condition that the student has passed all the prescribed examinations and fulfilled all other mandated study obligations, at the approval of the supervisor and subsequent to two revisional perusals at the most of the student's Diploma Thesis, a spiralled bound copy of the student's Diploma Thesis shall be deposited at the Student Office of the Dept. of Geography by 5 working days at the latest prior to the meeting of the VGO at which a three-member committee shall be elected to assess the defence of the Diploma</p>



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Thesis. The Diploma Thesis Committee may request additional changes and approve the compilation of a final version of the thesis and set a date for its defence. The defence date shall be made public over at least one week. Prior to such defence, the student shall be obliged to deposit at least one final copy with the Student Office of the Dept. of Geography, and such version shall be in a hard copy and accompanied by a digital version, for the library archive. Defence of the thesis shall consist of a brief presentation of the paper, lasting no longer than 20 minutes, and oral responses to the question of the Committee's members, which shall relate to the paper, but could also encompass mandatory material from the overall study programme. The defence procedure shall last for 60 minutes at the most. The Committee shall separately assess the Diploma Thesis and the oral part of the examination and shall on that basis (but not necessarily by taking an arithmetic mean of those two grades) issue its final assessment of the Diploma Thesis. The supervisor shall enter the final grade in the student's Index/Graduation Book and in the ISVU [Information System of Higher Education].



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Table 1. List of required and elective courses and/or modules with class hours and ECTS credits

LIST OF REQUIRED COURSES									
Year of study: 1 st									
Semester: 1 st									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Teaching Methodology of Geography I	Z. Curić	4	0	0		7	Required	
	Methodology of Teaching Pupils with Special Needs	N. Hrvatić	2	2	0		4	Required	
	Fundamentals of Psychology of Education	T. Ljubin Golub	2	2	0		7	Required	
	Elective 1	<i>See Geography Elect. Subs. Table</i>					3	Required	
	Elective 2	<i>See Geography Elect. Subs. Table</i>					3	Required	
	Elective 3	<i>See Geography Elect. Subs. Table</i>					3	Required	
	Elective Pedagogical-Psychological-Methodological Subject 1	<i>See Ped.-Psy.-Met Elect. Subs. Table</i>					3	Required	

LIST OF GEOGRAPHICAL ELECTIVE COURSES									
Year of study: 1 st									
Semester: 1 st									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Geographic Aspect of Globalization	Z. Stiperski	2	1	0		3	Elective	
	Geography of Southeast Europe	D. Pejnović	3	0	0		3	Elective	
	Geography of East Asia	D. Njegač	2	1	0		3	Elective	
	Geography of Anglo-America	L. Šakaja	2	1	0		3	Elective	
	Geography of Latin America	S. Faivre	2	1	0		3	Elective	
	Geography of Australia and Oceania	A. Filipčić	2	1	0		3	Elective	
	Computer Use in Teaching Geography	D. Spevec, R. Vuk	1	0	2		3	Elective	
	Climate and Tourism	A. Filipčić	2	1	0		3	Elective	
	E school of Geography	S. Faivre	0	0	3		3	Elective	
	Introduction to Astronomy	K. Pavlovski	2	1	0		3	Elective	



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LIST OF REQUIRED COURSES									
Year of study: 1 st									
Semester: 2 nd									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Teaching Methodology of Geography II	R. Vuk	1	3	0		7	Required	
	Didactics	D. Tot	3	0	0		4	Required	
	Communication in Education	D. Miljković	2	2	0		5	Required	
	Elective 4	<i>See Geography Elect. Subs. Table</i>					3	Required	
	Elective 5	<i>See Geography Elect. Subs. Table</i>					3	Required	
	Elective 6	<i>See Geography Elect. Subs. Table</i>					3	Required	
	Fieldwork in geography IV (60 hours/year)	According to decision of Geography Department Council					5	Required	

LIST OF GEOGRAPHICAL ELECTIVE COURSES									
Year of study: 1 st									
Semester: 2 nd									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Mineralogy and Petrology	D. Kurtanjek	2	1	0		3	Elective	
	Regional Climatology	A. Filipčić	2	1	0		3	Elective	
	Mediterranean	B. Fuerst-Bjeliš	2	1	0		3	Elective	
	Urban systems of the world	D. Njegač	2	1	0		3	Elective	
	Geography of Russia	L. Šakaja	2	1	0		3	Elective	
	Geography of Asia	Z. Stiperski	2	1	0		3	Elective	
	Introduction to Japanese Studies	Z. Stiperski	2	1	0		3	Elective	
	Geography of Africa	R. Vuk	2	1	0		3	Elective	
	Geography of Less Developed Countries	V. Prelogović	2	1	0		3	Elective	



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LIST OF REQUIRED COURSES

LIST OF REQUIRED COURSES									
Year of study: 2 nd									
Semester: 3 rd									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Geography Teaching Practice (90 hrs/p.a.)	R. Vuk					8	Required	
	Methodology of Researching Education	S. Opić	2	0	0		4	Required	
	Pedagogy	V. Bilić	2	1	0		4	Required	
	Elective 7	<i>See Geography Elect. Subs. Table</i>					3	Required	
	Elective 8	<i>See Geography Elect. Subs. Table</i>					3	Required	
	Elective Pedagogical-Psychological-Methodological Subject 2	<i>See Ped.-Psy.-Met Elect. Subs. Table</i>					3	Required	
	Diploma Seminar		0	0	4		5	Required	

LIST OF GEOGRAPHICAL ELECTIVE COURSES

LIST OF GEOGRAPHICAL ELECTIVE COURSES									
Year of study: 2 nd									
Semester: 3 rd									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Geographic Aspect of Globalization	Z. Stiperski	2	1	0		3	Elective	
	Geography of Southeast Europe	D. Pejnović	3	0	0		3	Elective	
	Geography of East Asia	D. Njegač	2	1	0		3	Elective	
	Geography of Anglo-America	L. Šakaja	2	1	0		3	Elective	
	Geography of Latin America	S. Faivre	2	1	0		3	Elective	
	Geography of Australia and Oceania	A. Filipčić	2	1	0		3	Elective	
	Computer Use in Teaching Geography	D. Spevec, R. Vuk	1	0	2		3	Elective	
	Climate and Tourism	A. Filipčić	2	1	0		3	Elective	
	E school of Geography	S. Faivre	0	0	3		3	Elective	
	Introduction to Astronomy	K. Pavlovski	2	1	0		3	Elective	



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LIST OF REQUIRED COURSES									
Year of study: 2 nd									
Semester: 4 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Sociology of Education	B. Baranović	2	0	0		4	Required	
	Elective Pedagogical-Psychological-Methodological Subject 3	<i>See Ped.-Psy.-Met Elect. Subs. Table</i>					3	Required	
	Master Thesis with defence*						23	Required	

* Lecturer at the students' choice. The Graduate/Diploma Seminar encompasses choice of mentor/supervisor, consultations with the supervisor on the theme of the Diploma Seminar, compilation of the Diploma Seminar concept and mandatory submission of the Diploma paper theme, after which the chosen supervisor shall confirm with his/her signature in the student's Index/Graduation Book that obligations have been fulfilled. For basic guidelines on the Diploma Exam see the Lecture Schedule and the Dept. of Geography Internet pages.

LIST OF PEDAGOGICAL, PSYCHOLOGICAL AND METHODICAL COURSES									
Year of study: 1 st and 2 nd									
Semester: 1 st and 3 rd									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	
	Prevention of Bullying and Hazardous Behaviour *	T. Ljubin Golub	1	1	0		3	Elective	
	Socially Unacceptable Behaviour	T. Ljubin Golub	1	1	0		3	Elective	
	Competition in Geography	R. Vuk	0	2	0		3	Elective	
	Violence against Children I*	V. Bilić	1	1	0		3	Elective	



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LIST OF PEDAGOGICAL, PSYCHOLOGICAL AND METHODOLOGICAL COURSES									
Year of study: 2 nd									
Semester: 4 th									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective	
	Teacher Education in Europe**	D. Miljković	1	1	0		3	Elective	
	Class-room Management	D. Miljković	2	2	0		4	Elective	
	Prevention of Bullying and Hazardous Behaviour *	T. Ljubin Golub	1	1	0		4	Elective	
	Violence against Children II*	V. Bilić	2	1	0		3	Elective	

*If the subjects are enrolled in for the Winter Semester, they may not be enrolled in for the Summer Semester.

**This is the subject does not perform in the 2014/2015 academic year



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Table 2. Course description

REQUIRED COURSES

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Curić	1.6. Year of the study programme	1 st
1.2. Name of the course	Teaching Methodology of Geography I	1.7. Credits (ECTS)	7
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60+0+0+0 (4+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	25
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Obtaining of competences for teaching geography in primary and secondary schools.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	The course contributes to: - development of teaching competences, thinking and logical inference - self-confidence in public presentations, development of skills on how to present professional and scientific contents - use of knowledge in solving the problems dealing with education - organization and realization of modern geography teaching in primary and secondary schools		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Having attended the course and passed the exam the students will be able to: - define the geography teaching methodology, understand and explain modern concept of school geography - obtain the purposes and tasks of teaching geography through learning results - define the teaching plan, programme and curriculum - distinguish all kinds of teaching material and aids and use them in teaching geography - distinguish teaching methods and aspects of work in teaching geography and use them in the teaching procedure - organize and realize teaching geography out of the classroom - define and distinguish the teaching principles and organize a teaching period - work out detailed curricula and write a preparation for a teaching period		



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	<ul style="list-style-type: none"> - define elements and criteria in evaluating pupils and use them in teaching geography - run instructional documentation and find the rules in the sphere of education 				
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introductory lecture. 2. Geography as a school subject. 3. Contemporary concept of school geography. 4. Aims and psychological prerequisites for geographical education. 5. General and detailed curricula for geography teaching. 6. Teaching means and equipment. 7. Multimedia in geography teaching. 8. Forms of work and cooperation in geography teaching. 9. Teaching methods. 10. Fieldwork and excursions in geography teaching. 11. Critical thinking in geography teaching. 12. Principles in geography teaching. 13. Organizing a school lecture. 14. Annual curriculum for geography teaching. 15. Work with gifted school-children. 16. Written preparation for performing a school lecture. 17. Examination and evaluation of pupils. 18. Performance, rhetoric and non-verbal behaviour of teachers. 19. Pedagogical documentation. 20. Collection of laws on school education in Croatia. 				
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>Class attendance, approach to preliminary, written and oral exams.</p>				
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the</p>	<p>Class attendance</p>	<p>1</p>	<p>Research</p>		<p>Practical training</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>
	<p>Essay</p>		<p>Seminar essay</p>		<p>(other)</p>
	<p>Tests</p>	<p>2</p>	<p>Oral exam</p>	<p>2</p>	<p>(other)</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

course)	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance, taking part in the discussion during the lecture, evaluation of the preliminary, written and oral exam results.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Vuk, R., Vranković, B., Orešić, D., 2015: <i>Geografija na državnoj maturi 2010. – 2012., Analize i preporuke</i> , Nacionalni centar za vanjsko vrednovanje obrazovanja, Zagreb.			10	Yes	
	Bežen, A., 2008: <i>Metodika – znanost o poučavanju nastavnog predmeta</i> , Učiteljski fakultet, Profil, Zagreb.			10	Yes	
	Curić, Z., 2000: <i>Suvremeni koncept školske geografije, zbornik radova 2. hrvatskoga geografskog kongresa</i> , Hrvatsko geografsko društvo, Zagreb, 53-60.			10	Yes	
	Matas, M., 1998: <i>Metodika nastave geografije</i> , drugo izdanje, Hrvatsko geografsko društvo, Zagreb.			10	Yes	
	Matijević, M., 2004: <i>Ocjenjivanje u osnovnoj školi</i> , TIPEX, Zagreb.			10	Yes	
	Zakonski propisi i pravilnici o odgoju i obrazovanju u Republici Hrvatskoj			-	Yes	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Curić, Z., 2001: <i>Multimedija u nastavi geografije, Metodika 2-3 (2001)</i>, vol. 2., Učiteljska akademija Sveučilišta u Zagrebu, Zagreb, 251-256.</p> <p>Curić, Z., Vuk, R., 2013: <i>Metodika geografije u sustavu odgoja i obrazovanja, Metodike u suvremenom odgojno-obrazovnom sustavu</i> (ur. Milanović, D., Bežen, A., Domović, V.), Akademija odgojno-obrazovnih znanosti, Zagreb, 165-196.</p> <p>Curić, Z., Vuk, R., Jakovčić, M., 2007: <i>Kurikulumi geografije za obvezno obrazovanje u 11 europskih država – komparativna analiza, Metodika 8 (15)</i>, 444-466.</p> <p><i>Kurikulum – teorije, metodologija, sadržaj, struktura</i> (ur. Previšić, V.), Školska knjiga, Zagreb, 2007.</p> <p>Vuk, R., Curić, Z., 2014: <i>Metodološka pitanja u istraživanjima nastavničkih kompetencija, Zbornik radova Trećeg kongresa geografa Bosne i Hercegovine</i>, Tuzla, 08. - 10. 10. 2012. (ur. Drešković, N.), Geografsko društvo u Federaciji Bosne i Hercegovine, 117-141.</p> <p>Vuk, R., Jakovčić, M., Curić, Z., 2011: <i>The role of the Croatian Geographical Society in the training and professional development of teachers of geography, In Curriculum making in geography: Edited conference proceedings of the International Geography Union Congress on Geography Education British Sub-committee 2011 Symposium</i>, held at Institute of Education, London, April 18-20 2011, C. P. Whewell, C. Brooks, G. Butt&A. Thurston (Eds), Institute of Education, University of London and International Geographical Union Commission on Geographical Education, London, 231-238.</p> <p>Vuk, R., Curić, Z., 2011: <i>Geografska imena u nastavi geografije u osnovnim i srednjim školama, Zbornik radova s Prvoga</i></p>					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p><i>nacionalnog znanstvenog savjetovanja o geografskim imenima</i> (Zadar, 23. – 24. listopada 2009.), 93-103., Sveučilište u Zadru i Hrvatsko geografsko društvo, Zadar.</p> <p>Relevant scientific and technical journals.</p>
2.13. Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- Self-evaluation of the teaching process: revision of the teaching purposes, modernization of the course contents , teaching strategies' use, evaluation of the learning results by the students' successfulness analysis (on the basis of their own documentation)- University and/or faculty students' questionnaires- Questionnaires after employment, i. e. after the first year of work (survey of employment possibilities after the study and progress in profession)- Attendance of the professional improvement seminars
2.14. Other (as the proposer wishes to add)	-



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Neven Hrvatić	1.6. Year of the study programme	1 st
1.2. Name of the course	Methodology of Teaching Pupils with Special Needs	1.7. Credits (ECTS)	4
1.3. Associate teachers	Marija Bartulović	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	25
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The aim of this course is to introduce students to contemporary theory of special education, inform students about effective ways of teaching children with various types of disabilities in regular educational institutions so that they can provide competent teaching, curriculum design and other educational activities for students with special needs.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities:</p> <p><u>Knowledge and understanding of:</u> Principal theories and teaching methodology of geography Basic knowledge in the field of special education. Fundamental methodology in education-related research. Elements needed for class preparation, conduction, evaluation and administration in school education. Legislation in the field of education.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The ability to evaluate pupil's achievements and grade them. The skills needed for evaluation, interpretation and synthesis of relevant information.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Teaching skills in various teaching forms, methods, techniques and strategies.</p> <p>Practical abilities and skills: Skills related to the usage of education materials and apparatus. Applying methodology in education-related research.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education. Class management.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Expected learning outcomes relate to the training of students that through independent and critical study of literature and discussions in seminars and field study to master the basic knowledge in the field of special pedagogy, foundation, basic conceptual definitions and direct educational activities for geography.</p> <ul style="list-style-type: none"> ○ The exercise of subject content should provide a comprehensive and systematic overview of methodological procedures with children of special needs in the teaching of geography, as well as their integration / inclusion, within the knowledge of some broader areas: <ul style="list-style-type: none"> - Individual similarities and differences in the development of children and youth (intravariability and intervariability), - Types of deviations in development and areas of disability, - Basic characteristics of children with developmental disabilities, behavioral disorders and gifted children, - The position and rights of children with special needs in the system of education in Croatia, - Pedagogical and methodological procedures in meeting the special needs of children and youth with mental, visual, auditory, physical and combined developmental difficulties and changes in personality conditioned organic and social-emotional factors. ○ Summarize basic knowledge and realize comprehensive and systematic insight into Special education, its foundation and terminology. ○ Effective and efficient to construct the educational context as an enabling and development, tailored to all students, in relation to their abilities, opportunities, needs and interests, and on this basis pursue integrative educational practice. ○ own design, implement and evaluate an integrated curriculum in the context of differentiated approach to students with special needs.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ul style="list-style-type: none"> o The judgment may critically relationship to the actual achievements of special pedagogy and integrative educational practice in teaching geography. o Develop the ability to create pedagogically meaningful activities that contribute to the integration of students with special needs. 																																	
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Special Pedagogy Basics: Methodology of teaching children with special needs 2. Individual similarities and differences in child development (intravariability, intervriability) 3. Educational integration 4. Structure of education of children with special needs 5. Models of educational integration 6. Teacher competences 7. Methodology of teaching children with mental disabilities 8. Methodology of teaching children with hearing and seeing Impairment 9. Methodology of teaching children with physical disability 10. Methodology of teaching children with learning disabilities 11. Exam: Methodology of teaching children with special needs in school 12. Methodology of teaching children with problem behaviour 13. Methodology of teaching talented children 14. Cooperation between teachers and parents of children with special needs 15. Textbooks for students with special needs 																																	
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work</p>	<p><input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>																															
<p>2.8. Student responsibilities</p>	<p>Regular attendance to courses, seminars and practical assignments, active participation in workshops and field work, access tests, written and oral exam.</p>																																	
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<table border="1"> <tr> <td>Class attendance</td> <td>1</td> </tr> <tr> <td>Experimental work</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> </tr> <tr> <td>Tests</td> <td>1</td> </tr> <tr> <td>Written exam</td> <td></td> </tr> </table>	Class attendance	1	Experimental work		Essay		Tests	1	Written exam		<table border="1"> <tr> <td>Research</td> <td></td> </tr> <tr> <td>Report</td> <td></td> </tr> <tr> <td>Seminar essay</td> <td>1</td> </tr> <tr> <td>Oral exam</td> <td>1</td> </tr> <tr> <td>Project</td> <td></td> </tr> </table>	Research		Report		Seminar essay	1	Oral exam	1	Project		<table border="1"> <tr> <td>Practical training</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> </table>	Practical training		(other)		(other)		(other)		(other)		
Class attendance	1																																	
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Practical training																																		
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(other)																																		
<p>2.10. Grading and evaluating student</p>	<p>Score on the final exam is determined on the basis of achievements in teaching, seminar paper, tests and the oral exams.</p>																																	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

work in class and at the final exam			
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Bouillet, D. (2010), <i>Izazovi integriranog odgoja i obrazovanja</i> . Školska knjiga, Zagreb.	10	Yes
	Hrvić, N. (2004), Udžbenici za učenike s posebnim potrebama, u: Halačev, S. (ur.), <i>Udžbenik i virtualno okruženje</i> , Zagreb, Školska knjiga.	10	Yes
	Igrić, L.J. (ur.), (2004): <i>Moje dijete u školi</i> . Zagreb: Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti i Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama "IDEM".	10	Yes
	Kostelnik, M., Onaga, E., Rohde, B., Whiren, A. (2004), <i>Djeca s posebnim potrebama</i> , Educa, Zagreb.	10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Greenspan, S. I., Wieder, S., 2003: <i>Dijete s posebnim potrebama</i>. Zagreb, Ostvarenje.</p> <p>Hrvić, N., 2008: Vseživljenjsko izobraževanje - izobraževanje oseb s posebnimi potrebami, <i>Trajnostni razvoj v šoli in vrtcu</i>, Maribor, Zavod Republike Slovenije za šolstvo 1(2):45-50.</p> <p>Jensen, E., 2004: <i>Različiti mozgovi, različiti učenici</i>, Zagreb, Educa.</p> <p>Kiš-Glavaš, I., Fulgosi-Masnjak, R., 2002.: <i>Do prihvaćanja zajedno</i>. Zagreb: Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama "IDEM".</p> <p>Mehring, A., 2003: <i>Mala specijalna pedagogija</i>, Zagreb, Educa.</p> <p>Zrilić, S., 2011: <i>Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole</i>, Zadar, Sveučilište u Zadru.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>After completion of the semester students evaluate (anonymously):</p> <ul style="list-style-type: none"> - course contents and coverage of literature, - mode of displaying and explaining the material to be adopted, - the time required for learning. <p>Teacher submits a report on his course every academic year.</p> <p>The report contains:</p> <ul style="list-style-type: none"> - analysis of attendance and student activity in the classroom, - review of course content and comparison with similar courses at other universities, - literature review - efficiency in course assignments (success of students on tests and exams) - possible changes in course content, method of construction and testing.. 		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Tajana Ljubin Golub	1.6. Year of the study programme	1 st
1.2. Name of the course	Fundamentals of Psychology of Education	1.7. Credits (ECTS)	7
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	25
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Students will gain knowledge of the major theories of learning and their application in teaching students. You will acquire the basic knowledge to understand the personality and motivation of students and their potential application in the school environment. You will gain knowledge of individual differences and personality traits are important for academic success and customized school behavior and will know that the skills teachers need to encourage these qualities. Develop the skills to apply this knowledge in working with students for the purpose of adaptation approaches individuality of students and the purpose of education students healthy personality.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	The ability of continuous modernization and improvement of their professional practice psychological insights on the promotion of a healthy personality. The ability to adapt practices to individual personality traits students. The ability of counseling parents about the incentive and preventive measures for the development of personality.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Understanding the basic psychological approach in explaining learning. The ability to apply learning approach to teaching students. The ability to identify and to differentiate the basic personality traits of students. Understanding the necessity of adjustment of individuality and special needs students, and basic knowledge of ways to customize hyperactive students, dyslexic students and gifted students. Understanding the effects of self-concept, self-esteem, self-efficacy, delay and anxiety in school behavior and academic performance of students. The ability to observe a variety of student motivation and knowledge about ways to encourage her. Understanding the role of stress for students and teachers in the school environment.		
2.5. Course content broken down in	Introduction to the Psychology of Education, subject and methods of this branch of psychology. Approaches to learning.		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

detail by weekly class schedule (syllabus)	Classical and instrumental conditioning and application in school. Cognitivist approach and implications for teaching. Socio-Cognitive approach to learning and implications for teaching. The role of intelligence in learning and behavior of students. Methods of teaching. Characteristics of Adolescents and adjustment to teaching. Characteristics of students with special needs and adjustments in teaching. Effect of basic personality dimensions and relevant personality traits (eg, disposal, anxiety, perfectionism) for student behavior and the implications for the role of teachers. Self-concept, self-esteem, self-efficacy and academic success. Motivational aspect of personality and influence on teachers' motivation. Pupils and teachers stress in the school environment.				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Regular attendance (lectures and seminars), preparation and presentation of seminar papers, preliminary exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	2	(other)
	Tests	2	Oral exam		(other)
	Written exam	2	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	The rating is formed on the basis of regularity of attendance, success in the independent preparation and presentation of a seminar paper, the success of the colloquia, and success in the final written exam.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2014). <i>Psihologija obrazovanja</i> . Zagreb: IEP-VERN'.			10	Yes
	Andrilović, V., Čudina-Obradović, M. (1996). <i>Psihologija učenja i nastave</i> . Zagreb: Školska knjiga (3-88).			10	Yes
	Larsen, R.J., Buss, D.M. (2008). <i>Psihologija ličnosti</i> . Jastrebarsko: Naklada Slap (selected chapters)			10	Yes



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.12. Optional literature (at the time of submission of study programme proposal)	Grgin, T. (1997). Edukacijska psihologija. Jastrebarsko: Naklada Slap. Fulgosi, A. (1997). Psihologija ličnosti: Teorije i istraživanja. Zagreb: Školska knjiga. Zarevski, P. (2007). Psihologija pamćenja i učenja. Jastrebarsko: Naklada Slap. Čudina-Obradović, M. (1991). Nadarenost: razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga. Pervin, L.A., Cervone, D., John, O.P. (2011). Psihologija ličnosti - teorije i istraživanja. Zagreb: Školska knjiga.
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality management system of the University of Zagreb, quality and efficiency are monitored self-esteem of teachers and interviewing participants, and statistical analysis of the performance of students on the basis of data Student office.
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ružica Vuk	1.6. Year of the study programme	1 st
1.2. Name of the course	Teaching Methodology of Geography II	1.7. Credits (ECTS)	7
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	15+45+0+0 (1+3+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	25
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Development of competencies for autonomous teaching geography in elementary and secondary schools including: <ul style="list-style-type: none"> - Knowledge and application of educational system laws and by-laws - Knowledge and understanding of the lesson plan, geography syllabus and subjects of the curriculum in all types of schools in Croatia - The ability of planning, programming, preparation, implementation and evaluation of teaching process - Preparation of production performance curriculum - Writing independently prepare of lessons in teaching geography - Formulation of aims and objectives of teaching geography - Selection and application of relevant teaching strategies, methods, techniques and procedures - The selection and implementation of effective forms of work - Preparation, implementation and evaluation of field work and excursions - Select and use appropriate learning resources, creating new teaching tools - Capability to modern educational technology including technology assisted spatial orientation - Selection and use of reliable databases and other information sources in the teaching geography - Development and application of multimedia in the teaching geography - Ability of self-administered educational documentation - Development and application of measurement instruments for evaluating student achievement - Self-evaluation of teaching - Evaluation of the curriculum (achievement of objectives) - Development of school curriculum 		
2.2. Course enrolment requirements and	Completed the subject Teaching Methodology of Geography I		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>entry competences required for the course</p>	
<p>2.3. Learning outcomes at the level of the programme to which the course contributes</p>	<p>Professional knowledge, abilities and skills: <u>Knowledge and understanding:</u> Principal theories and teaching methodology of geography Fundamental methodology in education-related research. Legislation in the field of education.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography The ability to interpret and discuss actual geography-related problems and processes. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The ability to evaluate pupils achievements and grade them. Geography curriculum and teaching practice evaluation. The skills needed for evaluation, interpretation and synthesis of relevant information. Teaching skills in various teaching forms, methods, techniques and strategies.</p> <p>Practical abilities and skills: Modern technology assisted spatial orientation and other skills needed in fieldwork class. Skills related to the preparation, performance and evaluation of fieldwork class. Recognition and utilization of geographic information. Skills related to the usage of education materials and apparatus. Applying methodology in education-related research.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education.</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Class management.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing and passing the course, students will know and be able to:</p> <ul style="list-style-type: none"> - Applying the laws and regulations in the particular teacher and school situations - Will be able to distinguish between the structure and content of the geography lesson plan and syllabus in different types of schools in Croatia - Independently plan, program, develop, implement and evaluate educational work (regular classes, extra classes, remedial classes, elective classes, extracurricular activities) - Performing independently prepare lesson plan and syllabus for all grades that play the geography classes in primary and secondary schools - Autonomous writing independently prepare for all teaching units - Formulate aims and objectives, learning outcomes and tasks for their check in teaching geography for selected teaching units - Select and apply relevant teaching strategies, methods, techniques and procedures - Select and implement of effective forms of work in geography teaching - Prepare, implement and evaluate the fieldwork class and excursion. - Select and use appropriate learning resources, create new teaching tools - Capability to modern educational technology including technology assisted spatial orientation - Find and select reliable databases and other information sources in the teaching geography - Develop and implement of multimedia content in the teaching geography - Capability of self-administered educational documentation - Apply the elements, forms, indicators and assessment criteria of student achievements - Develop and implement measurement instruments for evaluating student achievement - To provide a self-evaluation of the teaching process - Evaluate the curriculum (aims and objectives of teaching geography) at the end of training cycle - Participate in the development and implementation of school curriculum
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction lecture and seminar: objectives and structure of the course, students' responsibilities, literature, evaluating achievements 2. Law on Education in Primary and Secondary schools in Croatia, National Curriculum Framework, Manual for professional examination, The State Educational Standard, other regulations (on beginning and end of the course, the norm of direct educational work, the state graduation exam, monitoring and evaluation ...) 3. Plan and syllabus of geography in all types of schools in Croatia and curricular themes: education for citizenship (human legal, political, social, intercultural, economic and environmental dimensions); health, safety and environmental protection; personal and social development; learning to learn; entrepreneurship; use of ICT 4. Design lessons plan and syllabus of geography for all grades that play the geography classes in primary and secondary



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	schools 5. Writing prepare of lessons in teaching geography 6. Learning resources, education materials and apparatus 7. Developing of multimedia content in geography teaching 8. Strategies in the teaching of geography 9. Methods, procedures and techniques in the teaching of geography 10. Preparation and implementation of field work and other forms of teaching geography 11. Effective forms in the teaching of geography 12. Approach in teaching geography individualized and custom application 13. Measuring instruments for evaluating student achievement 14. Educational documentation and analysis of the teaching geography 15. The geography curriculum				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance to courses, seminars and practical assignments, active participation in workshops and field work, access tests, written and oral exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	2	(other)
	Tests	1,5	Oral exam	1	(other)
	Written exam	1,5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Score on the final exam is determined on the basis of achievements in teaching (10 %), seminar paper (20 %), tests (50 %) or written exams (50 %) and the oral exams (20 %).				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Matas, M., 1998: <i>Metodika nastave geografije</i> , drugo izdanje, Hrvatsko geografsko društvo, Zagreb.			10	Yes



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	Bežen, A., 2008: <i>Metodika - znanost o poučavanju nastavnog predmeta</i> , Profil, Zagreb.	10	Yes
	Vranković, B., Vuk, R., Šiljković, Ž., 2011: <i>Kvalitativna analiza ispita vanjskoga vrjednovanja obrazovnih postignuća učenika osmih razreda provedenih 2008. godine: geografija i integracija nastavnih sadržaja geografije i povijesti</i> , Nacionalni centar za vanjsko vrednovanje obrazovanja, Zagreb.	10	www.ncvvo.hr
	Curić, Z., Vuk, R., Jakovčić, M., 2007: Kurikulumi geografije za obvezno obrazovanje u 11 europskih država – komparativna analiza, <i>Metodika</i> 8 (15), 444-466.	10	Yes
	Vuk, R., Jakovčić, M., Curić, Z., 2011: The role of the Croatian Geographical Society in the training and professional development of teachers of geography, In <i>Curriculum making in geography: Edited conference proceedings of the International Geography Union Congress on Geography Education British Sub-committee 2011 Symposium</i> , held at Institute of Education, London, April 18-20 2011, C. P. Whewell, C. Brooks, G. Butt&A. Thurston (Eds), Institute of Education, University of London and International Geographical Union Commission on Geographical Education, London, 231-238.	10	Yes
	<i>Kurikulum – teorije, metodologija, sadržaj, struktura</i> , ur. Previšić, Školska knjiga, 2007.	10	Yes
	Mattes, W., 2007: <i>Nastavne metode</i> , Naklada Ljevak, Zagreb.	10	Yes
	Zakonski propisi i pravilnici o odgoju i obrazovanju u Republici Hrvatskoj		www.mzos.hr www.azoo.hr www.asoo.hr www.ncvvo.hr
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Curić, Z., Vuk, R., 2013: Metodika geografije u sustavu odgoja i obrazovanja, <i>Metodike u suvremenom odgojno-obrazovnom sustavu</i> (ur. Milanović, D., Bežen, A., Domović, V.), Akademija odgojno-obrazovnih znanosti, Zagreb, 165-196.</p> <p>Vuk, R., Curić, Z., 2014: Metodološka pitanja u istraživanjima nastavničkih kompetencija, <i>Zbornik radova Trećeg kongresa geografa Bosne i Hercegovine</i>, Tuzla, 08. - 10. 10. 2012. (ur. Drešković, N.), Geografsko društvo u Federaciji Bosne i Hercegovine, 117-141.</p> <p>Vuk, R., Vranković, B., Žitnik, Z., 2014: Odnosi uspjeha i strukture pristupnika državne mature iz geografije 2010. godine i upisanih studenata 2010. godine na studijske programe na Geografskom odsjeku PMF-a Sveučilišta u Zagrebu, <i>Zbornik radova Trećeg kongresa geografa Bosne i Hercegovine</i>, Tuzla, 08. - 10. 10. 2012. (ur. Drešković, N.), Geografsko društvo u Federaciji Bosne i Hercegovine, 225-255.</p> <p>Vuk, R., Vranković, B., Orešić, D., 2015: <i>Geografija na državnoj maturi 2010. – 2012., Analize i preporuke</i>, Nacionalni centar za vanjsko vrednovanje obrazovanja, Zagreb.</p> <p>Vuk, R., Vranković, B., Šiljković, Ž., 2012: Postignuća učenika iz geografije Hrvatske na ispitima vanjskoga vrednovanja i</p>		



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	<p>percepcije učenika o geografiji kao nastavnom predmetu u osnovnoj školi, <i>Hrvatski geografski glasnik</i> 74 (1), 213-229.</p> <p>Spevec, D., Vuk, R., 2012: Demografski resursi i potencijali te organizacija primarnog obrazovanja u Krapinsko-zagorskoj županiji, <i>Hrvatski geografski glasnik</i> 74 (1), 187-212.</p> <p>Vranković, B., Vuk, R., Šiljković, Ž., 2011: Vanjsko vrednovanje postignuća učenika osmih razreda iz domene <i>opća geografija</i>, <i>Hrvatski geografski glasnik</i> 73 (1), 271-289.</p> <p>Vuk, R., Vranković, B., 2009: Obrazovna postignuća učenika osmih razreda iz geografije u šk. god. 2007./2008. i stavovi profesora geografije o poučavanju geografskih vještina, <i>Metodika</i> 10 (19), 354-370.</p> <p>Vuk, R., 2009: Strategije učenja i poučavanja, <i>Geografski horizont</i> 55/1, 51-58.</p> <p>Cohen, L., Manion, L., Morrison, K., 2007: <i>Metode istraživanja u obrazovanju</i>, Naklada Slap, Jastrebarsko.</p> <p>Pastuović, N., 1999: <i>Edukologija</i>, Znamen, Zagreb.</p> <p>Terhart, E., 2001: <i>Metode poučavanja i učenja</i>, Educa, Zagreb.</p> <p>Grgin, T., 2001: <i>Školsko ocjenjivanje znanja</i>, Naklada Slap, Jastrebarsko.</p> <p>Matijević, M., 2004: <i>Ocjenjivanje u osnovnoj školi</i>, Tipex, Zagreb.</p> <p>Mattes, W., 2007: <i>Rutinski planirati – učinkovito poučavati</i>, Naklada Ljevak, Zagreb.</p> <p>Marzano, R. J., Pickering, D. J., Pollock, J. E., 2007: <i>Nastavne strategije</i>, Naklada Ljevak, Zagreb.</p> <p>Relevant scientific and technical journals.</p>
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none"> - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - questionnaire after exit of the University: evaluation of graduate education programme - interview with tutors in schools -training facility where students perform methodical practice
<p>2.14. Other (as the proposer wishes to add)</p>	



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1. GENERAL INFORMATION			
1.1. Course teacher	Daria Tot	1.6. Year of the study programme	1 st
1.2. Name of the course	Didactics	1.7. Credits (ECTS)	4
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	45+0+0+0 (3+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	25
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Enable students to explore educational needs, determination of educational objectives (student competencies) organization, implementation and evaluation of educational (teaching) process and student achievement. Acquire competence for independent and effective professional activity.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	After completing the program, students will be able to: <ul style="list-style-type: none"> - to think critically and develop the identity of the teaching profession - self-select strategies that best suit case, the subject and the needs of pupils - planned curriculum and extra-curricular activities - promote the integral development of pupils - respect and acceptance of diversity citizenship and democracy, and reflect their own value framework 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing and passing the course, students will know and be able to: <ul style="list-style-type: none"> - Applying the laws and regulations in the particular teacher and school situations - Will be able to distinguish between the structure and content of the geography lesson plan and syllabus in different types of schools in Croatia - Independently plan, program, develop, implement and evaluate educational work (regular classes, extra classes, remedial classes, elective classes, extracurricular activities) - Performing independently prepare lesson plan and syllabus for all grades that play the geography classes in primary and 		



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	<p>secondary schools</p> <ul style="list-style-type: none"> - Autonomous writing independently prepare for all teaching units - Formulate aims and objectives of teaching geography for all teaching units - Select and apply relevant teaching strategies, methods, techniques and procedures - Select and implement of effective forms of work in geography teaching - Prepare, implement and evaluate the fieldwork class and excursion. - Select and use appropriate learning resources, create new teaching tools - Capability to modern educational technology including technology assisted spatial orientation - Find and select reliable databases and other information sources in the teaching geography - Develop and implement of multimedia content in the teaching geography - Capability of self-administered educational documentation - Apply the elements, forms, indicators and assessment criteria of student achievements - Develop and implement measurement instruments for evaluating student achievement - To provide a self-evaluation of the teaching process - Evaluate the curriculum (aims and objectives of teaching geography) at the end of training cycle - Participate in the development and implementation of school curriculum
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Introduction to didactics: defining of the term; founders; tasks (2) The historical development of didactic thinking globally and in Croatia; Didactic; Didactics and other sciences (1) The basic didactic concepts: teaching, education, education, education, education, education process, socialization, education, informal education, self-education, learning, experiential learning (2) Analysis of the current (in) efficiency of education (especially of teaching and learning) and reflect the vision and requirements for quality education (conditions: psychological, pedagogical, organizational programming, methodological, sociological) (1)</p> <p>CURRICULUM</p> <p>The theory of the curriculum (historical approach; determination of the term; curricular plan; system theory and curriculum; theoretical concept of school as a starting point for curriculum; curriculum according to the level of preparation and application) Conceptions of curriculum: humanistic, functionalist, indoor, outdoor ... (2) The components of the curriculum:</p> <ul style="list-style-type: none"> - Identifying the educational needs - situational analysis; objectives (outcomes) curriculum - students' key competencies; (3) - The choice and arrangement of teaching content; (1) - Conditions for the implementation of the curriculum and organization of teaching - (teaching methods and strategies - informative) (1) - Evaluation of student achievement and curriculum; curriculum development; Flowchart of curriculum and the curriculum. (3)



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	<p>TEACHING - TEACHING AND LEARNING</p> <p>Teaching factors (student, teacher, teaching programs, educational technology ...) (1)</p> <p>Communication in the process of teaching and learning (2)</p> <p>Planning and programming; educational tasks (material, functional, educational); Didactic principles (2)</p> <p>Microstructural components (aspects) of teaching: material and technical, psychological, cognitive, methodical (teaching methods) (4)</p> <p>Macro components of teaching and learning: preparation and introduction, reception and processing of teaching content, repetition, practice, evaluation (monitoring, checking, evaluation) (4)</p> <p>Organisational forms of teaching (individual work, pair work, group work, frontal work) (4)</p> <p>Strategies for teaching and learning: learning strategies by detecting and resolving problems; strategies of interactive learning and project work; strategies integrative learning and teaching focused on action; strategy of cooperative forms of learning; strategies mentoring work; strategy teamwork (4)</p> <p>Preparing students and teachers for teaching and learning - the techniques, procedures; Media in Education (2)</p> <p>Alternative approaches to teaching; Successful classroom management and collaboration with parents (3)</p> <p>Evaluation of training-educational results; evaluation of their own work - self-evaluation (3)</p>						
2.6. Format of instruction:	<p><input checked="" type="checkbox"/> lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p><input type="checkbox"/> exercises</p> <p><input type="checkbox"/> on line in entirety</p> <p><input type="checkbox"/> partial e-learning</p> <p><input type="checkbox"/> field work</p>	<p><input checked="" type="checkbox"/> independent assignments</p> <p><input type="checkbox"/> multimedia and the internet</p> <p><input type="checkbox"/> laboratory</p> <p><input type="checkbox"/> work with mentor</p> <p><input type="checkbox"/> (other)</p>	2.7. Comments:				
2.8. Student responsibilities	Regular attendance to courses, seminars and practical assignments, active participation in workshops and field work, access tests, written and oral exam.						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training		
	Experimental work		Report		(other)	0,5	
	Essay		Seminar essay		(other)		
	Tests		Oral exam	1	(other)		
	Written exam	2	Project		(other)		
2.10. Grading and evaluating student work in class and at the final exam	Score on the final exam is determined on the basis of achievements in teaching (10%), seminar paper (20%), tests (50%) or written exams (50%) and the oral exams (20%).						
2.11. Required literature (available in the	Title			Number of	Availability via		



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library and via other media)		copies in the library	other media
	Cindrić, M., Miljković, D., Strugar, V. (2010). <i>Didaktika i kurikulum</i> . Zagreb: IEP-D2.	10	Yes
	Poljak, V. (1991). <i>Didaktika</i> . Zagreb: Školska knjiga.	10	Yes
	Tot, D. (2013). <i>Kultura samovrednovanja škole i učitelja</i> . Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.	10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Bognar, L. i Matijević, M. (2002). <i>Didaktika</i>. Zagreb: Školska knjiga.</p> <p>Dryden, G. i Vos, J. (2001). <i>Revolucija u učenju</i>. Zagreb: Educa.</p> <p>Meyer, H. (2002). <i>Didaktika razredne kvake</i>. Zagreb: Educa.</p> <p>Rijavec, M. i Miljković, D. (2010). <i>Pozitivna disciplina u razredu</i>. Zagreb: IEP-D2.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none"> - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - questionnaire after exit of the University: evaluation of graduate education programme - interview with tutors in schools -training facility where students perform methodical practice 		
2.14. Other (as the proposer wishes to add)			



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1. GENERAL INFORMATION			
1.1. Course teacher	Dubravka Miljković	1.6. Year of the study programme	1 st
1.2. Name of the course	Communication in Education	1.7. Credits (ECTS)	5
1.3. Associate teachers	Aleksandra Mindoljević Drakulić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	25
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - Acquire knowledge about the skills and art of communication, speaking, non-violent and effective communication - To develop interview skills, active listening, constructive discussion, keeping the oral presentation - with the application in teaching, communicating with colleagues, parents, students. listed in the expected outcomes 		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities Knowledge and understanding: Elements necessary for the preparation, execution, evaluation and administration of teaching geography in elementary and secondary schools. Appropriate regulations in the field of primary and secondary education.</p> <p>Cognitive, practical and generic skills and abilities: The ability to identify and respond to the individual needs of students / persons involved. Transfer of scientific educational content, preparation and presentation of appropriate educational content. The skills required for the evaluation, interpretation and synthesis of information and data. Self-teaching using various forms of teaching, teaching methods and teaching aids and instructional strategies. Effective communication with all stakeholders in the education system. Classroom management.</p>		
2.4. Learning outcomes expected at the	Achieving the goals of the subject:		



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<p>level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Apply knowledge of the arts and the art of communication, speaking, conflict resolution and effective communication - Apply the skills of conversation, active listening, constructive discussion, oral presentations keeping in communication with colleagues, parents, students - Know and apply the appropriate tools to communicate - To apply those skills in personal development in everyday life. 		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Types and forms of communication (as communication, motivation for communication, verbal and non-verbal, interpersonal, intrapersonal, mass, group) (1 +1)</p> <p>Communication in organizations - schools (Scheme communication, informal, formal, horizontal and vertical, intercultural communication, rumors as a way of communication, organizational climate, building relationships in the classroom) (1 +1)</p> <p>Arguably the presentation (on listeners / audience, first impression, congruency messages, jammers attention, nonverbal communication - mime and gestures, jitters in communication and its prevalence, the most common mistakes in public appearances and presenting, voice and tone, exercise for voice and pronunciation, visit renowned professionals working in electronic media) (2 +2)</p> <p>The speech (speech formation, introduction speech, the art of argumentation, ending the speech - peroratio, crescendo, climax, mind-mapping, responding to complaints and criticism); Myths about communication (2 +2)</p> <p>Tools of communication (active listening as a precondition for dialogue, paraphrasing, selective listening, communologue, Imago dialogue, establish contacts in class); Metacommunication (definition, gender differences metacommunication, metacommunication in psychology) (1 +1)</p> <p>Assertiveness (definitions, specific techniques of assertive behavior, causes (not) assertiveness, assertive vs. aggressive behavior); Me and You messages (definition, similarities and differences, examples and exercises from educational institutions, role playing using all the tools of communication) (2 +2)</p> <p>Conflict Communications (causes of conflict, man unconscious and psychic determinism in behavior, communication and experience, practice conflict resolution in communication using the tools of communication) (1 +1)</p> <p>Pathological types of communication (double bond, destructive mirroring group, a scapegoat in the classroom, silence, alexithymia / dysthymia, elaborate examples of school practice) (1 +1)</p> <p>Stress and Communication (definition, stages of stress, successful communication in education) (1 +1)</p> <p>Cooperation and mediation as a technique of nonviolent conflict resolution (1 +1)</p> <p>Giving and receiving praise and criticism in the classroom (1 +1)</p> <p>Personality good communicator (world view, the originality and authenticity, education, charisma) (1 +1)</p>		
<p>2.6. Format of instruction:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor 	<p>2.7. Comments:</p>



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	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> (other)		
2.8. Student responsibilities	Regular attendance to courses, seminars and practical assignments, active participation in workshops and field work, access tests, written and oral exam.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	2 (other)
	Tests		Oral exam	1 (other)
	Written exam	1	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Evaluated the activity of students in classes, seminars and workshops, quality and method of paper presentation, timeliness and quality in making individual assignments, achievements in written and oral exam.			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Miljković, D., Lugomer Armano, G., Arnautović, D. i sur., 2005: <i>Ovdje sam, slušam</i> . Zagreb: SUTEKS, pogl. III		10	Yes
	Reardon, K. K., 1998: <i>Interpersonalna komunikacija</i> . Zagreb: Alinea.		10	Yes
	Žižak, A., Vizek Vidović, V., Ajduković, M., 2012: <i>Interpersonalna komunikacija u profesionalnom kontekstu</i> . Zagreb: Edukacijsko-rehabilitacijski fakultet, part I. and II.		5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Brajša, P., 1993: <i>Pedagoška komunikologija</i> . Zagreb: Školske novine. Rijavec, M., Miljković, D., 2002: <i>Kako rješavati konflikte?</i> Zagreb: IEP-D2 & Vern'. Miljković, D., Rijavec, M., 2002: <i>Kako se zauzeti za sebe?</i> Zagreb: IEP-D2 & Vern'. Miljković, D., Rijavec, M., 2002: <i>Komuniciranje u organizaciji</i> . Zagreb: IEP-D2 & Vern'. Rijavec, M., Miljković, D., 2002: <i>Neverbalna komunikacija</i> . Zagreb: IEP-D2 & Vern'.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Accordance with the quality management system of the University of Zagreb, quality and efficiency are monitored self-esteem of teachers and interviewing participants, and statistical analysis of the performance of students on the basis of data Student office.			
2.14. Other (as the proposer wishes to add)				



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ružica Vuk	1.6. Year of the study programme	2 nd
1.2. Name of the course	Geography Teaching Practice	1.7. Credits (ECTS)	8
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	0+0+90+0 (0+0+6+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	25
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The course aims are to train students for successful preparation, performing and analysis of geography lessons at school as well as prepare them for lifelong learning.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding fundamental methodology in education-related research.</p> <p>Knowledge and understanding legislation in the field of education.</p> <p>The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials.</p> <p>Teaching skills in various teaching forms, methods, techniques and strategies.</p> <p>Skills related to the usage of education materials and apparatus.</p> <p>Autonomous continuous professional improvement needed in professional development.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing and passing the course, students will know and be able to:</p> <ul style="list-style-type: none"> - Applying the laws and regulations in the particular teacher and school situations - Will be able to distinguish between the structure and content of the geography lesson plan and syllabus in different types of schools in Croatia - Independently plan, program, develop, implement and evaluate educational work (regular classes, extra classes, remedial classes, elective classes, extracurricular activities) - Performing independently prepare lesson plan and syllabus for all grades that play the geography classes in primary and secondary schools 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<ul style="list-style-type: none"> - Autonomous writing independently prepare for all teaching units - Formulate aims and objectives of teaching geography for all teaching units - Select and apply relevant teaching strategies, methods, techniques and procedures - Select and implement of effective forms of work in geography teaching - Select and use appropriate learning resources, create new teaching tools - Capability to modern educational technology including technology assisted spatial orientation - Find and select reliable databases and other information sources in the teaching geography - Develop and implement of multimedia content in the teaching geography - Capability of self-administered educational documentation - Apply the elements, forms, indicators and assessment criteria of student achievements - Develop and implement measurement instruments for evaluating student achievement - To provide a self-evaluation of the teaching process 					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Teaching practice takes place in selected schools under the expert guidance of teachers. Students will:</p> <ul style="list-style-type: none"> -get to know the school as an organization direct insight into its work -introduce legislation related to education in the Republic of Croatia -be introduced with pedagogical documentation -be introduced with lesson plan and syllabus for all grades that play the geography classes in primary and secondary schools -meet the organization of geography teaching in school, -be familiar with classroom where geography is taught, -attend classes teaching teachers - practitioners (mentors) -prepare, maintain and analyse several lessons -hold a public lesson, -write detailed lesson plans and a log-book in which they will write a short preparation for all teaching hours which were attended. 					
<p>2.6. Format of instruction:</p>	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Students are required to perform methodical practice, write a log book of practice, independently held several lessons of instructions, held public lesson and write detailed preparation for each lesson.</p>					
<p>2.9. Screening student work (<i>name the</i></p>	<p>Class attendance</p>		<p>Research</p>		<p>Practical training</p>	<p>3</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		Log book	2
	Essay		Seminar essay		Lesson plans	3
	Tests		Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Grade is formed on the basis of mentor mark (an activity in class, regular attendance, held an independent teaching hours) (40 %), mark of a log book of practice and lesson plans (5 %), rates of each written preparation held independent teaching hours (15 %) and the mark of public lesson (40 %).					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Matas, M., 1998: <i>Metodika nastave geografije</i> , drugo izdanje, Hrvatsko geografsko društvo, Zagreb.				10	Yes
	Bežen, A., 2008: <i>Metodika - znanost o poučavanju nastavnog predmeta</i> , Profil, Zagreb.				10	Yes
	The curricula for geography in primary and secondary schools, textbooks, workbooks, school geographical atlases (mandatory teaching resources) and supplemental instructional funds approved for use in primary and secondary schools of the Republic of Croatia				-	www.ncvvo.hr www.mzos.hr
	Mattes, W., 2007: <i>Nastavne metode</i> , Naklada Ljevak, Zagreb.				10	-
	Legislation and Regulations on Education in the Republic of Croatia.					web MZOS-a, AZOO, ASOO, NCVVO
2.12. Optional literature (at the time of submission of study programme proposal)	Marzano, R. J., Pickering, D. J., Pollock, J. E., 2007: <i>Nastavne strategije</i> , Naklada Ljevak, Zagreb.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none"> - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records - interview with tutors in schools-training facility where students perform methodical practice 					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Siniša Opić	1.6. Year of the study programme	2 nd
1.2. Name of the course	Methodology of Researching Education	1.7. Credits (ECTS)	4
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+0+0 (2+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	25
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	1. Understanding of scientific methodology 2. Ability of the research 3. Training for writing scientific and technical article 4. Developing scientific thinking		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	The subject contributes to the training of students to research methodology in education. The outcomes at the program level: - The ability to write a scientific paper - Understanding and interpretation of scientific results - Drafting research with quantitative and qualitative methodology - The ability to conduct research (methodology)		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: 1. To write a research or professional work 2. Scientific thinking 3. Conduct our own research 4. Understand and interpret the results of scientific research		
2.5. Course content broken down in	1 The scientific objective and scientific method		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

detail by weekly class schedule (syllabus)	2 Theories Research 3 Qualitative vs. quantitative paradigm 4 Types of educational research 5 The sample in the research 6 Hypotheses and Variables 7 Methods of data collection and instruments 8 Type of measurement and measuring scales 9 Research designs 10 Draft Experimental Research 11 Correlations 12 Scientific writing 1 13 Scientific writing 2 14 Code of Ethics in Research with Children 15 Parametric and nonparametric tests																																		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:																																
2.8. Student responsibilities	Regular attendance, active participation in workshops, preparation and presentation of individual assignments and projects, written and oral exam.																																		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	<table border="1"> <tr> <td>Class attendance</td> <td>0,5</td> </tr> <tr> <td>Experimental work</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> </tr> <tr> <td>Tests</td> <td>1</td> </tr> <tr> <td>Written exam</td> <td>0,5</td> </tr> </table>	Class attendance	0,5	Experimental work		Essay		Tests	1	Written exam	0,5		<table border="1"> <tr> <td>Research</td> <td>0,5</td> </tr> <tr> <td>Report</td> <td></td> </tr> <tr> <td>Seminar essay</td> <td>0,5</td> </tr> <tr> <td>Oral exam</td> <td>0,5</td> </tr> <tr> <td>Project</td> <td>0,5</td> </tr> </table>	Research	0,5	Report		Seminar essay	0,5	Oral exam	0,5	Project	0,5		<table border="1"> <tr> <td>Practical training</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> </table>	Practical training		(other)		(other)		(other)		(other)	
Class attendance	0,5																																		
Experimental work																																			
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Tests	1																																		
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Report																																			
Seminar essay	0,5																																		
Oral exam	0,5																																		
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Practical training																																			
(other)																																			
(other)																																			
(other)																																			
(other)																																			
2.10. Grading and evaluating student work in class and at the final exam	Evaluated the activity of students in classes and workshops, quality and method of presentation of the project, regularity and quality in making individual assignments, achievements in written and oral exam.																																		
2.11. Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th>Title</th> </tr> </thead> </table>			Title	<table border="1"> <thead> <tr> <th>Number of copies in the library</th> </tr> </thead> </table>	Number of copies in the library	<table border="1"> <thead> <tr> <th>Availability via other media</th> </tr> </thead> </table>	Availability via other media																											
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DETAILED PROPOSAL OF THE STUDY PROGRAMME

	1. Mejovšek, M. (2003). <i>Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima</i> . Jastrebarsko: Naklada Slap.	10	Yes
	2. Halmi, A. (2005). <i>Strategije kvalitativnih istraživanja u primijenjenim i društvenim znanostima</i> . Jastrebarsko: Naklada Slap.	10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	1. Kolesarić, V., Petz, B. (2003). <i>Statistički rječnik</i> . Jastrebarsko: Naklada Slap. 2. Petz, B., (1997). <i>Osnove statističke metode za nematematičare</i> . Jastrebarsko: Naklada Slap. 3. Milas, G. (2005). <i>Istraživačke metode u psihologiji i drugim društvenim znanostima</i> . Jastrebarsko: Naklada Slap. 4. Marusteri, M., Bacarea, V., (2010). Kako odabrati pravi test za procjenu statističke značajnosti razlike između skupina? <i>Biochemia Medica</i> 20(1),15-32. 5. De Vaus, D. (2004). <i>Analyzing Social Science Data: 50 Key Problems in Data Analysis</i> . London: Sage publications.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - Feedback from students (subject to satisfaction surveys and evaluation of the quality of teachers) - Self-assessment of students - Feedback from mentors in schools - Joint analysis of the realization of the subject with other teachers who teach the same and related courses 		
2.14. Other (as the proposer wishes to add)	Students are expected to elementary literacy (use of word processing programs, programs to create presentations, Excel, emailing, browsing the internet), and English proficiency.		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Vesna Bilić	1.6. Year of the study programme	2 nd
1.2. Name of the course	Pedagogy	1.7. Credits (ECTS)	4
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	25
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Students will gain knowledge about tasks and contents of individual educational areas, and develop skills for their application in teaching, communication with parents, students and colleagues, and personal development.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities</p> <p>Knowledge and understanding:</p> <p>Theoretical basis of pedagogy .</p> <p>Elements necessary for the preparation, execution, evaluation and administration of teaching geography in elementary and secondary schools.</p> <p>Appropriate regulations in the field of primary and secondary education.</p> <p>Cognitive abilities and skills:</p> <p>Transfer of scientific educational content, preparation and presentation of appropriate educational content .</p> <p>Assessment of student achievement in teaching in elementary and secondary schools, teaching and evaluation of the curriculum.</p> <p>The skills required for the evaluation, interpretation and synthesis of information and data.</p> <p>Self- teaching using various forms of teaching, teaching methods and teaching aids and instructional strategies.</p> <p>Practical skills and abilities:</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Selecting and applying skills in the teaching of relevant teaching materials and aids . The application of appropriate methodologies in the study of education.</p> <p>Generic skills and abilities: The literature search and sources . Efficient work independently and in a team. Individual work needed for professional advancement and professional development. Effective communication with all stakeholders in the education system. Classroom management.</p>	
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Know the purpose, object and tasks of pedagogy, power and limits of education - Distinguish the subjects of education, educational goals and styles of education - To understand the tasks and contents of individual Education - Applied arts education in teaching, communicating with parents, students and colleagues, and in personal development 	
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. The purpose, object and tasks of pedagogy. 2. The socio-historical dimension of pedagogy. 3. The power and limits of education. 4. The process of education and subjects. 5. The educational objectives. 6. Styles. 7. Correctional authorities. 8. Communication in Education 9. The basic educational areas (physical, intellectual, moral, social - emotional, professional education). 10. Areas of achieving education (education in the family, preschool, education in school) 11. Methods and tools for education in the classroom. 12. Working with children who are difficult to educate. 13. Social competence and prosocial behavior. 14.-15. Education and media. 	
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>
		<p>2.7. Comments:</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.8. Student responsibilities	Regular attendance, active participation in workshops and exercises, preparation and presentation of individual assignments and term papers, written and oral exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0,5	(other)
	Tests		Oral exam	0,5	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	On the final exam evaluates the activity of students in class, quality workmanship exercises and term papers, term papers manner of presentation, timeliness and quality in making individual assignments, achievements in written and oral exam.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Miljković, D., 2009: <i>Pedagogija</i> . Zagreb: Društveno veleučilište i Kineziološki fakultet.			10	Yes
	Gudjons, H., 1994: <i>Pedagogija - temeljna znanja</i> . Zagreb: Educa.			10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Vukasović, A., 2001: <i>Pedagogija</i>. VII. izdanje. Zagreb: Hrvatski katolički zbor «MI».</p> <p>Bilić, V., 2004: <i>Fenomen maltretiranja djece: oblici pomoći obitelji i školi</i>. Zagreb: Naklada Ljevak.</p> <p>Rijavec, M., Miljković, D., 2006: <i>Tko su dobri ljudi</i>. Zagreb: IEP-D2.</p> <p>Silov, M., 2003: <i>Pedagogija</i>. Zagreb: Persona.</p>				
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality management system of the University of Zagreb, quality and efficiency are monitored self-esteem of teachers and interviewing participants, and statistical analysis of the performance of students on the basis of data Student office.				
2.14. Other (as the proposer wishes to add)					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Branislava Baranović	1.6. Year of the study programme	2 nd
1.2. Name of the course	Sociology of Education	1.7. Credits (ECTS)	4
1.3. Associate teachers	Silvia Rogošić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+0+0 (2+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	25
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	1. Acquire the basic knowledge of basic sociological theoretical approaches and methods of analysis of education, social functions and characteristics of the modern educational system and their micro sociological process; 2. train students to apply the knowledge to understand the importance of social context and the ways of its impact on the functioning and development of schools and classes as well as the specific working environment of teachers / teachers		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	Subject contributes: <ul style="list-style-type: none"> - Development of general, professional and technical competence of the teaching profession, - Knowledge and understanding of the content of sociology of education, - The development of cognitive abilities and skills: the transfer of scientific educational content, preparation and proper presentation of educational content; evaluation of teaching and geography curricula. - The development of generic competencies and skills: <ul style="list-style-type: none"> - Search and literature sources, - Information-technology skills: the use of presentation software, use software for word processing and spreadsheet calculation, collection and storage of data, the use of the Internet, - Efficient work independently and in a team, - Independent work required for professional advancement and professional development. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning	Students will: 1. name and arguments as the main theoretical approaches and methods of analysis of education as a social phenomenon; 2. list and the examples to explain basic social function of school education (eg, socialization, ensuring adequate		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>outcomes)</p>	<p>occupational structure of society, reproduction of the social structure, cultural transmission, etc.); 3. apply the acquired theoretical and methodological knowledge in the analysis of the impact of social context on the functioning and development of the educational system, schools and classes; 4. be trained to develop cooperation between school and social environment in which the school operates; 5. adopt a democratic system of values and teach and act in accordance with it (democracy, interculturalism, tolerance, human rights, social equality, gender equality, the rule of law, etc.); 6. will be trained to participate in the development of the school as stimulating social environment and efficient labour institutions.</p>			
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1. The subject of sociology of education and basic theoretical and methodological approaches to the study of education (functionalism, Marxism, neo-Marxism, social constructivism, social interactionism, postmodernism, deconstructionism, etc.); 2. Social functions of education (socialization, profession / occupation, cultural transmission, social control, selection and allocation, etc.); 3. Education and reproduction of social inequality (education and social structure of society); 4. Education, cultural capital and the reproduction of social inequality; 5. Social equality and educational chances socially marginalized groups (equality of access, participation and educational attainment). 6. National Minorities and Education in Croatia; 7. Education and gender differentiation in Croatia; 8. School as an organization and social system; 9. Class as a micro - social system; 10. Development and structure of the education system. 11. European integration and education systems in Europe (old and new EU member states) 12. National curricula in European countries; 13. National and school curriculum in Croatia; 14. Company of knowledge, processes of globalization and changes in educational policy and educational systems; 15. Educational system in Croatia in the context of globalization and European integration.</p>			
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<table border="1"> <tr> <td data-bbox="1120 1137 1630 1353"> <p><input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> (other)</p> </td> <td data-bbox="1630 1137 2139 1353"> <p>2.7. Comments:</p> </td> </tr> </table>	<p><input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>
<p><input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Attendance at lectures and activities; attendance and activity in the workshops; attendance at seminars and activities; writing and presentation of a seminar paper; written exam (oral, if necessary).</p>			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	1	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,4	(other)	
	Tests		Oral exam		(other)	
	Written exam	1,6	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Classes are interactive so that students are expected to actively participate in lectures and workshops. To arrive at lectures, workshops and seminars is the development of a professional attitude towards work commitments and evaluates arrival at each mention a form of teaching. Term papers are written on topics chosen by the students and expose it orally to the students and teachers. All the above elements are included in the final assessment. Arrival and participation in all forms of teaching and writing seminar papers represent a prerequisite for the written exam, which is taken at the end of the semester. Students must be present at least 70 % of classes. If a student does not pass the written exam will have the opportunity to repair. At the final assessment affects 40 % written, 10 %, term paper, 50 % attendance (lectures, seminars and workshops).					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Haralambos, M., Holborn, M., 2002: <i>Sociologija. Teme i perspektive</i> . Zagreb; Golden marketing.			10		Yes
	Pastuović, N., 1999: <i>Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja</i> . Zagreb: Znamen.			10		Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Baranović, B. (ur.), 2006: <i>Nacionalni kurikulum za obvezno obrazovanje u Hrvatskoj: Različite perspektive</i> . Zagreb: Institut za društvena istraživanja; Cifrić, I., 1990: <i>Ogledi iz sociologije obrazovanja</i> , Školske novine, Zagreb; Demaine, J. (ed.), 2001: <i>Sociology of Education Today</i> , Palgrave publishers; Flere, S. (ur.), 1986: <i>Proturječja suvremenog obrazovanja. Ogledi iz sociologije obrazovanja</i> . Zagreb: RZ RKSSO; Vidović, V. V. (ur.), 2005: <i>Cjeloživotno obrazovanje učitelja i nastavnika: Višestruke perspektive</i> . Zagreb: Institut za društvena istraživanja.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Self-assessments and teacher survey participants and statistical analysis of the performance of students on the basis of data Student office.					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

GEOGRAPHICAL ELECTIVE COURSES

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Stiperski	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Geographic Aspect of Globalization	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	(30+15+0+0) 2+1+0+0
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Understanding the phenomenon of globalization from various aspects, economical, political, social. Considering the processes of globalization that in particular concern Croatia. The course contributes to the development of professional competence in geography science, the development of competence for independent research and creating the foundation for work in education system.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The course contributes to understanding of the economic and geographic systems and models, development factors and dynamics and structure of the global economy and geography theories</p> <p>Course contributes to:</p> <ul style="list-style-type: none"> - understanding of the economic and geographic systems and models, development factors, dynamics and structure of the global economy and geography theories - the development of cognitive, practical and generic competencies and skills: <p>Application of knowledge in determining, identifying and solving problems of medium spatial complexity. Knowledge representation and understanding essential facts, concepts, principles and theories of globalization. Interpretation and discussion of relevant geographic phenomena and processes – phenomenon of globalization. Transfer scientific into educational content, preparation and presentation of content regarding globalization. Recognition and usage of geographic information regarding globalization. Searching literature and resources on globalization. Work effectively, independently and in a team.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Independent work required for professional development.				
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -compare the state of the world according to the degree of their economic development -explain the formation, boundaries and basic features of the global economy -compare state-triad (trinity), analyse and interpret the foundation of their economic power in the world -extract and compare the weaknesses of global periphery (Latin America, Africa and Eastern Europe) -explore, explain and present rise factors of East Asia -the role of international organizations (such as GATT, WTO, IMF, World Bank) on the global economy - position of individual businesses and the local community in globalized world 				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1 The diversity of countries and economic development 2 Economic systems in the world 3 Political and social systems in the world 4 Global economy - formation 5 Global economy - boundaries 6 Global economy - validity 7 The role of GATT, WTO, IMF and World Bank to globalized society 8 Relation between global economy and national state 9 The new global strategy for the business unit and international organizations 10 The importance of natural resources for the global economy (example petroleum) 11 Sources of competitiveness in a global economy 12 Polarization of the world under the influence of globalization (the power of the Trinity: Europe, North America, East Asia) 13 Polarization of the world under the influence of globalization (weaknesses of periphery: Latin America, Africa, Eastern Europe) 14 Polarization of the world under the influence of globalization (new challenges: the BRIC countries) 15 Polarization of the world under the influence of globalization (rise of several cities: financial centres (exchanges, banks), political centres of international importance, the headquarters of multinational organizations) 				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attending classes and seminars regularly. Written seminar based on individually collected and analysed literature.				
2.9. Screening student work (name the proportion of ECTS credits for each	Class attendance	0,5	Research		Practical training
	Experimental work		Report		(other)



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activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The final grade is determined on the basis of the seminar evaluation, colloquium results, written and oral exams. All elements of evaluation except colloquium must be positive.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Stiperski, Z., 2014: Internal course materials, <i>Geographic Aspect of Globalization</i> , Department of Geography, Faculty of Science, Zagreb.				10	Yes
	J. Stiglitz: Uspjeh globalizacije, Algoritam, Zagreb, 2009.				10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Dicken, P., 2003: <i>Global shift</i>, Guilford Press, N. York, London.</p> <p>Ohmae, K., 2005: <i>Nova globalna pozornica: izazovi i prilike u svijetu bez granica</i>, Mate, Zagreb.</p> <p>Thomas L. Friedman, 2003: <i>Lexus i maslina - Razumijevanje globalizacije</i>. Izvori. Zagreb.</p> <p>Hill, C. W. L., 2001: <i>Global Business Today</i>, McGraw-Hill.</p> <p>Lester C. Thurow, 1997: <i>Budućnost kapitalizma - Kako današnje gospodarske snage oblikuju sutrašnji svijet</i>. Mate. Zagreb.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>The procedures listed in the Rule Book and the Manual of Quality Management at the University of Zagreb and the Faculty of Science:</p> <ul style="list-style-type: none"> - University and college student survey - Self-evaluation of teaching: updating and revising the aims and subjects of course; updating teaching and learning strategies; evaluation of learning outcomes by analysing students' performance based on the personal data and data of the Student Administration Office - Exit polls: evaluation of graduate study - Interview with mentors in school where students perform their methodical practice 					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dane Pejnović	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Geography of Southeast Europe	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	45+0+0+0 (3+0+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Acquiring knowledge, skills and attitudes about the geographical reality of Southeast Europe		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities: <u>Knowledge and understanding:</u> Geographic terminology, definitions and theories. Applying of methodology in geography and current investigations in its field. Appropriate statistics and graphic techniques. Methods in cartography, interpretation of elements and contents of geographical maps. Elements and factors in physical geography and their interrelationship in geosystems on various spatial levels. The role of population in processes and functional spatial organization. Urban and rural spatial systems, their interrelationship and structural and functional characteristics. Systems and models in economic geography: structure, dynamics and development factors on various spatial levels. Factors of development and characteristics of transportation modes, transportation networks, dynamics of transportation flows, impacts of relationship of transport and other economic activities. Processes in political geography, with emphasis on globalisation and integration processes. Geographic aspects of socio-cultural processes. Causality relations between the elements and factors of natural environment and society. Concept of region and regionalisation. Modern geography of Croatia and Europe. Concept of regional and sustainable development.</p>		



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	<p>Cognitive, practical and generic skills and abilities: Application of knowledge in identifying, defining and solving spatial problems medium complexity. Displaying the knowledge and understanding of essential facts and concepts of regional geography of Southeast Europe. Interpretation and discussion of current relevant geographic phenomena and processes in South Eastern Europe. Transfer of scientific content of the South-East Europe in the teaching of geography in primary and secondary schools. Skills in the evaluation, interpretation and synthesis of information and data from regional geography. Recognition and use of geographic information about Southeastern Europe. The literature search and sources of regional geography of Southeast Europe. Work effectively, independently and in a team. Individual work required for professional advancement and professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Ability to:</p> <ul style="list-style-type: none"> - Explain the concepts, approaches and methods of regional geography - Explain the particularities of Southeast Europe in the regional structure of Europe - Explain the heterogeneous spatial structure of Southeast Europe - Explain the causes of delayed state-formation of the Region in the European context - Explain the differences in the structure of population, level of development and spatial organization between states of the Region - Explain the relationships and processes among the peoples and countries of Southeast Europe - Affirm the forms of cooperation that contribute to the European integration process - Affirm an active role of Croatia as a linking factor of regional cooperation in Southeast Europe - Evaluate the educational potential of the course contents
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> - Scientific basis of regional geography - Explanation of basic conceptual categories (Southeast Europe, the Balkans, the Western Balkans) - The geographical location Regions 2. Basic natural and geographical features <ul style="list-style-type: none"> - Macro relief structure - Climate-ecological characteristics - Hydrographic features 3 historical and geographical development and political genesis South East Europe <ul style="list-style-type: none"> - Basics of historical and geographical development - Political genesis and processes of territorialization 4 Contemporary socio-geographic characteristics and problems of Southeast Europe <ul style="list-style-type: none"> - The structure of population and demographic characteristics



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	<ul style="list-style-type: none"> - Mosaic cultural and geographical structure (Ethnic and religious composition) - Economic and social structure - Critical points <p>5 Fundamentals of regional isolation and the regional structure of South East Europe</p> <ul style="list-style-type: none"> - Basics of regional isolation - Critical analysis of "regions" with respect to the criteria of the geographical regionalization (physiognomic, traditional, cultural and geographic, political and geographic region) - Modern regional structure of Southeastern Europe (Eastern, Southern and Western Balkans) <p>6 Member of the eastern Balkans (1) (Romania)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>7 The eastern Balkans (2) (Bulgaria)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>8 Member of the southern Balkans (Greece)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>9 Member of the Western Balkans (1) (Serbia)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>10 Member of the Western Balkans (2) (Albania)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>11 Member of the Western Balkans (3) (Kosovo)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>12 Member of the Western Balkans (4) (Macedonia)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>13 States of the Western Balkans (5) (Montenegro)</p> <ul style="list-style-type: none"> - The basic geographic features (geographic location, population structure, resource base and economy, spatial and functional organization, specific spatial development issues) <p>14 States of the Western Balkans (6) (Bosnia and Herzegovina)</p>
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DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>- The basic geographical features (geographical location, historical and geographical base development and political genesis, impact War of the 1990s the population structure, spatial and functional organization and development of the country, the problems unfinished political genesis)</p> <p>15 Croatian and South East Europe</p> <p>- Integration-disintegration processes in the region</p> <p>- Interactions and issues in relations with neighboring countries</p> <p>- Bilateral international cooperation: state and promising opportunities</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular attendance and participation in thematic discussions.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	2	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Regularity of attendance and class participation to 10%, 40% written exam, oral exam 50%.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	The completed test materials (script), Zagreb, 2010.			15	yes	
	Todorova, M., 1999: <i>Imaginarni Balkan</i> . Biblioteka XX vek, 103 (ur. I. Čolović), Beograd, 444 str.			5	yes	
	<i>Atlas Europe</i> (urednik: M. Klemenčić), Leksikografski zavod <i>Miroslav Krleža</i> , Zagreb, 1997, 644 str.			10	yes	
	Natek, K., Natek, M., 2000: <i>Države svijeta 2000</i> . Mozaik knjiga, Zagreb, 704 str.			10	yes	
2.12. Optional literature (at the time of	Magaš, D., 2013: <i>Geografija Hrvatske</i> , Sveučilište u Zadru, Odjel za geografiju, Meridijani, Zadar-Samobor.					



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<p>submission of study programme proposal)</p>	<p>Pavić, R., 2008: Europa: zemljopisni sastav i podjela, <i>Anali Hrvatskoga politološkog društva 2007.</i>, Zagreb, 227-247.</p> <p>Topalović, D., 2000: <i>Balkanska Europa: geopolitičke teme</i>, Diorama, Zagreb, 185 str.</p> <p>Žuljić, S., 1991: Kritički osvrt na neke zaključke i poruke J. Cvijića u njegovim antropogeografskim istraživanjima, <i>Političko-geografska i demografska pitanja Hrvatske</i>, Savez geografskih društava Hrvatske, Posebna izdanja, sv. 8, Zagreb, 335-380.</p> <p>Kaplan, D. R., 1993: <i>Balkan Ghosts: A Journey Through History</i>, St. Martin's Press, New York.</p> <p>Interpreting the Balkans, <i>Geographical Intelligence Paper</i>, No 2, Royal Geographical Society, London, 1995.</p> <p>Carter, W-F. & Norris, T. H., 1996: <i>The changing shape of the Balkans</i>, UCL Press.</p> <p>Dictionaries, Encyclopaedias (Croatian and foreign), scientific and professional journals (Croatian and foreign)</p>
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>In accordance with the Rule book and Manual of quality management at the University of Zagreb and Faculty of Science.</p>
<p>2.14. Other (as the proposer wishes to add)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dražen Njegač	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Geography of East Asia	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Knowledge of East Asia as one of the most prosperous areas of the world. Students have to be able to know the meaning and specifics of the East Asian countries in regional and global context and, concerning the trends, to envision their future development.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills: Knowledge and understanding of: Modern geography and regional specifics of East Asia. Causality relations between the elements and factors of natural environment and societies of East Asia. Political geography of East Asia, with emphasis on globalisation and integration processes. Applying of methodology in geography and current investigations.</p> <p>Cognitive abilities and skills: The ability to interpret and discuss relevant and actual geographic problems and processes in East Asia. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The skills needed for evaluation, interpretation and synthesis of relevant information.</p> <p>Practical abilities and skills: Recognition and utilization of geographic information. Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research</p>		



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	<p>results.</p> <p>Generic abilities and skills:</p> <p>Conducting literature research and use databases and other information sources.</p> <p>Autonomous continuous professional improvement needed in professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> -to compare the physical-geographic and sociogeographic elements and factors and their causality relations on the continental, regional and country levels -to explain the population distribution, to analyse the settlement characteristics and economic activities in East Asia in comparison with the Asian continent -to differentiate urban and rural systems, their structural and functional characteristics -to explain the economical-geographic systems and models, development factors, dynamics and structures of the regional and national economies -to apply the common geographic knowledge to interpret and discuss relevant and actual geographic problems and processes in East Asia -to apply appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results. -to develop the skills needed for presenting scientific contents and stances in written and oral form. -to conduct literature research and use databases and other sources of information. -to develop the skills needed for evaluation, interpretation and synthesis of relevant information. -to transfer scientific information about East Asia into education process
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Physical-geographic characteristics of East Asia. 2. Population of East Asia. 3. Historical-geographic development. 4. Transport-geographic characteristics. 5. Economic geography of East Asia. 6. Modern processes in East Asia. 7. Regions of East Asia. 8. China – part 1. 9. China – part 2. 10. Pacific Rim. 11. Japan. 12. Korean peninsula (North and South Korea). 13. Taiwan. 14. Mongolia. 15. East Asia and globalization.



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2.6. Format of instruction:	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance, oral presentation of written essay.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0,5	(other)
	Tests		Oral exam	1	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	The final grade is based on the written exam, oral exam and written essay. Each component has to be evaluated positively.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	de Blij, H. J., Muller, P. O., Nijman, 2011: <i>Geography - Realms, Regions and Concepts</i> , John Wiley&Sons, 15 th Edition.			6	Yes
	Weightman, B. A., 2002: <i>Dragons and Tigers – A Geography of South, East and Southeast Asia</i> , John Wiley & Sons Inc.			1	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Friganović, M., 1970: <i>Japan – zemlja gdje sunce izlazi</i> , Školska knjiga, Zagreb. Friganović, M., 1978: <i>Narodna Republika Kina</i> , Školska knjiga, Zagreb. Friedmann, J., 2005: <i>China's Urban Transition</i> , University of Minnesota Press. Rowe, P. G., 2005: <i>East Asia Modern – Shaping the Contemporary City</i> , Reaktion Books. Zhao Songqiao, 1994: <i>Geography of China – Environment, Resources, Population and Development</i> , John Wiley & Sons inc. P. P. Karan, K. Stapleton (ed.): <i>The Japanese City</i> , The University Press of Kentucky, 1997. <i>Geography of Japan</i> , Teikoku-Shoin, 1980. <i>Korea, The Land and People</i> , Kyohaksa, 2000.				



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2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Laura Šakaja	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Geography of Anglo-America	1.7. Credits (ECTS)	3
1.3. Associate teachers	Lana Slavuj Borčić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Acquiring knowledge of spatial aspects of recent social, economic and political processes in the United States and Canada. Seminar, that will be based on the statistical analysis of data on population, cities, economy and trade of the United States and Canada, will enable students to apply knowledge gained during study process and to map geographic data. It will also provide insight into North American contemporary data sources and databases.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p><u>Professional knowledge, abilities and skills:</u></p> <p><i>Knowledge and understanding of:</i></p> <p>Elements and factors in physical geography and their interrelationship on various spatial levels. Factors and consequences of the spatial distribution of population, settlements and economic activities in North America Urban and rural spatial systems in North America, their interrelationship and structural and functional characteristics Systems and models in economic geography, their structure, dynamics and development factors on various spatial levels.</p> <p><u>Cognitive, practical and generic abilities and skills:</u></p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to present knowledge and understanding of concept of regional geography Ability to transfer scientific knowledge on North America into education contents The skills needed for evaluation, interpretation and synthesis of relevant information Conducting literature research and use databases and other sources of information. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results.</p>				
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Knowing and understanding the specificity of territorial development the U.S. and Canada Ability to assess the role of various factors of the economic growth and social progress in the United States and Canada Ability to detect and analyse push and pull factors of international migration flows Ability to explain the factors of economic development of the United States and Canada Knowing and understanding of the US state structure and electoral system Knowing and understanding of the origin and essence of contemporary neoliberalism Ability to explain regional differences in North America</p>				
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1. Territory and political borders of the United States and Canada 2-3. Natural regions and their factors 4. Climatic features of North America 5. History of colonization and territorial expansion. Development of structure of settlements. 6. History of international migration. Contemporary immigration flows. Multiethnic mosaic. Demographic features. 7. Population distribution and internal Migration 8. U.S. state structure, electoral system and foreign policy 9 -12. Economy: resources, agriculture, industry, transport 13-15. Cultural regions of the U.S. and Canada.</p>				
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>Class attendance, written seminar essay.</p>				
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits</p>	<p>Class attendance</p>	<p>0,5</p>	<p>Research</p>		<p>Practical training</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>
	<p>Essay</p>		<p>Seminar essay</p>	<p>0,5</p>	<p>(other)</p>
	<p>Tests</p>	<p>0,5</p>	<p>Oral exam</p>	<p>1</p>	<p>(other)</p>



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is equal to the ECTS value of the course)	Written exam	0,5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance (lectures and seminars), quality of seminar essay, multimedial presentation of seminar essay, written and oral exams.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Getis, A., Getis, J., Quastler, I., 2000: <i>United States and Canada: The Land and People</i> , McGraw-Hill Science.			2	Yes	
	Birdsall, S. S., Florin, J., 1998: <i>An Outline of American Geography. Regional Landscapes of the United States</i> , USIA. (http://beijing.usembassy-china.org.cn/uploads/images/tRfkvByOz2SpJ4Nw8NAM5g/outline_of_us_geography.pdf)				Yes	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Agnew, J., Smith, J. (eds), 2002: <i>American Space/American Place: Geographies of the Contemporary United States</i>; London: Routledge, selected chapters.</p> <p>McKnight, T. L., 2003: <i>Regional Geography of the United States and Canada</i>, Prentice Hall.</p> <p>Birdsall, S. S, Palka, E. J., Malimowski, J. C., Price, M. L., 2005: <i>Regional Landscapes of the United States and Canada</i>. John Wiley & Sons, Inc.</p> <p>Hardwick, S. W., Shelley, F. M., Holtgrieve, D. G., 2008: <i>The Geography of North America: environment, political economy and culture</i>. Upper Saddle River: Prentice Hall.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Sanja Faivre	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Geography of Latin America	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The course objectives are: acquiring knowledge from the field of regional geography of Latin America, its physical-geographical and socioeconomic properties and familiarising with the regional division of the area; developing professional competences from the main field of geography; developing competences for the autonomous research and the basis for working in the field of education.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of: Regional geography of Europe and world.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography The ability to interpret and discuss actual geography-related problems and processes. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The skills needed for evaluation, interpretation and synthesis of relevant information. Teaching skills in various teaching forms, methods, techniques and strategies.</p> <p>Practical abilities and skills: Recognition and utilization of geographic information.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Generic abilities and skills: Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> -Understand and explain geographical position, meaning and delimiting Latin America -Explaining physical-geographical elements and factors and their interrelation and geosystem at the level of the continent, particular region and country, -Explaining causes and consequences of the population distribution, explaining the properties of settlements and economic activities in Latin America, -Differentiating urban and rural spatial systems, their structure and functional meaning, -Interpret economic-geographical systems and models, factors of development, dynamics and structure of the economy at the national, regional level and at the level of the continent. -Explaining historical-geographical development and actual geographical properties of Latin America -Apply general geographical knowledge in defining and solving spatial problems in Latin America -Developing skills needed for evaluation, interpretation and synthesis of relevant information.
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction – defining the geographical Realm. Regions of the Realm. 2. Physical geography: <ol style="list-style-type: none"> 2.1. Shape and natural characteristics 2.2. Geological properties, 2.3. Relief, 2.4. Climate, 2.5. Hydrogeographical properties, 2.6. Natural regions. 3. Historical Aspects. 4. Population patterns. Latin American City. 5. Economic patterns. 6. Politics and territory. 7. Regional division. 8. Croatian diaspora in Latin America.



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance to courses and making seminar in a written form with oral presentation				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research	Practical training	
	Experimental work		Report	(other)	
	Essay		Seminar essay	0.5	(other)
	Tests		Oral exam		(other)
	Written exam	2.5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	The grade at the final exam is defined on regularity of attendance to courses, on evaluation of the seminar quality and written exam.				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	Faivre, S., 2010: Internal script, <i>Geography of Latin America</i> , PMF, GO, Zagreb.		10	Yes	
	Clawson, D. L., 2006: <i>Latin America & the Caribbean</i> , McGraw Hill, 422 pp.		5	Yes	
2.12. Optional literature (at the time of submission of study programme proposal)	Blouet, B. W., Blouet, O.M., 2010: <i>Latin America and the Caribbean: A Systematic and Regional Survey</i> , 6th Edition, Wiley. de Blij, H. J., Muller, P. O., 2011: <i>Geography - Realms, Regions and Concepts</i> , John Wiley&Sons, 15th Edition. Bradshaw, M., Dymond, J., White, G., Chacko, E., 2007: <i>World Regional Geography</i> , McGraw Hill, New York.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science: - student questionnaire at the University and Faculty level -auto evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records -questionnaire after exit of the University: evaluation of Graduate Education Programme				
2.14. Other (as the proposer wishes to add)					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Anita Filipčić	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Geography of Australia and Oceania	1.7. Credits (ECTS)	3
1.3. Associate teachers	Mladen Maradin	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The main learning objective is to define the geographical specialities of Australia and Oceania. One must determine the actual importance of Australia in the global world and the characteristics of economic development. The course helps students to detect the differences between Australia and other megaregions and to determine the positive and the negative components of these differences.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	Developing of cognitive, practical and generic abilities and skills: knowing and understanding the regional specifics and global world, getting the professional competencies of core science and the research work competencies and in teaching geography.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Knowledge, understanding and independent explanation of geographical position of Australia and Oceania, phases of settlement, elements and factors of physical geography and their interactions, the continental, regional and country geosystems.</p> <p>Knowing, understanding and independent explanation of physical geography influence on population distribution, settlement features, economic activities and area valorisation.</p> <p>Knowing, understanding and independent explanation of urban and rural spatial systems, shier structure and functions.</p> <p>Knowing, understanding and independent explanation of economic geographical systems and models, developing factors, dynamics and structure of continental, regional and national economies.</p> <p>Knowing, understanding and independent explanation of New Zealand and Oceania features, as well as the importance of Australia and Oceania for global economy.</p> <p>Developing of skills needed for independent logging data, evaluation, explanation and synthesis of relevant informations.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Developing of skills needed for presentation of scientific work, written and oral briefing. Application of appropriate statistic and graphic methods for analysis and presentation of research work. Developing of skills needed for independent databases use ad literature research.				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Geographical position of Australia and Oceania. Geographical peripheral quality and isolation. 2. The settlement of Australia and Oceania. 3. Relief of Australia and Oceania. The relief development and relief units. 4. The influence of the relief on the demographic and economic development. 5. The climate and waters of Australia. 6. The climate influence on space valorisation. Drought in Australia. 7. Population of Australia. The immigration politics. 8. The basic demographic indicators. The Croats in Australia and New Zealand. 9. The Australian cities – the space concentrating role. 10. The Australian economy. The phases in economic development. 11. The relations of Australian and Asian economies. The economic importance of Australia in the global world. 12. New Zealand – similarities and differences to Australia and the rest of Oceania. 13. Population and cities of New Zealand. 14. The New Zealand economy. 15. Oceania – specifics and geographical problems. 				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Class and presentations attendance. Writing and presentation of seminar paper.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.50	(other)
	Tests		Oral exam		(other)
	Written exam	2.25	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Attendance and active contribution to class, seminar writing and presentation, written exam.				
2.11. Required literature (available in the	Title			Number of	Availability via



DETAILED PROPOSAL OF THE STUDY PROGRAMME

library and via other media)		copies in the library	other media
	Šegota, T., Filipčić, A., 2004: <i>Geografija Australije i Oceanije</i> . Udžbenici Sveučilišta u Zagrebu.II. dopunjeno i izmijenjeno izdanje. Meridijani, Samobor.	10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Moran, A., 2005: <i>Australia. Nation, Belonging, and Globalization</i> . Routledge, New York. Hobbs, J. J., 2007: <i>Fundamentals of World Regional Geography</i> . Thomson Brooks/Cole, Belmont. Johnson, D. L. et al, 2010: <i>World Regional Geography</i> . Prentice Hall, New York.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dubravka Spevec, Ružica Vuk	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Computer use in teaching geography	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	15+0+30+0 (1+0+2+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - to acquire knowledge and develop skills necessary for computer use in teaching geography - to acquire knowledge necessary for information transfer with students through internet - to develop critical approach for internet use - to develop abilities of application of certain programme packages 		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills <i>Knowledge and understanding of:</i> Principal theories of computer use in teaching geography Computer use in education research process. Elements necessary for preparation, performance, evaluation and administration of teaching geography in primary and secondary schools.</p> <p>Cognitive, practical and generic abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography. The ability to interpret and discuss possibilities, limitations, advantages and deficiencies of computer use in teaching geography. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials by computer use. The ability to evaluate pupils' achievements and grade them. Geography curriculum and teaching practice evaluation.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Teaching skills necessary for e-learning and learning on distance. Recognition and utilization of geographic information. Skills related to the usage of education materials and apparatus. Applying methodology in education-related research. Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education. Class management.</p>					
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Knowledge of computer use areas in teaching geography. Windows Office package use in preparing, performing and analyzing teaching process. Making test items for written exam. Preparing teaching materials for e-learning Learning on distance organisation.</p>					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1. Computer use areas in teaching geography. 2.-3. Computer use for teaching preparation. 4.-5. Computer use for teaching analysis 6. <i>PowerPoint</i> presentation making 7.-8. Multimedia in teaching geography 9.-10. e-learning (WBL, CBL) 11.-13. ITS, distributed and learning on distance 14.-15. Making teaching materials for teaching evaluation</p>					
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops X exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Regular attendance to courses, seminars and practical assignments, access tests, written and oral exam.</p>					
<p>2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the</i></p>	<p>Class attendance</p>	<p>0.2</p>	<p>Research</p>	<p>0.5</p>	<p>Practical training</p>	<p>1.5</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>		<p>(other)</p>	
	<p>Tests</p>		<p>Oral exam</p>	<p>0.3</p>	<p>(other)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

course)	Written exam	0.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Regular class attendance, making independent assignments, quality of practical work and the results of written and oral exams are being evaluated.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Spevec, D., Vuk, R., 2014: Internal course materials <i>Primjena računala u nastavi geografije</i> , PMF, Geografski odsjek, Zagreb.			10		Yes
2.12. Optional literature (at the time of submission of study programme proposal)						
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures outlined in <i>Regulations and Handbook on the Quality Assurance</i> at the University of Zagreb and the Faculty of Science:</p> <ul style="list-style-type: none"> - university and faculty student survey - teaching self-evaluation: modernizing and reassessment of course's goals and content, and strategy of teaching and learning; evaluation of learning outcomes by analysis of students level of success according to Student Office data and self-records - outgoing survey: graduate university study evaluation - interview with student supervisors in school-laboratories where students perform their teaching-method practice - surveys done by phone and post after 1st year of teaching (employment monitoring after graduation and observation of their professional successfulness) 					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Anita Filipčić	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Climate and tourism	1.7. Credits (ECTS)	3
1.3. Associate teachers	Mladen Maradin	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The course objective is to get a knowledge about causal relationship between climate and tourism. The students develop the ability of critical thinking, so they can determine the importance of climatic elements for a touristic valorisation in a specific area. The students get and develop the competencies for educational working.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> -regional geography of Europe and world regional geography -interactions between the elements of physical geography -climate influence on space valorisation -climate influence on human <p>Cognitive, practical and generic abilities and skills:</p> <ul style="list-style-type: none"> Application of knowledge to detecting, determining and solving space problems of medium-level complexity. Performance of knowledge and understanding of crucial facts, terms, principles and theories in geography. Explanation and discussion of climatic features and processes relevant for geography. Implementation of scientific knowledge about climate and tourism into the educational work, preparing and presentation of educational content. Use of references and data mining. Efficient work, independent and as a member of a team. Autonomous continuous professional improvement needed in professional development. 		
2.4. Learning outcomes expected at the	Knowing, understanding and independent performing of statistical analyses of climatic data.		



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level of the course (4 to 10 learning outcomes)	Knowing, understanding and independent explanation of climate-human interaction. Knowing, understanding and independent interpretation of tourism relevant climatic elements. Knowing, understanding and independent explanation of climate extremes. Knowing, understanding and independent explanation of influence of recent climatic changes on space valorisation related to tourism.																																		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Climate and tourism development. 2. Climate as limited factor in tourism 3. The global climate system 4. Climate (change) and determination of tourist season 5. The economic significance of climate stability 6. The influence of the climate extremes on tourism 7. Human response to climate 8. Biometeorological indices 9. Climatotherapia 10. The tourist importance of Solar radiation and insolation 11. Importance of winds in tourism 12. The air temperature as a tourist (un)convenience 13. Importance of precipitations for tourist planning 14. Climate consideration in receptive factors planning 15. Climate consideration in route making																																		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:																																
2.8. Student responsibilities	Attendance to class and presentations, writing and presentation of a seminar paper.																																		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	<table border="1"> <tr> <td>Class attendance</td> <td>0.5</td> </tr> <tr> <td>Experimental work</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> </tr> <tr> <td>Tests</td> <td></td> </tr> <tr> <td>Written exam</td> <td>2.0</td> </tr> </table>	Class attendance	0.5	Experimental work		Essay		Tests		Written exam	2.0	<table border="1"> <tr> <td>Research</td> <td></td> </tr> <tr> <td>Report</td> <td></td> </tr> <tr> <td>Seminar essay</td> <td>0.5</td> </tr> <tr> <td>Oral exam</td> <td></td> </tr> <tr> <td>Project</td> <td></td> </tr> </table>	Research		Report		Seminar essay	0.5	Oral exam		Project		<table border="1"> <tr> <td>Practical training</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> </table>	Practical training		(other)		(other)		(other)		(other)			
Class attendance	0.5																																		
Experimental work																																			
Essay																																			
Tests																																			
Written exam	2.0																																		
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Seminar essay	0.5																																		
Oral exam																																			
Project																																			
Practical training																																			
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(other)																																			
(other)																																			
(other)																																			
2.10. Grading and evaluating student	Attendance and active contribution to class, seminar writing and presentation, written exam.																																		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

work in class and at the final exam			
	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	Becken, S., Hay, J., 2007: <i>Tourism and Climate Change. Risks and Opportunities</i> . Channel View Publications. 352 pp.	5	Yes
	Hall, C. M., Higham, J. E. S. (ed.), 2005: <i>Tourism, Recreation and Climate Control</i> . Multilingual Matters. 309 pp.	5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Articles from relevant publications.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Sanja Faivre	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	E school of Geography	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	0+45+0+0 (0+3+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The objectives of the courses are: to qualify students, future teachers for working with talented pupils; to qualify student for including Internet in education and learning on distance; to prepare students for integration of higher level education and scientific research with primary and secondary school education through computer technology.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The course contribute to the development of cognitive abilities and skills</p> <p>Cognitive abilities and skills: The ability to interpret and discuss actual geography-related problems and processes. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. The ability to evaluate pupils achievements and grade them. The skills needed for evaluation, interpretation and synthesis of relevant information.</p> <p>Practical abilities and skills: Recognition and utilization of geographic information. Applying methodology in education-related research.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and</p>		



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	<p>storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education.</p>					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>-Planning and realisation of mini scientific projects in collaboration with schools -Applying methods and techniques in scientific research -Acquisition, analysis and interpretation of quantitative and qualitative geographical information -Browsing sources and literature by itself and leading pupils in realisation of mini projects</p>					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Contents of E school Geography seminars are connected with all geography fields and are realised through the following: 1. Students participate in realization of the mini scientific projects which take place in the primary and secondary schools joined to E – school project (this includes – providing help in creation of questionnaires for surveys or in mapping during field trip survey, etc.). 2. Creation of new project proposals. 3. Review of finished mini scientific projects. 4. Responding to the students` questions sent by web, using geographical literature, and preparing materials for web publishing. 5. Collecting of actual and particularly educational geographical subjects or interesting links and preparation for web.</p>					
2.6. Format of instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Attending seminars (80 %) and execution of the above mentioned tasks (20 %).					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam		Project	1	(other)	
2.10. Grading and evaluating student work in class and at the final exam	The final mark is defined on the basis of each finished assignment and its quality evaluation.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the	Availability via other media	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

		library	
	Heinich, R. et. al. 2001: <i>Instructional Media and Technologies for Learning</i> , Prentice Hall. p. 432.	5	Yes
	Alessi, S. M, Trollip S. R., 2000: <i>Multimedia for Learning: Methods and Development</i> , Allyn & Bacon, p.580. 3 edition.	5	Yes
	http://atlas.geog.pmf.unizg.hr/e_skola/ (Geography e-school)		Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Clark, R. C., Mayer, R. E., 2011: <i>e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning</i>, Pfeiffer; 3 edition, 528 pp.</p> <p>Roblyer, M. D., 1999: <i>Integrating Educational Technology into Teaching</i>. Prentice Hall. 355 pp. 2 edition.</p> <p>Gooden, A. R., 1996: <i>Computers in the Classroom: How Teachers and Students Are Using Technology to Transform Learning</i>. Jossey-Bass. 192 pp.</p> <p>Morrison, G. R. et al. 1998: <i>Integrating Computer Technology into the Classroom</i>. Prentice Hall. 379 pp.</p> <p>Journal - Teaching Geography.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none"> - student questionnaire at the University and Faculty level -auto evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records -questionnaire after exit of the University: evaluation of Graduate Education Programme 		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Krešimir Pavlovski	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Introduction to Astronomy	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Basic knowledge in astronomy and comparative planetology.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, skills and abilities Knowledge and understanding: Basic knowledge of astronomy and planetology.</p> <p>Cognitive abilities and skills: Application of knowledge in identifying , defining and solving spatial problems of medium complexity . Displaying knowledge and understanding of essential facts, concepts, principles and theories of astronomy in teaching geography. Interpretation and discussion of relevant current phenomena and processes of astronomy and planetology. Transfer the contents of scientific astronomy in educational content, preparation and presentation of appropriate educational content. Assessment of student achievement in teaching in elementary and secondary schools, teaching and evaluation of the curriculum. The skills required for the evaluation, interpretation and synthesis of information and data. Self- teaching using various forms of teaching, teaching methods and teaching aids and instructional strategies.</p> <p>Practical skills and abilities: Orientation in space with the help of modern technology and skills needed for field work. Organization, implementation and evaluation of field work.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Selecting and applying skills in the teaching of relevant teaching materials and aids for teaching and learning teaching contents astronomy.</p> <p>Generic skills and abilities: The literature search and sources. Information-technology skills: the use of presentation software, use software for word processing and spreadsheet calculation, collection and storage of data, the use of the Internet. Efficient work independently and in a team. Individual work needed for professional advancement and professional development.</p>		
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Distinguish between coordinate systems on the celestial sphere, solar and stellar time - Explain the precession, nutation, aberration and parallax - Describe the development of a calendar - Describe the formation of the solar system - Distinguish the characteristics of rocky and gaseous planets - Distinguish the characteristics of small bodies of the solar system - Explain the life of stars, galaxies and the characteristics of the basic processes in the universe 		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1 Celestial coordinate systems 2 Synodic and sidereal time 3 Preseccion, Nutation, abberation, parallax 4 Calendar 5 Solar system: origin 6 Terrestrial group of planets 7 Gasseous planets 8 Planetary atmospheres 9 Planetary interiors 10 Dwarf planets and Small bodies 11 Exoplanets 12 The Sun and Stars 13 Galaxy Milky Way 14 Galaxies 15 The Universe 		
<p>2.6. Format of instruction:</p>	<p>X lectures</p>	<p><input type="checkbox"/> independent assignments</p>	<p>2.7. Comments:</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8. Student responsibilities	Regular attendance of lectures and seminars, written exam.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,3	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	0,7 (other)
	Tests		Oral exam	(other)
	Written exam	2	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Evaluated class attendance, active participation in seminars and exercises and accomplishments on the written exam.			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Vujnović, V., 2009: <i>Astronomija I</i> , Školska knjiga, Zagreb.		10	Yes
	Vujnović, V., 2010: <i>Astronomija II</i> , Školska knjiga, Zagreb.		10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science: - student questionnaire at the University and Faculty level - self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records			
2.14. Other (as the proposer wishes to add)				



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dražen Kurtanjek	1.6. Year of the study programme	1 st
1.2. Name of the course	Mineralogy and Petrology	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+15+0 (2+0+1+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Learn the basic concepts and principles of mineralogy and petrology. Obtaining information about origin, properties and use of minerals and rocks. Developing skills (on the field and in the laboratory) of determination of minerals and rocks. Developing critical evaluation of mineralogy and petrology and its role in science and overall education.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of: Principal theories and teaching methodology of mineralogy and petrology</p> <p>Cognitive, practical and generic abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in mineralogy and petrology The ability to interpret and discuss actual geologic-related problems and processes. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. Modern technology assisted spatial orientation and other skills needed in fieldwork class. Skills related to the preparation, performance and evaluation of fieldwork class. Recognition and utilization of information in the field of mineralogy and petrology. Conducting literature research and use databases and other information sources. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students should be capable to: explain and describe internal order in crystals as well as crystal morphology; define and determine chemical and physical properties of minerals (identify and systematize); distinguish the main rock types and varieties inside of each group and explain their origin.				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> - Introduction (opening remarks, organization of teaching, course program); definition of mineral and mineralogy; history of mineralogy - Crystallography – internal order in crystals, crystal lattice, Bravais lattices - Atoms, ions, molecules as building elements of crystal lattice, bonding forces in crystals, crystallization - Crystal structure; coordination number; coordination polyhedron; atomic and ionic size - Crystal habit; crystal systems; symmetry elements; crystal classes - Chemical properties of minerals (composition, isomorphism, polymorphism); mineraloids - Physical properties of minerals (hardness, tenacity, specific gravity, cleavage, fracture, color, luster, thermal, electrical and magnetic properties) - Systematization of minerals - Igneous rocks – introduction; Earths interior; origin and composition of magma; plate tectonics - Texture and structure of igneous rocks; stages of crystallization of magma, composition and classification of igneous rocks - Sedimentary rocks – introduction; sedimentary cycle (weathering; erosion, transportation, deposition, lithification) - Texture and structure of sedimentary rocks; composition and classification of sedimentary rocks (clastic sediments, biogenic and organic sediments, chemical sediments, volcanoclastic sediments, residual sediments) - Metamorphic rocks – introduction; factors controlling the metamorphic processes (pressure, temperature, chemically active fluids); types of metamorphism - Composition and classification of metamorphic rocks; metamorphic facies - Identification methods of minerals and rocks 				
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance; mid-exams, independent assignments				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	1	Oral exam	2	(other)
	Written exam		Project		(other)



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.10. Grading and evaluating student work in class and at the final exam	Mid-exams, final exam.		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Vrkljan, M., 2012: <i>Uvod u mineralogiju i petrologiju</i> , RGNF, Zagreb.	5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Thompson, G. R. & Turk, J., 2007: <i>Earth Science and the Environment</i>. Harcourt Brace College Publishers, Orlando.</p> <p>Plummer, C. C., McGeary, D., Carlson, D. H., 2003: <i>Physical Geology</i>. McGraw-Hill Higher Education, New York</p> <p>Klein, C., 2002: <i>Mineral Science</i>. John Wiley & Sons, Inc., New York.</p> <p>Tucker, M. E., 2008: <i>Petrologija sedimenata. Uvod u postanak sedimentnih stijena</i>. Azp grafis, Samobor.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - university polls of students - self-evaluation of teaching: updating and revising the objectives and contents of the course and updating and revising of teaching and learning strategy - exit polls: evaluation of graduate study - interview with schools where students apply teaching methods - polls after first year of employment (monitoring of employments after graduation) 		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Anita Filipčić	1.6. Year of the study programme	1 st
1.2. Name of the course	Regional Climatology	1.7. Credits (ECTS)	3
1.3. Associate teachers	Mladen Maradin	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The main learning objective is to study the causes and effects of climatic differences between different latitude, the climate characteristic of Croatia, as well as climate characteristic of the continents. Thus the students can reveal the consequences of climatic differences. It is important to take into consideration the processes responsible for the present climate and actual processes responsible for future climate.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowing and understanding of:</p> <ul style="list-style-type: none"> -regional climatic features -climate influence on other geographical elements -regional geography of Europe and world regional geography. <p>Cognitive, practical and generic abilities and skills</p> <p>Applying knowledge in determining, defining and solving spatial problems of medium-level complexity.</p> <p>Performing of knowledge and understanding of crucial facts, terms, principles and theories related to regional climatology.</p> <p>Explanation and discussing of geographic climatological features and processes relevant related to continents.</p> <p>Implementation of scientific content considered regional climatology into the educational content, preparing and appropriate presentation of educational content.</p> <p>Skills needed for evaluation, explanation and synthesis of information's and climatic data.</p> <p>Skills needed for performing of climatology field work.</p> <p>Organization, realization and evaluation of the field work at the nearest meteorological station.</p> <p>Recognition and use of geographic information's.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Searching of references and data related to regional climatology. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development.				
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowing, understanding and independent explanation the causes of regional climatic features. Knowing, understanding and independent explanation of geographical consequences of climatic features. Knowing, understanding and independent explanation of climatic features of each continent. Knowing, understanding and independent explanation climatic features in the low, middle and high latitude. Knowing, understanding and independent explanation climatic characteristic of Croatia Knowing, understanding and independent explanation of recent climatic change.				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. The regional climate: microclimate, local climate, mesoclimate, macroclimate. 2. The empiric and genetic classifications. Koepopen's and Thornthwait's classification. 3. Tropical climates 4. Deforestation and desertification 5. The mid-latitude climates 6. Polar climates 7. The climates of the continents. The climate of Europe 8. The climate of Asia 9. The climate of North America 10. The climate of South America 11. The climate of Africa 12. The climate of Australia 13. The climate of Croatia 14. The global influences and the local changes 15. The recent climate change				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Class and presentations attendance, writing and presentation of a seminar paper				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS	Class attendance	0.25	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.50	(other)



DETAILED PROPOSAL OF THE STUDY PROGRAMME

credits is equal to the ECTS value of the course)	Tests		Oral exam		(other)	
	Written exam	2.25	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attendance and active contribution to class, seminar writing and presentation, written exam.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Hidore, J. J. et al, 2010: <i>Climatology. An Atmospheric Science</i> . Prentice Hall, New Jersey.			5		Yes
	Rohli R. V., Vega, A. J., 2012: <i>Climatology</i> . Jones & Bartlett Learning, Sudbury.			5		Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Bridgman, H. A., Oliver, J. E., 2006: <i>The Global Climate System. Patterns, Processes, and Teleconnections</i>. Cambridge University Press, Cambridge.</p> <p>Filipčić, A. 1996: <i>Klimatologija u nastavi geografije</i>. Hrvatski zemljopis i Nakladnička kuća „Dr. Feletar“, Zagreb.</p> <p>The articles from the relevant publications.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty Science.					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Borna Fuerst-Bjeliš	1.6. Year of the study programme	1 st
1.2. Name of the course	Mediterranean	1.7. Credits (ECTS)	3
1.3. Associate teachers	Marin Cvitanović	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Acquiring fundamental knowledge of the concept, significance and space of the Mediterranean as a region /place. Discussing the identity elements. Understanding of the Mediterranean as a link of continents and cultures. Acquiring fundamental knowledge of the environment, processes of degradation and natural and environmental risks; elements of cultural heritage. Developing particular cognitive, practical and generic abilities and skills: applying knowledge in determining, defining and solving spatial problems of medium-level complexity, skills needed for evaluation, interpretation and synthesis of relevant information, skills needed for presenting scientific contents and stances in written and oral form.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of: Causality relations between the elements and factors of natural environment and society at the regional level; understanding of causal relations of dominant degradation processes and formation of cultural landscapes as the outcomes of millennial man-environment interactions in Mediterranean. Knowing and understanding the uniqueness of the Mediterranean.</p> <p>Cognitive and practical abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, and contemporary processes of the Mediterranean, regional uniqueness and global image of the modern world. Demonstrating and discussing the causal relations of dominant degradation processes and formation of cultural landscapes as the outcomes of millennial man-environment interactions in Mediterranean The ability to transfer scientific information on Mediterranean into education process, preparation and appropriate presentation of education materials. Development of research abilities and teaching skills of regional geography.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>The skills needed for evaluation, interpretation and synthesis of relevant information Recognition and utilization of geographic information on Mediterranean. Conducting literature research and use databases and other information sources on regional geography. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development.</p>					
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Understanding of the uniqueness of the Mediterranean as a consequence of linking the different cultures in the unifying conditions of environment and life rhythms'. Knowing and understanding the uniqueness of the environment. Knowing and understanding the causal relations of dominant degradation processes and formation of cultural landscapes as the outcomes of millennial man-environment interactions in Mediterranean. Recognition of the cultural landscape (and heritage) elements and its significance for the economy and development (tourism).</p>					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Concept of the Mediterranean. Significance and identity. 2. Unity and fragmentation. 3. Inner divisions and conceptualization. Regional divisions. Eumediterranean unity. 4. European and African-Asian links 5. Adriatic in the Mediterranean. 6. Geopolitical themes of the Mediterranean 7. Geological evolution of the Mediterranean. 8. Earthquakes, volcanism 9. Mediterranean climate 10. Mediterranean vegetation 11. Mediterranean vegetation of Croatia 12. Degradation, desertification and risks 13. Mediterranean and Adriatic seas 14. Adriatic hydrological system. Islands 15. Cultural landscapes and urban heritage of the Mediterranean 					
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="1120 1187 1630 1235"> <p>X independent assignments X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p> </td> <td data-bbox="1630 1187 2139 1235" style="background-color: #e1f5fe;"> <p>2.7. Comments:</p> </td> </tr> <tr> <td colspan="2" data-bbox="1120 1235 2139 1378" style="height: 80px;"></td> </tr> </table>	<p>X independent assignments X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>X independent assignments X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>					
<p>2.8. Student responsibilities</p>	<p>Working and completion of project /assignment; working and discussing the selected texts/articles; completion of tests and written exam.</p>					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam		(other)	
	Written exam	1	Project	1	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Final evaluation is the result of: two tests completed; completed project and final written exam.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Conti, S., Segre, A., (eds.), 1998: <i>Mediterranean Geographies</i> , Societa Geografica Italiana, CNR, 359.				5	Yes
	Hughes, J. D., 2005: <i>The Mediterranean, An Environmental History</i> , ABC CLIO, Santa Barbara, Denver, Oxford, 333.				5	Yes
	King, R., De Mas, P., Mansvelt Beck, J. (eds.), 2001: <i>Geography, Environment and Development in the Mediterranean</i> , Sussex Academic Press, Brighton, Portland, 291.				5	Yes
	Matić, S. (ur.), 2011: <i>Šume hrvatskog Sredozemlja</i> , Akademija šumarskih znanosti, Zagreb, 740.				10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Woodward, J. (ed.), 2009: <i>The Physical Geography of the Mediterranean</i> , Oxford Regional Environments, Oxford University Press, 663. Mazzoleni, S., di Pasquale, G., Mulligan, M., di Martino, P., Rego, F., (eds.), 2005: <i>Recent Dynamics of the Mediterranean Vegetation and Landscape</i> , Wiley, 306. Grove, A. T., Rackham, O. (eds.), 2001: <i>The Nature of Mediterranean Europe, An Ecological History</i> , Yale University Press, New Haven, London, 384.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule Book and the Manual of quality management of the University of Zagreb and the Faculty of Science.					
2.14. Other (as the proposer wishes to add)	-					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dražen Njegač	1.6. Year of the study programme	1 st
1.2. Name of the course	Urban systems of the world	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Adoption of the general knowledge of the urban systems of the world, their differences and development. Students have to know the methods for the analysis and the characteristics of the world's urban systems, the development phases and regional specifics of the urban systems as well as the cultural-genetic characteristics of the cities, the development of the urban systems under influence of the European integration and the global urban system. They have to be able to apply the theoretic models and use the statistic and cartographic methods for analyzing spatial, hierarchical and temporal specifics of the urban systems of the world.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills: Knowledge and understanding of: Urban systems, their structural and functional characteristics. Causality relations between the elements and factors of natural environment and society. Applying of methodology in geography and current investigations in its field.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. The ability to interpret and discuss relevant and actual urban-geographic problems and processes. The skills needed for evaluation, interpretation and synthesis of relevant information. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials.</p> <p>Practical abilities and skills: Skills needed in fieldwork class. Evaluation and utilization of written historical sources.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Recognition and utilization of geographic information. Generic abilities and skills: Problem solving, relating to qualitative and quantitative urban-geographic information. Conducting literature research and use databases and other sources of information. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education.</p>	
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>-to define the notion and explain the characteristics of the urban systems of the world -to apply the methods for the analysis of the urban systems -to identify the phases of the urban systems development on the local, national and global levels -to explain and compare regional specifics of the development of the urban systems and the cultural-genetic characteristics of the cities -to transfer scientific information about urban systems into education process</p>	
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Notion and characteristics of the urban systems. 2. Methods for the analysis of the urban systems. 3. Phases of the urban systems development. 4. Regional specifics of the development of the urban systems. 5. Cultural-genetic characteristics of the cities. 6. Development of the urban systems of Europe Part 1. 7. Development of the urban systems of Europe Part 2. 8. Development of the urban systems of Orient. 9. Development of the urban systems of Africa. 10. Development of the urban systems of Asia. 11. Development of the urban systems of Latin America. 12. Development of the urban systems of Angloamerica and Australia. 13. Development of the urban systems of Croatia. 14. Urban system and European integration. 15. Global urban system. 	
<p>2.6. Format of instruction:</p>	<p>x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)</p>
<p>2.8. Student responsibilities</p>	<p>Regular class attendance, oral presentation of written essay.</p>	
		<p>2.7. Comments:</p>



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The final grade is based on the written exam, oral exam and written essay. Each component has to be evaluated positively.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Vresk, M., 2002: <i>Razvoj urbanih sistema u svijetu – geografski pregled</i> , drugo prerađeno izdanje, Školska knjiga, Zagreb.			10		Yes
	Brunn, S. D., Hays-Mitchell, M., Zeigler, D. J. (ed.), 2011: <i>Cities of the World – World Regional Urban Development</i> , 5th ed., Rowman & Littlefield.			3		Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Pacione, M., 2001: <i>Urban Geography – a global perspective</i> , Routledge. Taylor, P. J., 2004: <i>World City Network – a global urban analysis</i> , London. Brenner, N., Keil, R. (ed.), 2006: <i>The Global Cities Reader</i> , Routledge.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Laura Šakaja	1.6. Year of the study programme	1 st
1.2. Name of the course	Geography of Russia	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Acquiring knowledge of spatial aspects of recent social, economic and political processes in Russia. Understanding the post-socialist transition process and the new geopolitical developments in the post-Soviet era. Seminar essay will contribute to the ability to conduct synchronic and diachronic analysis, to apply knowledge gained during study process and to map geographic data.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p><u>Professional knowledge, abilities and skills:</u></p> <p><i>Knowledge and understanding of:</i> Elements and factors in physical geography and their interrelationship on various spatial levels. Factors and consequences of the spatial distribution of population, settlements and economic activities in Russia Urban and rural spatial systems in Russia, their interrelationship and structural and functional characteristics Systems and models in economic geography, their structure, dynamics and development factors on various spatial levels.</p> <p><u>Cognitive, practical and generic abilities and skills:</u> Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to present knowledge and understanding of concept of regional geography Ability to transfer scientific knowledge on Russia into education contents The skills needed for evaluation, interpretation and synthesis of relevant information Conducting literature research and use databases and other sources of information.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results. Knowing, understanding and explaining the factors that determined the historical and geographical development of the Russian state Knowing and understanding the new trends in the development of Russia in post-socialist period Ability to explain the cultural diversity of the Russian Federation Ability to allocate and interpret RF foreign policy guidelines Ability to evaluate the role of Russian Federation in the global geopolitical order and the global economy Knowing and understanding the processes of formation of economic regions of the Russian Federation Ability to explain regional differences in Russian federation.</p>																																		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1. Territory and political borders of Russian federation 2 -3. Natural regions and their factors 4. History of colonization and territorial expansion 5. Ethnic and religious mosaic of Russia. Population structure 6. Population distribution and internal migration 7. Post-socialist transition and the Russian economy. Developmental resources. 8-9. Russian economy in the post-industrial environment: industry, agriculture, transport. 10. Urbanization process and cities. 11. Economic regions and the administrative-territorial structure of the Russian Federation 12-14. Regional overview of the Russian Federation 15. Problems and prospects in Russian foreign policy and international relations</p>																																		
<p>2.6. Format of instruction:</p>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>																																
<p>2.8. Student responsibilities</p>	<p>Attendance to class, completed seminar essey.</p>																																		
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<table border="1"> <tr><td>Class attendance</td><td>0,5</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td>0,5</td></tr> <tr><td>Written exam</td><td>0,5</td></tr> </table>	Class attendance	0,5	Experimental work		Essay		Tests	0,5	Written exam	0,5	<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td>0,5</td></tr> <tr><td>Oral exam</td><td>1</td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report		Seminar essay	0,5	Oral exam	1	Project		<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		(other)		(other)		(other)		(other)			
Class attendance	0,5																																		
Experimental work																																			
Essay																																			
Tests	0,5																																		
Written exam	0,5																																		
Research																																			
Report																																			
Seminar essay	0,5																																		
Oral exam	1																																		
Project																																			
Practical training																																			
(other)																																			
(other)																																			
(other)																																			
(other)																																			
<p>2.10. Grading and evaluating student work in class and at the</p>	<p>Class attendance (lectures and seminars), quality of seminar essay, presentation of seminar essay, written and oral exams.</p>																																		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

final exam			
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Blinnikov, M. S., 2011: <i>A Geography of Russia and its Neighbors</i> , The Guilford press, New York.	5	Yes
	De Blij, H. J., Muller, P.O., 2005: <i>Concepts and Regins in Geography</i> , John Wiley & Sons, Inc, Chapter 2. Russia.	5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Kort, M. G., 2004: <i>Russia</i> , Infobase Publishing.		
	Trenin, D., 2002: <i>The End of Eurasia: Russia on the Border Between Geopolitics and Globalization</i> , Carnegie Endowment for International Peace.		
	Berglöf, E., Kunov, A., Shvets, J., Yudaeva, K., 2003: <i>The New Political Economy of Russia</i> . Cambridge: The MIT Press.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Stiperski	1.6. Year of the study programme	1 st
1.2. Name of the course	Geography of Asia	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Understanding the important geographic processes in Asia. Enrolling with diversity in Asia. Development of professional competences in geography science, the development of competences for independent research and teaching.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p><u>Professional knowledge, abilities and skills:</u> <i>Knowledge and understanding of:</i> -physical systems, processes and diversity in Asia -regional geography of the world</p> <p><u>Cognitive, practical and generic abilities and skills:</u> Application of knowledge in determining, identifying and solving problems of medium spatial complexity. Knowledge representation and understanding of essential facts, concepts, principles and theories of regional geography of Asia. Interpretation and discussion of relevant geographic phenomena and processes in some Asian countries and also in the continent Transfer of scientific content into educational content regarding geography of Asia, preparation and presentation of appropriate educational content. Skills necessary to evaluate, interpret and synthesize information and data from regional geography. Recognition and usage of geographic information on Asia and certain countries. Searching literature regarding geography of Asia. Work effectively, independently and in a team. Independent work required for professional development.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> -explore the development of the population in Asia -compare the relation between the core and the periphery in Asia -explore the characteristics of economic development of Asia -explore geographic features of Asian regions -compare the different colonial experiences in Asia -investigate the problem areas of Asia 					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1 Natural geographic characteristics of Asia: relief, climate, vegetation 2 Natural risks, environmental threats, natural resources 3 Population, migration, languages, religions of Asia 4 The issue of cities and urbanization Asia 5 Historical Overview of Asia 6 Core and periphery in Asia 7 Civilization, cultural circles and spatial identities in Asia 8 Differences in economic development in Asia 9 The main geographical features of the Asian region 10 Southwest Asia: regional division, natural features, the impact of oil on the local society 11 South Asia: regional division, colonial transformation of India, Hindu-Muslim friend 12 Southeast Asia: regional division, the colonial sphere, multicultural state, side impact 13 East Asia: regional division, the impact of Japan and China, Japanese colonialism, the rise of China 14 The political geography of Eurasia: The Eurasian Balkans, the Caucasus and Turkestan issue, Middle East 15 The political geography of Eurasia: China's strategic moves, the vulnerability of Japan, the issue of Taiwan and North Korea, position of Mongolia 					
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Attending classes and seminars regularly. Written seminar based on individually collected and analyzed literature.</p>					
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the</p>	<p>Class attendance</p>	<p>0,5</p>	<p>Research</p>		<p>Practical training</p>	
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>	<p>0,5</p>	<p>(other)</p>	
	<p>Tests</p>		<p>Oral exam</p>	<p>1</p>	<p>(other)</p>	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

course)	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The final grade is determined on the basis of the seminar evaluation, colloquium results, written and oral exams. All elements of evaluation except colloquium must be positive.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Stiperski, Z., 2014: <i>Geography of Asia</i> , Internal course materials, Department of Geography, Faculty of Science, Zagreb.			10	Yes	
	Barbara A. Weightman, 2002: <i>Dragons and Tigers: geography of South, East and Southeast Asia</i> , John Wiley and Sons.			5	Yes	
2.12. Optional literature (at the time of submission of study programme proposal)	Huang, Y., Bocchi, A. M., 2008: <i>Reshaping Economic geography in East Asia</i> , World Bank Publication.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>The procedures listed in the Rule Book and the Manual of Quality Management at the University of Zagreb and the Faculty of Science:</p> <ul style="list-style-type: none"> - University and college student survey - Self-evaluation of teaching: updating and revising the aims and subjects of course; updating teaching and learning strategies; evaluation of learning outcomes by analyzing students performance based on the personal data and data of the Student Administration Office - Exit polls: evaluation of graduate study - Interview with mentors in school where students perform their methodical practice - Telephone and mail surveys after the first year of work (tracking employment after graduation and evaluating success in the profession) 					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Stiperski	1.6. Year of the study programme	1 st
1.2. Name of the course	Introduction to Japanese Studies	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Understanding of important geographical and social processes in Japan, the third largest economy in the world. Another goal is to understand the mentality of the Japanese population and the impact that it has on economic development. This causally relation (the effect of mentality of the population on economic development) is an example that can be applied to other countries. Development of professional competences in geography science, the development of competences for independent research and teaching.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p><u>Professional knowledge, abilities and skills:</u> <i>Knowledge and understanding of:</i> -geographical and social processes in Japan -regional geography of the world</p> <p><u>Cognitive, practical and generic abilities and skills:</u> Application of knowledge in determining, identifying and solving problems of medium spatial complexity. Knowledge representation and understanding of essential facts, concepts, principles and theories of regional geography of Japan. Interpretation and discussion of relevant geographic phenomena and processes in some Asian countries Transfer of scientific content into educational content regarding geography of Japan, preparation and presentation of appropriate educational content. Skills necessary to evaluate, interpret and synthesize information and data from regional geography.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Recognition and usage of geographic information regarding Japan Searching literature regarding geography of Japan. Work effectively, independently and in a team. Independent work required for professional development.</p>		
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>-exploring causes of forming mentality of Japanese population in the context of natural environment, geography, historical heritage, social structure and current events -understand the impact of mentality of the population on economic development on the example of Japan -explore the connection between poor natural bases and high economic development -understand the political system of Japan -explore the role of Kaizen management in the economic success of Japan -explore the position of Japan in globalized world</p>		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>1 Economic potential of Japan 2 Social Development Index of Japan 3 The influence of APEC Organization (Asia-Pacific economic cooperation) on Japan 4 The influence of the natural environment and geography position on the economic development of Japan 5 Natural resources of Japan and dependence on import 6 Japan's natural disaster and social adjustment 7 The impact of historical heritage in shaping the mentality of Japanese population 8 Historical stages of the Japan, since isolation of Japan, the Meiji Restoration and imperialism to the post-war period 9 Impact of the Japanese community in the economic system 10 The influence of Japanese religions in shaping the mentality of the population 11 Japanese political system: emperor, governments, political parties 12 Japanese economic system: development stages 13 Basics of Kaizen management - an example of understanding the secrets of Japan's economic success and the mentality of the population 14 Japan's Foreign Policy: neutrality against the alliance with the U.S., trade and economic dependence 15 Recent trends in Japan: economic stagnation, participation in the new world order in the 21st century</p>		
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>
<p>2.8. Student responsibilities</p>	<p>Attending classes and seminars regularly. Written seminar based on individually collected and analyzed literature.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The final grade is determined on the basis of the seminar evaluation, colloquium results, written and oral exams. All elements of evaluation except colloquium must be positive.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Stiperski, Z., 2014: <i>Introduction to Japanese Studies</i> , Internal course materials, Department of Geography, Faculty of Science, Zagreb.			10	Yes	
	Stiperski, Z., Yamamoto, Y., Njavro, Đ., 2005: <i>Samuraj i vitez. Kako se Japan uspio ekonomski razviti – Hrvatski put prema uspjehu</i> . Meridijani-Japanski centar Zagrebačke škole ekonomije i managementa. Samobor-Zagreb. 145			10	Yes	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Calichman, R., 2005: <i>Contemporary Japanese Thought</i>, Columbia University Press.</p> <p>Karan, P. P., Kristin Stapleton (ed.), 2007: <i>The Japanese City</i>, The University Press of Kentucky.</p> <p>Devide, V., 2007: <i>Japan</i>, Školska knjiga; Zagreb.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>The procedures listed in the Rule Book and the Manual of Quality Management at the University of Zagreb and the Faculty of Science:</p> <ul style="list-style-type: none"> - University and college student survey - Self-evaluation of teaching: updating and revising the aims and subjects of course; updating teaching and learning strategies; evaluation of learning outcomes by analyzing students performance based on the personal data and data of the Student Administration Office - Exit polls: evaluation of graduate study - Interview with mentors in school where students perform their methodical practice 					
2.14. Other (as the proposer wishes to add)						



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ružica Vuk	1.6. Year of the study programme	1 st
1.2. Name of the course	Geography of Africa	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Application of knowledge and skills acquired in the basic/fundamental geographic courses on the area of Africa. Getting to know and interpret contemporary natural geographical features and social development of the continent, the impact of historical-geographical development on present relations and problems of the continent, the position and significance of the continent in the contemporary geopolitical and economic relations.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The course <i>Geography of Africa</i> contributes to the acquisition of professional competences in geography science, to the development of cognitive, practical and generic abilities and skills for further education, competences for independent research work and acquiring the vocation of Master education of geography.</p> <p>Professional knowledge, abilities and skills <i>Knowledge and understanding of:</i> Geographic terminology, definitions and theories. Methodology application in geography and current investigations in its field. Elements and factors in physical geography and their interrelationship in geosystems at the continental level. The role of population in processes and functional spatial organization in Africa. Urban and rural spatial systems, their interrelationship and structural and functional characteristics. Systems and models in economic geography, their structure, dynamics and development factors at the continental level. Factors of development and characteristics of transportation modes, transportation networks, dynamics of transportation flows, impacts of relationship of transport and other economic activities in Africa. Processes in political geography, with emphasis on globalisation and integration processes at the continental and regional level.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>Causality relations between the elements and factors of natural environment and society in different countries and regions of Africa.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity in Africa. The ability to interpret and discuss relevant and actual geographic problems and processes in Africa. The skills needed for evaluation, interpretation and synthesis of relevant information. The skills needed for presenting scientific contents and stances in written and oral form.</p> <p>Practical abilities and skills: Applying appropriate statistic and graphic methods and techniques in analysis and in the presentation of the research results. Applying appropriate maps and cartographic methods and techniques in analysis and in the presentation of the research results.</p> <p>Generic abilities and skills: Problem solving, relating to qualitative and quantitative geographic information. Conducting literature research and use databases and other sources of information. Information-technology skills: word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Continuous professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>After completing this course and passing the exam, students will (be able to):</p> <ul style="list-style-type: none"> - know and understand the geographic location and the position of Africa, elements and factors in physical geography and their interrelationship in geosystems at the continent level, and at the level of various regions and countries of Africa - interpret the causes and consequences of population distribution, settlement characteristics and economic activities in Africa - distinguish urban and rural spatial systems, their structural and functional features - explain systems and models in economic geography, their structure, dynamics and development factors at the continental level - explain the particularities of regional and national economies - know, understand and independently interpret geographical aspect of socio-cultural processes in Africa, historical-geographical development and contemporary geographical features of Africa - analyze processes in political geography, with emphasis on globalisation and integration processes at the continental and regional level - interpret causality relations between the elements and factors of natural environment and society in different countries and regions of Africa



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	- apply cognitive, practical and generic abilities and skills in the analysis and presentation of research results				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1 Geographical features of the continent 2 Natural-geographic features as a factor of the colonization and settlement, and economic exploitation of the continent 3 Historical-geographical development of Africa 4 Contemporary geographical problems and processes in Africa 5 Processes of colonization 6 Decolonization of Africa 7 Population of Africa 8 Economy of Africa 9 Northeast Africa 10 Northwest Africa 11 West Africa 12 East Africa 13 Equatorial Africa 14 South Africa 15 The Republic of South Africa				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Regular attendance to courses and making seminar in a written form with oral presentation.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,3	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0,3	(other)
	Tests	0,9	Oral exam	0,6	(other)
	Written exam	0,9	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Regular class attendance, active participation in class, quality of paper production and presentation in accordance to agreed elements and criteria are being evaluated. The grade on the final exam is defined according to students' achievements in class, seminar paper, two midterm exams (or on the written test), and the oral exam.				
2.11. Required literature (available in the	Title			Number of	Availability via



DETAILED PROPOSAL OF THE STUDY PROGRAMME

library and via other media)		copies in the library	other media
	Vuk, R., 2014: <i>Geography of Africa</i> , Internal course materials, Department of Geography, Faculty of Science, Zagreb.	10	CD-ROM
	de Blij, H. J., Muller, P. O., 2011: <i>Geography - Realms, Regions and Concepts</i> , John Wiley&Sons, 15th Edition.	5	Yes
	Crkvenčić, I., 1990: <i>Geografija Afrike</i> , Školska knjiga, Zagreb.	10	Yes
	Vintar Mally, K., 2012: <i>Geografija Podсахarske Afrike</i> , Univerza v Ljubljani, Filozofska fakulteta.	5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Bradshaw, M., Dymond, J., White, G., Chacko, E., 2007: <i>World Regional Geography</i>, McGraw Hill, New York.</p> <p>Mahajan, V., 2010: <i>Afrika u usponu</i>, Mate d.o.o., Zagreb.</p> <p>Stock, R., 2004: <i>Africa South of the Sahara</i>, Guilford.</p> <p>Calvocoressi, P., 2003: <i>Svjetska politika nakon 1945.</i>, Nakladni zavod Globus, Zagreb.</p> <p>Natek, K., Natek, M., 2003: <i>Države svijeta 2000</i>, Mozaik knjiga, Zagreb.</p> <p>Relevant scientific and technical journals.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures outlined in <i>Regulations and Handbook on the Quality Assurance</i> at the University of Zagreb and the Faculty of Science:</p> <ul style="list-style-type: none"> - university and faculty student survey - teaching self-evaluation: modernizing and reassessment of course's goals and content, and strategy of teaching and learning; evaluation of learning outcomes by analysis of students level of success according to Student Office data and self-records - outgoing survey: graduate university study evaluation 		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Vedran Prelogović	1.6. Year of the study programme	1 st
1.2. Name of the course	Geography of Less Developed Countries	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30+0+15+0 (2+0+1+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	The main object of the course is to enable students to understand complex relations in the less developed countries (functional, social and morphological transformations). Particular objects of the course are: synthesis of contemporary theory and methodology on transformations in the less developed countries, which are induced by the interaction of different economic, social, cultural and political factors on global, regional and local scale. On the number of examples from various less developed regions and countries of the world, problems like excessive exploitation of natural resources, population growth, over-urbanisation etc. will be discussed and explained. Special attention within this course is given to: writing of report, reading of selected texts related to the different aspects of the development of less developed countries, thematic discussions on different topics etc.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge and understanding of: Geographic factors (physical and social) in the development of the less developed countries. Contemporary processes and problems in the development of the less developed countries.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. Ability to demonstrate the knowledge and understanding of essential facts, principles and theories in geography The ability to interpret and discuss actual geography-related problems and processes. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials.</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>The skills needed for evaluation, interpretation and synthesis of relevant information.</p> <p>Practical abilities and skills: Recognition and utilization of geographic information. Skills related to the usage of education materials and apparatus. Applying methodology in education-related research.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - distinguish and explain approaches in the research of the less developed countries - explain historic geographic context of the development of the less developed countries - conduct a research project on the topic (for example: demographic, urban, economic development, excessive exploitation of natural resources and the impact that it has on the environment etc). in a selected less developed country or a region of the world - write a report/essay on a topic related to regional differences in the less developed countries
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1 INTRODUCTORY LECTURE – Goals and aims; Students obligations; Schedules of written and oral exams; Definitions of main notions and terms 2 THEORETICAL FRAMEWORK – Theories and models of the less developed countries; Spatial determination of the less developed countries 3 HISTORIC GEOGRAPHIC CONTEXT OF THE DEVELOPMENT - European expansion from 15th to 19th century (mercantile period); European expansion from 19th to mid 20th century (period of industrial colonialism); Decolonisation 4 DEMOGRAPHIC CHARACTERISTICS 1 – Number, distribution and population density 5 DEMOGRAPHIC CHARACTERISTICS 2 – Migrations; Structures of the population; Population policy 6 AGRICULTURE – Characteristics of agricultural production; Agriculture and environment; Expansion of agricultural land use 7 RURAL AREAS – Models of the development of rural areas; Transformation of traditional rural structures; Socioeconomic transformations; Abandoning of rural areas 8 URBANISATION 1 – Characteristics of urbanisation in the less developed countries; Influence of immigration; Spatial structure of the cities 9 URBANISATION 2 – Housing problems; Squatter settlements; Emergence of megacities; Urban planning in the less developed countries



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>10 ECONOMIC GEOGRAPHIC CHARACTERISTICS 1 – Natural resources; Industrialisation (colonial and postcolonial period); Structure of economic sectors; Employment and unemployment</p> <p>11 ECONOMIC GEOGRAPHIC CHARACTERISTICS 2 – Tertiarisation; Unequal economic development; Influence of multinational companies; Integration into global economy; New dependence</p> <p>12. REGIONAL DEVELOPMENT (SELECTED EXAMPLES) – Regional differences and development; Regional plans, programs and models; Regional planning; Development strategies</p> <p>13. SOCIOCULTURAL CHARACTERISTICS – Changes in the way of life; Relations towards/with developed countries of the world; Importance of religion; Ethnic diversity</p> <p>14. POLITICAL CHARACTERISTICS – Colonial heritage; Political particularism; Area of conflict, Political and economic associations</p> <p>15. GLOBALISATION – Less developed countries in a globalised world; Assumption of the future development</p>																																	
2.6. Format of instruction:	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments x multimedia and the internet <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)	2.7. Comments:																															
2.8. Student responsibilities	Regular class attendance. Writing of the report. Oral presentation of the written report within the thematic discussions.																																	
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	<table border="1"> <tr><td>Class attendance</td><td></td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td>0,5</td></tr> <tr><td>Tests</td><td></td></tr> <tr><td>Written exam</td><td>1</td></tr> </table>	Class attendance		Experimental work		Essay	0,5	Tests		Written exam	1	<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td>0,5</td></tr> <tr><td>Oral exam</td><td>1</td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report		Seminar essay	0,5	Oral exam	1	Project		<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		(other)		(other)		(other)		(other)		
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2.10. Grading and evaluating student work in class and at the final exam	Written evaluation, oral examination.																																	
2.11. Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th data-bbox="618 1150 1677 1257">Title</th> <th data-bbox="1677 1150 1901 1257">Number of copies in the library</th> <th data-bbox="1901 1150 2136 1257">Availability via other media</th> </tr> </thead> <tbody> <tr> <td data-bbox="618 1257 1677 1329">Chant, S., McIlwaine, C., 2009: <i>Geographies of Development in the 21st Century: An Introduction to the Global South</i>, Edward Elgar, Cheltenham.</td> <td data-bbox="1677 1257 1901 1329">5</td> <td data-bbox="1901 1257 2136 1329">Yes</td> </tr> <tr> <td data-bbox="618 1329 1677 1401">Potter, R. B., Binns, T., Elliott, J. A, Smith, D., 2008: <i>Geographies of Development</i>, Pearson Education Limited, Harlow.</td> <td data-bbox="1677 1329 1901 1401">5</td> <td data-bbox="1901 1329 2136 1401">Yes</td> </tr> <tr> <td data-bbox="618 1401 1677 1436">Williams, G., Meth, P., Willis, K., 2009: <i>Geographies of Developing Areas: the Global</i></td> <td data-bbox="1677 1401 1901 1436">5</td> <td data-bbox="1901 1401 2136 1436">Yes</td> </tr> </tbody> </table>		Title	Number of copies in the library	Availability via other media	Chant, S., McIlwaine, C., 2009: <i>Geographies of Development in the 21st Century: An Introduction to the Global South</i> , Edward Elgar, Cheltenham.	5	Yes	Potter, R. B., Binns, T., Elliott, J. A, Smith, D., 2008: <i>Geographies of Development</i> , Pearson Education Limited, Harlow.	5	Yes	Williams, G., Meth, P., Willis, K., 2009: <i>Geographies of Developing Areas: the Global</i>	5	Yes																				
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DETAILED PROPOSAL OF THE STUDY PROGRAMME

	South in a Changing World, Routledge, London and New York.		
2.12. Optional literature (at the time of submission of study programme proposal)	Desai, V., Potter, R.B. (ur.), 2008: <i>The Companion to Development Studies</i> , Routledge, London. Potter, R., Conway, D., Evans, R., Lloyd-Evans, S. (ur.), 2012: <i>Key Concepts in Development Studies</i> , Sage, London.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the Rule book and Manual of quality management at the University of Zagreb and the Faculty of Science.		
2.14. Other (as the proposer wishes to add)			



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ELECTIVE PEDAGOGICAL, PSYCHOLOGICAL AND METHODOLOGICAL COURSES

1. GENERAL INFORMATION			
1.1. Course teacher	Tajana Ljubin Golub	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Prevention of Bullying and Hazardous Behaviour	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	15+15+0+0 (1+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Students will gain knowledge about the role of stress and trauma of abuse in the field of education and develop skills for the prevention of risky behaviors students.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	The ability of continuous modernization and improvement of their professional practice Ability to adapt teaching practices to the individual needs of traumatized students The ability of counseling parents about preventive measures for personality development		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The ability to understand the symptoms and consequences of physical, sexual, emotional abuse of children Familiarity with the basic legal requirements and sensitivity to operate in accordance with the legal standards protecting children The ability to recognize signs of peer abuse Understanding the role of stress and trauma in the development of risk behaviours Understanding and supporting the active role of schools and teachers in the prevention of risky behaviour		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the subject: the role of prevention in the development of a healthy personality; student obligations; 2. Role of stress and trauma, the trauma and consequences 3. Legal framework for the protection of children and minors 4. Physical abuse and physical abuse prevention 5. Sexual abuse and sexual abuse prevention		



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	6. Emotional abuse and neglect 7. Abuse among peers and the role of teachers in prevention 8. Abuse between teachers and students 9. Peer mediation as a method of prevention 10. Prevention of Juvenile Delinquency 11. Prevention of antisocial behaviour 12. Suicide prevention 13. The teacher's role in the prevention of risky behaviour 14. Collaboration with parents, teachers, the police and the community in the prevention of risky behaviour					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance, preliminary exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1,5	Oral exam		(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	In the assessment affects class attendance, achievement and success in a colloquium on the written exam.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Buljan-Flander, G., Kocijan-Hercigonja, D. (2003). <i>Zlostavljanje i zanemarivanje djece</i> . Zagreb: Marko M.				10	Yes
	2. Ajduković, M. (2001). <i>Prevenција zlostavljanja i zanemarivanja djece</i> . <i>Dijete i društvo</i> , 1-2, 161-172.				10	Yes



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none">1. Essau, C., Conradt, J. (2006). <i>Agresivnost u djece i mladeži</i>. Jastrebarsko: Naklada Slap. (selected chapters)2. Ajduković, M. (2001). <i>Utjecaj zlostavljanja i zanemarivanja u obitelji na psihosocijalni razvoj djece</i>. <i>Dijete i društvo</i>, 1-2, 59-75.3. Bujšić, G. (2005). <i>Dijete i kriza. Priručnik za odgajatelje, učitelje i roditelje</i>. Zagreb: Goldenmarketing-Tehnička knjiga.4. Killen, K. (2001). <i>Izdani: Zlostavljana djeca su odgovornost svih nas</i>. Zagreb: DPP.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Accordance with the quality management system of the University of Zagreb, quality and efficiency are monitored self-esteem of teachers and interviewing participants, and statistical analysis of the performance of students on the basis of data Student office.
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Tajana Ljubin Golub	1.6. Year of study	1 st and 2 nd
1.2. Name of the course	Socially Unacceptable Behaviour	1.7. Credit value (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L+S+E+e-learning)	15+15+0+0 (1+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of use of e-learning (1, 2, 3 level), percentage of instruction in the course on line (20% maximum)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Students will gain knowledge about the causes and forms of antisocial behaviour, to understand the role of teachers in the prevention thereof and skills for prevention.		
2.2. Enrolment requirements and required entry competences for the course	None		
2.3. Learning outcomes at the level of the study programme to which the course contributes	<p>Knowledge and understanding of sociology and psychology in education.</p> <p>Knowledge and understanding of legislation in the field of education.</p> <p>The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials.</p> <p>The skills needed for evaluation, interpretation and synthesis of relevant information.</p> <p>Teaching skills in various teaching forms, methods, techniques and strategies.</p> <p>Skills related to the usage of education materials and apparatus.</p> <p>Applying methodology in education-related research.</p> <p>Conducting literature research and use databases and other information sources.</p> <p>Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet.</p> <p>Functioning effectively as an individual and as a team member.</p> <p>Autonomous continuous professional improvement needed in professional development.</p> <p>Skills related to the communication process in education.</p> <p>Class management.</p>		
2.4. Expected learning outcomes at the level of the course (4-10 learning	Describing and differentiate various types of antisocial behaviours		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

outcomes)	Describing and explaining the key concepts and theories in studying antisocial behaviour Differentiating between categorial and dimensional approach to antisocial behaviour Explaining the influence of the biological and environmental factors and their interaction on the antisocial behaviour Understand the role of a teacher in the prevention of antisocial behaviour and resilience development Understand the need for implementation the prevention activities for antisocial behaviour in curriculum Implementation of theoretical knowledge in the teacher's work with students																																
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: definition of the basic concepts (risky behaviours, antisocial behaviours, delinquent behaviours) 2. The concept of normality and disorder. Types of classifications. 3. Internalizing and externalizing disorders. 4. Opositional defiant disorder and conduct disorder 5. Agression, causes of agression. 6. Developmental psychopathology: psychology of early and late juvenile delinquency. 7. Psychology of addiction behaviours: alcohol and drug abuse 8. Psychology of addiction behaviours: video-game and internet addiction, gambling 9. Truancy, bullying 10. Risk and protective factors for antisocial behaviour: the role of parents and school 11. Risk and protective factors for antisocial behaviour: the role of personality 12. Risk and protective factors for antisocial behaviour: the role of peers 13. Programs for the prevention of antisocial behaviour																																
2.6. Type of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent study <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with the mentor <input type="checkbox"/> (other)	2.7. Comments:																														
2.8. Student responsibilities	Class attendance, tests, final written exam.																																
2.9. Screening of student's work (specify the proportion of ECTS credits for each activity so that the total number of CTS credits is equal to the credit value of the course)	<table border="1"> <tr><td>Class attendance</td><td>0,5</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td>1</td></tr> <tr><td>Written exam</td><td>1</td></tr> </table>	Class attendance	0,5	Experimental work		Essay		Tests	1	Written exam	1	<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td>0,5</td></tr> <tr><td>Oral exam</td><td></td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report		Seminar essay	0,5	Oral exam		Project		<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>(Other--describe)</td><td></td></tr> <tr><td>(Other—describe)</td><td></td></tr> <tr><td>(Other—describe)</td><td></td></tr> </table>	Practical training		(Other--describe)		(Other—describe)		(Other—describe)			
Class attendance	0,5																																
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Project																																	
Practical training																																	
(Other--describe)																																	
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(Other—describe)																																	
2.10. Grading and evaluation of student work over the course of instruction and at a final exam	Final grade is formed based on class attendance, test grade and final written exam grade.																																



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Title	Number of copies at the library	Availability via other media
2.11. Required literature (available at the library and via other media)	1. Reid, J. B., Patterson, G. R., Snyder, J. (2002). <i>Antisocial behaviour in children and adolescents</i> . Washington: APA.	5	Yes
	2. Bašić, J., Koller-Trbović, N., Uzelac, S. (2004). <i>Poremećaji u ponašanju i rizična ponašanja; Pristupi i pojmovna određenja</i> . Zagreb: Edukacijsko rehabilitaciji fakultet (selected chapters).	10	Yes
	3. Lebedina Manzoni M. (2007): <i>Psihološke osnove poremećaja u ponašanju</i> , Naklada Slap, Jastrebarsko (selected chapters).	10	Yes
2.12. Optional literature (at the time of the submission of the study programme proposal)	1. Stoff, D. M., Breiling, J., Maser, J. D. (ur). (1997). <i>Handbook of antisocial behaviour</i> . New York: Wiley. 2. Rutter, M., Giller, H., Hagell, A. (1998). <i>Antisocial behaviour by young people</i> . Cambridge: Cambridge University Press. 3. McCord, J. & Tremblay, R. (1992) (ur.). <i>Preventing antisocial behaviour</i> . New York: The Guilford Press.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality management system of University of Zagreb, the quality and success of the course execution is monitored by teacher's self-evaluation, student survey and statistical analysis of the students' results based on the Student office data.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Ružica Vuk	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Competition in Geography	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	0+30+0+0 (0+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Getting to know the rules, organization, preparation and implementation of student competitions in geography at schools, municipal, cities, counties and state level. Competence development for mentoring gifted students, organization and implementation of additional and optional subjects of geography.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Professional knowledge, abilities and skills: <u>Knowledge and understanding:</u> Principal theories and teaching methodology of geography Fundamental methodology in education-related research. Elements needed to work with talent students in the teaching of geography in elementary and secondary schools. Legislation in the field of education.</p> <p>Cognitive abilities and skills: Applying knowledge in determining, defining and solving spatial problems of medium-level complexity. The ability to transfer scientific information into education process, preparation and appropriate presentation of education materials. Independent written exam preparation and practical training for the competition. The ability to evaluate pupils achievements and grade them. Geography curriculum and teaching practice evaluation. The skills needed for evaluation, interpretation and synthesis of relevant information. Teaching skills in various teaching forms, methods, techniques and strategies.</p>		



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	<p>Practical abilities and skills: Modern technology assisted spatial orientation and other skills needed in fieldwork class. Skills related to the preparation, performance and evaluation of fieldwork class. Recognition and utilization of geographic information. Skills related to the usage of education materials and apparatus. Applying methodology in education-related research.</p> <p>Generic abilities and skills: Conducting literature research and use databases and other information sources. Information-technology skills: presentation programmes usage, word-processing and spreadsheet usage, data logging and storage, subject-related use of the Internet. Functioning effectively as an individual and as a team member. Autonomous continuous professional improvement needed in professional development. Skills related to the communication process in education.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Collect and examine information relevant to working with talent students and preparing students to compete in geography. Interpreted in specific teaching situations provisions of laws and regulations on working with gifted students. Independently create additional or elective curriculum in geography. Examine documentation of events in geography and other subjects. Prepare students for competition in geography at the school, county and state level. Independently develop written exam and practical work for the competition. Participate in the work of the school, county and state commission for competition from geography. Communication process with stakeholders in the education system and the event organizers.</p>
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Objectives and structure of the course, student responsibilities, literature and evaluation student work. 2. Role of competition in geography in education systems. 3. The organizers of the competition in geography at school, municipal, city, county and state level. 4. Evaluation of the achievements of the competition for admission in geography in secondary schools and study programme and for the advancement of teachers. 5. Law on Education in Primary and Secondary Schools. Regulations on working with talent students. Ordinance on standards for teachers in primary and secondary schools. Regulations on promotion of teachers. 6. General instructions for competitions and festivals. 7. Special instructions for the implementation of competition in geography. 8. Lessons plan and syllabus for work with talent students in regular, extra and electoral classes. 9. Teaching strategies, methods, and procedures in work with talent students. 10. Preparation tasks for the written exam of acquired knowledge in competitions.



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	<p>11. Creating tasks for checking development of geographic skills. 12. Evaluation of student achievement and the scoring system. 13.-14. Analysis of student achievement in knowledge and skills at all levels of competition in geography. 15. Analysis of the implementation of competition at all levels.</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	<p>Regular attendance to courses, seminars and practical assignments. Through seminar papers dealt with the problem situation related to the legal basis of the organization and implementation of events, drafts detailed program and further remedial classes; made preparations to work with talent students, analyze the competition rules; makes test and practical work for the competition, analyze the achievements of the competition. Passing four test or written exams.</p>					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests	0,5	Oral exam		(other)	
	Written exam	0,5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Score on the final exam is determined on the basis of achievements in teaching; seminar paper; creating written exam for competition in geography; creating practical training for competition in geography; creating lessons plan end syllabus for work with talent students in regular, extra and electoral classes; analysis competition in geography; written exams.</p>					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Nastavni plan i program geografije za osnovne i srednje škole.				www.mzos.hr	
	Zakon o odgoju i obrazovanju u osnovnim i srednjim školama.				www.mzos.hr	
	Dokumentacija o natjecanjima				www.azoo.hr	
2.12. Optional literature (at the time of submission of study programme)	<p>Cvetković-Lay, J., Sekulić-Majurec, A., 1998: <i>Darovito je, što ću s njim?</i> Alineja. Zagreb.</p>					



DETAILED PROPOSAL OF THE STUDY PROGRAMME

proposal)	<p>Vlahović-Štetić, V., Vizek-Vidović, V., Arambašić, L., Vojnović, N., Pavlin-Bernardić, N., 2008: <i>Daroviti učenici: Teorijski pristup i primjena u školi</i>, Institut za društvena istraživanja u Zagrebu, Zagreb.</p> <p>Pravilnik o radu s darovitim učenicima. Pravilnik o normi učitelja i nastavnika u osnovnim i srednjim školama. Pravilnik o napredovanju učitelja i nastavnika.</p>
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Procedures set forth in the Regulations book and the Reference manual on quality management at the University of Zagreb, and at the Faculty of Science:</p> <ul style="list-style-type: none">- student questionnaire at the University and Faculty level- self-evaluation of courses: modernisation and revision of aims and content of the course, the strategy of teaching and learning; evaluation of learning outcome by the analysis of student success based on the Student office and our own records
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Vesna Bilić	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Violence against children I	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	15+15+0+0 (1+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Sensitization of future teachers / teachers in issues of violence and child abuse. Understanding the fundamental impact of abuse and neglect to the healthy development of children and the consequences in later life. The increasing awareness of the importance and role of teachers / teachers in the prevention and pedagogical help neglected and abused children.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	National Plan for the Rights and Interests of Children 2006-2012. Provided by the introduction of the violence against and among children in all teaching faculties (The Government and the National Council for Higher Education at the 46th session of the 2007th adopted this recommendation)		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The ability of early detection of problems and ignored abuse Qualification for the identification of specific forms of neglect and abuse Preparedness for helping abused children in achieving better school results Development of competencies dealing with neglected and abused children in school Readiness to collaborate with other professionals and families, and official actions (login) in cases of abuse		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Definition of the problem of violence, neglect and abuse 2. Theoretical models to explain the causes of abuse 3. Corporal punishment and child abuse (forms, signs of recognition, consequences)		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>4. Emotional abuse (defining concepts, forms, signs of recognition, consequences)</p> <p>5. Sexual Assault</p> <p>6. Child neglect</p> <p>7. Neglect and abuse of children in the family (family dynamics, parental characteristics, risk and protective factors, witnessing family violence)</p> <p>8. Exposure of children to domestic violence</p> <p>9. Who are the abusers?</p> <p>10. Introduce students to recognize signs of some form of abuse in the classroom - based examples and a video presentation and discussion of common</p> <p>11. Traumatic experience of abuse and its consequences (emotional, cognitive, social, behavioral)</p> <p>12. Simulation pedagogical sequence from the classroom in order to identify learning difficulties and behavior of abused children</p> <p>13. Overall approach to teacher / teacher abused children (indicators, talk, treatment, help)</p> <p>14. Development notion of protecting children from abuse and current legislation</p> <p>15. Project: An integrated approach to the prevention of violence against and among children</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attending lectures, seminars or participating in the project, exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	0,5	Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0,5	(other)
	Tests		Oral exam	1	(other)
	Written exam		Project	0,5	(other)
2.10. Grading and evaluating student work in class and at the final exam	Knowledge is checked continuously through activities, participation in exercises, seminars and workshops, working on a group project. The exam can be put into two preliminary or final exam.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Bilić, V., Buljan Flander, G., Hrpka, H., 2012: <i>Nasilje nad djecom i među djecom</i> . Jastrebarsko: Naklada Slap	10	Yes
	Buljan Flander, G., Kocijan Hercigonja, D., 2003: <i>Zlostavljanje i zanemarivanje djece</i> . Zagreb: Marko M.	10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Bonnet, C., 2000: <i>Razbijeno dijete - incest i pedofilija</i>. Zagreb: Nova promocija Zagreba.</p> <p>Hirigoyen, M., 2003: <i>Moralno zlostavljanje: perverzno nasilje u svakodnevi</i>. Zagreb: AGM.</p> <p>Killen, K., 2001: Izdani: <i>Zlostavljana djeca su odgovornost svih nas</i>. Zagreb: DPP.</p> <p>May-Cahahal, C., Herczog, M., 2004: <i>Seksualno zlostavljanje djece u Europi</i>. Zagreb: Ibis grafika.</p> <p>Pećnik, N., 2003: <i>Međugeneracijski prijenos zlostavljanja djece</i>. Jastrebarsko: Naklada Slap.</p> <p>Sanderson, C., 2005: <i>Zavođenje djeteta</i>. Zagreb: VBZ.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Accordance with the quality management system of the University of Zagreb, quality and efficiency are monitored self-esteem of teachers and interviewing participants, and statistical analysis of the performance of students on the basis of data Student office.</p>		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Dubravka Miljković	1.6. Year of the study programme	2 nd
1.2. Name of the course	Class-room Management	1.7. Credits (ECTS)	4
1.3. Associate teachers	Tomislava Vidić	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+30+0+0 (2+2+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Learning how to create a stimulating classroom climate for learning.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The subject contributes to raising the level of satisfaction with teacher chosen profession and enhancing the quality of school (organizational) climate, the development of generic competencies and skills:</p> <p>The literature search and sources.</p> <p>Information-technology skills: the use of presentation software, use software for word processing and spreadsheet calculation, collection and storage of data, the use of the Internet.</p> <p>Efficient work independently and in a team.</p> <p>Individual work needed for professional advancement and professional development.</p> <p>Effective communication with all stakeholders in the education system.</p> <p>Classroom management.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After the meeting of commitments, students will be able to:</p> <ul style="list-style-type: none"> - Identify factors that contribute to motivation, learning and prosocial behavior of students - Implement strategies to prevent discipline problems - Connect theory and practice in the analysis of behavioral problems in students - Understand the connection between effective teaching and good classroom management - Create an environment conducive to learning - Analyze their own teaching practices and to identify areas in need of change - to improve classroom management skills 		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	- Understand the profit of the good cooperation with parents				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	General principles of classroom management (1 +1) Approaches (styles) and models for classroom management. (2 +2) Strategies to create an effective school environment for learning. (3 +3) Rules and Procedures (1 +1) What affects the discipline and classroom management (2 +2) Responding to disruptive behavior (2 +2) Restitution. (1 +1) Teaching based on student characteristics and abilities. (3 +3) Improving cooperation between parents and schools. (1 +1)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Regular attendance of lectures and seminars, lectures activity, activity in workshops and seminars, preparation and presentation of a seminar paper, written exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	1	Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	1	(other)
	Tests		Oral exam		(other)
	Written exam	1,5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Evaluates the regularity and active participation in lectures and workshops, quality independent research and seminar papers, the quality of the presentation of research results in writing and orally and achievements on a written exam.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Rijavec, M., Miljković, D., 2010: <i>Pozitivna disciplina u razredu</i> . Zagreb: IEP-D2.			10	Yes
	Bošnjak, B., 1997: <i>Drugo lice škole</i> . Zagreb: Alinea			10	Yes
	Cowley, S., 2003: <i>Getting the buggers to behave</i> . London: Continuum.			5	Yes
	Marzano, R. J., Marzano, J. S., Pickering, D. J., 2003: <i>Classroom Management That</i>			5	Yes



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p><i>Works: Research-Based Strategies for Every Teacher.</i> Association for Supervision & Curriculum Deve http://assafii.com/v1/web_documents/classroom_mgmt_that_works.pdf</p>		
	Miljković, D., Rijavec, M., 2006: <i>Kako biti bolji.</i> Zagreb: IEP-D2.	10	Yes
	Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D., 2014: <i>Psihologija obrazovanja.</i> Zagreb: IEP-Vern, chapter V.	10	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Emmer E. T., Evertson, C. M., 2013: <i>Classroom Management for Middle and High School Teachers</i> (9th Edition). Upper Saddle River, NJ: Pearson.</p> <p>Evertson, C. M., Emmer E. T., 2013: <i>Classroom Management for Elementary Teachers</i> (9th Edition) Upper Saddle River, NJ: Pearson.</p> <p>Nelsen, J., Lott, L., Glenn, S., 2011: <i>Positive discipline in the classroom.</i> New York: Three Rivers Press.</p> <p>Roffey, S., 2004: <i>The new teacher's survival guide to behaviour.</i> London: Paul Chapman Publishing.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Self-assessments and teacher survey participants and statistical analysis of the performance of students on the basis of data Student office.		
2.14. Other (as the proposer wishes to add)			



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Tajana Ljubin Golub	1.6. Year of the study programme	2 nd
1.2. Name of the course	Prevention of Bullying and Hazardous Behaviour	1.7. Credits (ECTS)	4
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	15+15+0+0 (1+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Students will gain knowledge about the role of stress and trauma of abuse in the field of education and develop skills for the prevention of risky behaviors students.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	The ability of continuous modernization and improvement of their professional practice Ability to adapt teaching practices to the individual needs of traumatized students The ability of counseling parents about preventive measures for personality development		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The ability to understand the symptoms and consequences of physical, sexual, emotional abuse of children Familiarity with the basic legal requirements and sensitivity to operate in accordance with the legal standards protecting children The ability to recognize signs of peer abuse Understanding the role of stress and trauma in the development of risk behaviours Understanding and supporting the active role of schools and teachers in the prevention of risky behaviour		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: the role of prevention in the development of a healthy personality 2. The role of stressors and trauma, trauma types and consequences; the relation between stress and trauma with developmental psychopathology 3. Child and juvenile protection – legal framework 4. Physical abuse and prevention 5. Sexual abuse and prevention		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	6. Emotional abuse and neglect 7. Bullying and the role of teacher in prevention of bullying 8. Teacher-student abuse 9. Peer mediation as method of prevention 10. Consequences – developmental psychopathology 11. Prevention of antisocial behavior 12. Suicide prevention 13. Teacher's role in prevention 14. Working with parents, police and community towards the prevention of students' risky behaviors					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular attendance, preliminary exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	1,5	Oral exam		(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	In the assessment affects class attendance, achievement and success in a colloquium on the written exam.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Buljan-Flander, G., Kocijan-Hercigonja, D. (2003). <i>Zlostavljanje i zanemarivanje djece</i> . Zagreb: Marko M.				10	Yes
	2. Ajduković, M. (2001). <i>Prevenција zlostavljanja i zanemarivanja djece</i> . <i>Dijete i društvo</i> , 1-2, 161-172.				10	Yes



DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none">1. Essau, C., Conradt, J. (2006). <i>Agresivnost u djece i mladeži</i>. Jastrebarsko: Naklada Slap. (selected chapters)2. Ajduković, M. (2001). <i>Utjecaj zlostavljanja i zanemarivanja u obitelji na psihosocijalni razvoj djece</i>. <i>Dijete i društvo</i>, 1-2, 59-75.3. Bujšić, G. (2005). <i>Dijete i kriza. Priručnik za odgajatelje, učitelje i roditelje</i>. Zagreb: Goldenmarketing-Tehnička knjiga.4. Killen, K. (2001). <i>Izdani: Zlostavljana djeca su odgovornost svih nas</i>. Zagreb: DPP.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Accordance with the quality management system of the University of Zagreb, quality and efficiency are monitored self-esteem of teachers and interviewing participants, and statistical analysis of the performance of students on the basis of data Student office.
2.14. Other (as the proposer wishes to add)	



DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION			
1.1. Course teacher	Vesna Bilić	1.6. Year of the study programme	2 nd
1.2. Name of the course	Violence against Children II	1.7. Credits (ECTS)	3
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30+15+0+0 (2+1+0+0)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate University Study in GEOGRAPHY, Course: EDUCATION	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>Sensitization of future teachers / teachers in issues of violence and child abuse. Understanding the fundamental impact of abuse and neglect to the healthy development of children and the consequences in later life. The increasing awareness of the importance and role of teachers / teachers in the prevention and pedagogical help neglected and abused children.</p>		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	National Plan for the Rights and Interests of Children 2006-2012. Provided by the introduction of the violence against and among children in all teaching faculties (The Government and the National Council for Higher Education at the 46th session of the 2007th adopted this recommendation)		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The ability of early detection of problems and ignored abuse Qualification for the identification of specific forms of neglect and abuse Preparedness for helping abused children in achieving better school results Development of competencies dealing with neglected and abused children in school Readiness to collaborate with other professionals and families, and official actions (login) in cases of abuse</p>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>1. Child abuse in the school context 2. Abuse among peers (classically - physical and verbal, relational, electronic) 3. The impact of abuse on school outcomes (achievement, attendance, behavior)</p>		



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	<p>4. Why abused children difficult to learn - synthesis 5. Overall approach to teacher / teacher abused children (indicators, discussion, treatment, help) 6. Help abused children in the classroom SPECIAL FORMS OF ABUSE: 7. Fetal forms of abuse (fetal exposure to alcohol and drugs) 8. Münchausenov syndrome through intermediaries 9. Media Violence 10. Detecting and reporting child abuse 11. Ethical dilemmas in work and research with abused children 12. Cooperation teachers / teachers with other professionals (multidisciplinary approach) 13. Protect children in cases of specific forms of abuse and current legislation 14.-15. Project: An integrated approach to the prevention of violence against and among children</p>																																		
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p><input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>																																
<p>2.8. Student responsibilities</p>	<p>Attending lectures, seminars or participating in the project, exam.</p>																																		
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<table border="1"> <tr><td>Class attendance</td><td>0,5</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td></td></tr> <tr><td>Written exam</td><td></td></tr> </table>	Class attendance	0,5	Experimental work		Essay		Tests		Written exam		<table border="1"> <tr><td>Research</td><td>0,5</td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td>0,5</td></tr> <tr><td>Oral exam</td><td>1</td></tr> <tr><td>Project</td><td>0,5</td></tr> </table>	Research	0,5	Report		Seminar essay	0,5	Oral exam	1	Project	0,5	<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		(other)		(other)		(other)		(other)			
Class attendance	0,5																																		
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<p>2.10. Grading and evaluating student work in class and at the final exam</p>	<p>Knowledge is checked continuously through activities, participation in exercises, seminars and workshops, working on a group project. The exam can be put into two preliminary or final exam.</p>																																		
<p>2.11. Required literature (available in the library and via other media)</p>	<p style="text-align: center;">Title</p>			<p style="text-align: center;">Number of copies in the library</p>	<p style="text-align: center;">Availability via other media</p>																														
	<p>Bilić, V., Buljan Flander, G., Hrpka, H., 2012: <i>Nasilje nad djecom i među djecom</i>. Jastrebarsko: Naklada Slap.</p>			<p style="text-align: center;">10</p>	<p style="text-align: center;">Yes</p>																														
	<p>Essau, C., Conradt, J., 2006: <i>Agresivnost u djece i mladeži</i>. Jastrebarsko: Naklada</p>			<p style="text-align: center;">10</p>	<p style="text-align: center;">Yes</p>																														



DETAILED PROPOSAL OF THE STUDY PROGRAMME

	Slap.		
	Olveus, D., 1998: <i>Nasilje među djecom u školi</i> . Zagreb: Školska knjiga.	10	
	Buljan Flander, G. (ur.), 2006: <i>Nasilje preko Interneta</i> . Zagreb: Poliklinika za zaštitu djece Grada Zagreba.	10	
	Buljan Flander, G., 2010: <i>Izloženost djece nasilju-jesmo li nešto naučili?</i> Zbornik radova Psihologija nasilja i zlostavljanja.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Bilić, V., Karlović, A. (ur.), 2004: <i>Nasilje među djecom</i>. Zagreb: Poliklinika za zaštitu djece Grada Zagreba i Ministarstvo prosvjete.</p> <p><i>Nasilje u školama - izazov lokalnoj zajednici</i>, Zagreb: IBIS.</p> <p>Ajduković, M., Rajtar, M., Sušec, N., 2010: <i>Specifičnosti etike istraživanja nasilja nad djecom</i>. Zbornik III znanstveno stručnog skupa posvećenog pitanjima nasilja. Osijek: Filozofski fakultet.</p> <p>Bilić, V., Zloković, J., 2004: <i>Fenomen maltretiranja djece: oblici pomoći obitelji i školi</i>. Zagreb: Naklada Ljevak.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Accordance with the quality management system of the University of Zagreb, quality and efficiency are monitored self-esteem of teachers and interviewing participants, and statistical analysis of the performance of students on the basis of data Student office.		
2.14. Other (as the proposer wishes to add)			