

| 1. GENERAL INFORMATION | | | |
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| 1.1. Course teacher | prof. Ana Thea Filipović, PhD | 1.6. Year of the study programme | 3 rd |
| 1.2. Name of the course | Fundamental Catechetics | 1.7. Credits (ECTS) | 2 |
| 1.3. Associate teachers | - | 1.8. Type of instruction (number of hours L + S + E + e-learning) | 30 (P) |
| 1.4. Study programme (undergraduate, graduate, integrated) | Graduate | 1.9. Expected enrolment in the course | 90 |
| 1.5. Status of the course | Obligatory | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | - |
| 2. COURSE DESCRIPTION | | | |
| 2.1. Course objectives | <p>To present an overview of history of catechesis as a church practice since the time of the New Testament until today.</p> <p>To present the epistemological status of catechetics as a scientific discipline: formal and material object, methods, emergence and significance of the double name “catechetics” and “religious pedagogy”.</p> <p>To explain the possibility and limits of education in faith (theological, pedagogical).</p> <p>To introduce into issues related to catechesis of the Church in the contemporary pastoral situation.</p> <p>To point out essential directions of post-conciliar catechesis and its tasks today.</p> <p>To present Church documents that deal with catechesis and evangelisation since the 2nd Vatican Council until today.</p> <p>To present basic determinants of catechesis (Word of God, faith, Church) and problematic questions related to each of these areas.</p> <p>To explain pedagogical foundations and specific goals of religious education in school, various models of religious education in Europe and its relation towards social reality, theology, and ecclesial community.</p> <p>To present basic catechetical methodologies.</p> <p>To present basic elements of didactics and methodics of catechesis and religious education.</p> <p>To present selected catechetical models, approaches, and methods (celebratio catechetica; mystagogical, Biblical, symbolic, ecumenical teaching).</p> | | |
| 2.2. Course enrolment requirements and entry competences required for the course | Basic knowledge of Biblical, systematic, and historical theology. | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | <p>Knowledge and understanding of basic contents of practical theology.</p> <p>Knowledge and understanding of relatedness of theological knowledge and ecclesial, religious, and social practice.</p> <p>Being capable of independent, scientifically based, religious, and theological evaluation of the whole reality.</p> <p>Being capable of relating theological and spiritual traditions with one’s own life and with ecclesial practice.</p> <p>Being capable of interdisciplinary cooperation in the area of humanistic and social sciences on the study, scientific,</p> | | |

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| | <p>and research levels.</p> <p>Being theologically capable of dialogising with the world and of taking social-political responsibility based on one's Christian conviction.</p> <p>Being theologically capable of adequate confrontation with work-related and social challenges and of public activity that demand special competencies in issues related to worldviews.</p> <p>Being capable of promoting ecumenical, interreligious, and intercultural dialogue.</p> <p>Being capable of conducting religious education classes in elementary and secondary schools.</p> <p>Being capable of holding the office of a religious educator (catechete) in a parish community.</p> <p>Being capable of independent oral and written presentation of results of work.</p> |
| <p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p> | <p>To know and understand the concept, meaning, and practice of church catechesis from the time of the New Testament until today.</p> <p>To know and understand the epistemological status of the scientific discipline of catechetics and religious pedagogy</p> <p>To know and understand possibilities and limitations of education in faith.</p> <p>To know and understand the situation of catechesis in contemporary cultural and pastoral atmosphere.</p> <p>To know and understand basic post-conciliar directions of catechesis and its tasks today.</p> <p>To be familiarised with post-conciliar documents that deal with catechesis and evangelisation.</p> <p>To understand relatedness of catechesis, Christian community, family, and religious education in school.</p> <p>To be familiarised with basic arguments of pedagogical basis of confessional religious education.</p> <p>To be familiarised with and understand models and significance of religious education in Europe.</p> <p>To know basic catechetical methodologies and selected catechetical models and approaches.</p> <p>To acquire basic competencies for analysis, planning, programming, realising, and evaluating catechesis and religious education.</p> |
| <p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p> | <ol style="list-style-type: none"> 1. Understanding of catechesis in the Church from the time of the New Testament until today 2. Theological and pedagogical legitimacy of catechetical activity 3. The development and status of catechetics and religious pedagogy as a scientific discipline 4. Catechesis in the cultural and pastoral atmosphere of today 5. The significance of the Second Vatican Council for catechesis and fundamental directions of post-conciliar catechesis. 6. Catechesis in the renewed pastoral project of evangelisation 7. Post-conciliar documents on catechisation and evangelisation and their significance for the identity of catechesis today 8. Catechesis as a service to the Word and a proclamation of Christ 9. Catechesis as an initiation into faith and education in faith 10. Catechesis as the work of the Church and education of the sense of ecclesiality 11. Christian (parish) community, catechesis and religious education in school 12. The document "Religious Education in School" and the pedagogical foundation of religious education 13. Significance and models of religious education in school in Europe |

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| | 14. Basics of catechetical (and pastoral) methodology 15. Selected catechetical models "celebratio catechetica", family catechesis 16. Basics of didactics and methodics in religious education and catechesis 17. Selected methodical approaches and methods: Biblical and narrative catechesis, symbolic, mystagogical, ecumenical teaching. 18. Evaluation in religious education and catechesis. | | | | |
| 2.6. Format of instruction: | <input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes | | <input type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentor-guided work <input type="checkbox"/> (add other) | | 2.7. Comments: |
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| 2.8. Student responsibilities | Class attendance and active participation in classes, preliminary exam, written exam. | | | | |
| 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 course</i>) | Class attendance | 0,5 | Research | | Practical work |
| | Experiments | | Report | | (add other) |
| | Essay | | Seminar paper | | (add other) |
| | Preliminary exams | 0,5 | Oral exam | | (add other) |
| | Written exam | 1 | Project | | (add other) |
| 2.1. Grading and evaluating student work in class and at the final exam | Evaluation and grading of acquired knowledge and skills is conducted on the basis of participation in discussions, the preliminary exam, and the final exam. | | | | |
| 2.2. Required literature (available in the library and via other media) | Title | | | Number of copies in the library | Availability via other media |
| | Emilio ALBERICH, <i>Kateheza danas. Priručnik fundamentalne katehetike</i> , Zagreb, 2002, 23-216. | | | 5 | - |
| | Ana Thea FILIPOVIĆ, <i>U službi zrelosti vjere i rasta osoba. Katehetska i religijskopedagoška promišljanja u suvremenom kontekstu</i> , Zagreb, 2011, 3-43; 159-214. | | | 5 | - |
| | ZAJEDNIČKA SINODA BISKUPIJA SAVEZNE REPUBLIKE NJEMAČKE, <i>Vjeronauk u školi</i> , Zagreb, 1995. | | | 3 | - |
| | Ana Thea FILIPOVIĆ, Didaktika školskog vjeronauka, u <i>Kateheza 17</i> (1995) 4, 276-285. | | | 2 | - |
| | Ana Thea FILIPOVIĆ, Kako vrednovati u školskom vjeronauku, u <i>Kateheza 19</i> | | | 2 | - |

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| | (1997) 2, 108-126. | | |
| | Georg HILGER – Stephan LEIMGRUBER – Hans-Georg ZIEBERTZ, <i>Vjeronaučna didaktika. Priručnik za studij, obrazovanje i posao</i> , Zagreb, 2009. (selected topics) | 2 | - |
| | Marko PRANJIC, <i>Metodika vjeronaučne nastave. Teorijske osnove i praktični modeli</i> , Zagreb, 1997. (selected topics). | 2 | - |
| | Papa Franjo, <i>Evangelii gaudium – Radost Evanđelja</i> , Zagreb, 2013. | 3 | |
| 2.12. Optional literature (at the time of submission of study programme proposal) | KONGREGACIJA ZA KLER, <i>Opći direktorij za katehezu</i> , Zagreb, 2000. HRVATSKA BISKUPSKA KONFERENCIJA, <i>Župna kateheza u obnovi župne zajednice. Plan i program</i> , Zagreb – Zadar, 2000. Milan ŠIMUNOVIĆ, <i>Kateheza - prvenstvena zadaća Crkve. Identitet i perspektive hrvatske pokoncilske kateheze i katehetike – U obliku bilance</i> , Zagreb, 2011. | | |
| 2.13. Quality assurance methods that ensure the acquisition of exit competences | Monitoring and evaluation of acquired knowledge is conducted via discussions, occasional checking, consultations, and the preliminary exam. | | |
| 2.14. Other (as the proposer wishes to add) | Analysis and evaluation of exam results. | | |