



1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Blaženka (s. Valentina) Mandarić, PhD	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	Didactics	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	20P + 5S + 5e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	50
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To familiarise students with didactics – the scientific discipline that deals with learning and teaching, other areas didactics is engaged with, didactic epistemological issues, contemporary directions in the area of didactics, especially with didactic theories and procedures in contemporary teaching. To equip students for efficient and creative application of fundamental didactic principles in planning, conducting, and evaluating teaching.		
2.2. Course enrolment requirements and entry competences required for the course	Completed undergraduate study programme. Familiarisation with basic terms in the area of humanistic sciences (especially developmental psychology, anthropology).		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> <li>To know how to successfully apply basic curricular principles in planning, conducting, and evaluating religious education classes in elementary and secondary education;</li> <li>To acquire basic competencies in mediating contents and to develop various social models of teaching;</li> <li>To apply various methods and teaching tools in conducting and evaluating teaching.</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> <li>Understand and explain the importance of knowing contemporary didactic theories in order to form and conduct teaching in a quality way;</li> <li>Know how to explain basic didactic terms: learning, teaching, education, class, pupil, teacher;</li> <li>Know and explain basic didactic variables in the teaching process;</li> <li>Apply various methods and methodical procedures in forming and conducting teaching;</li> <li>Clearly define educational goals (on intellectual, operative, and affective level);</li> <li>Acquire basic teaching competencies;</li> <li>Work in a team while preparing and presenting seminar topics;</li> <li>Know and apply various teaching methodical systems.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>Didactics as a scientific discipline: historical development, didactical theories and fundamental issues in didactics.</li> <li>Didactics as a theory of education, didactics as teaching, didactics as a theory of teaching communication.</li> <li>Didactics in correlation with other sciences (philosophy, psychology, sociology, anthropology, methodics,</li> </ol>		



	<p>communicology.</p> <ol style="list-style-type: none"> <li>4. The didactical procedure. Planning of teaching: didactical principles, goals, methods, social teaching forms, planning, and articulation of a class.</li> <li>5. Learning outcomes. Taxonomy of learning goals. Bloom’s taxonomy of learning goals.</li> <li>6. The didactical procedure and immediate preparation of a teaching unit.</li> <li>7. Media in teaching. Models of media education in Croatia and in Europe.</li> <li>8. Following, evaluating, and grading in educational process. External and internal evaluation. Evaluation and self-evaluation of pupils and teachers.</li> <li>9. The general national curriculum, school curriculum, teaching curriculum, hidden curriculum, theory of curriculum, theory of curriculum in Croatia (NOK). Basic components of a curriculum.</li> <li>10. Competencies of pupil competencies (communication in one’s mother tongue, communication in a foreign tongue, mathematical competency, digital competency, social and citizen competency, a sense for initiative and entrepreneurship, cultural sensibility and expressivity).</li> <li>11. Basic competencies of teachers (course, didactical, social).</li> <li>12. Initial and permanent formation of teachers.</li> <li>13. Teaching systems in teaching (frontal teaching, heuristic teaching, problem-creative-research teaching, team teaching).</li> <li>14. Non-verbal communication in teaching.</li> <li>15. Students will individually or in a group work on a preliminary exam topic and present it in front of other students.</li> </ol>				
2.6. Format of instruction:	<p><b>X lectures</b></p> <p><input type="checkbox"/> seminars and workshops</p> <p><input type="checkbox"/> exercises</p> <p><input type="checkbox"/> <i>on line</i> in complete</p> <p><b>X mixed e-learning</b></p> <p><input type="checkbox"/> field classes</p>	<p><b>X individual tasks</b></p> <p><input type="checkbox"/> multimedia and net</p> <p><input type="checkbox"/> laboratory</p> <p><input type="checkbox"/> mentor-guided work</p> <p><input type="checkbox"/> <b>(add other)</b></p>	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and participation in discussions. Working on individual tasks and presenting them in front of other students.				
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	1	Research		Practical work
	Experiments		Report		(add other)
	Essay		Seminar paper	0,7	(add other)
	Preliminary exam	1,3	Oral exam		(add other)
	Written exam		Project		(add other)
2.10. Grading and evaluating student work in class and at the final exam					
2.11. Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>		



	<p>Jelavić, F., Didaktika, Jastrebarsko, 2008.</p> <p>Cindrić, M./Miljković, D./Strugar, V., Didaktika i kurikulum, Zagreb, 2010.</p>		
<p>2.12. Optional literature (at the time of submission of study programme proposal)</p>	<p>Pranjić, M., Didaktika, Zagreb, 2005.</p> <p>Cowley, S., Tajne uspješnog rada u razredu, Zagreb, 2006.</p> <p>Kiper, H. - Mischke, W., Uvod u opću didaktiku, Zagreb, 2008.</p> <p>Meyer, H. Didaktika razredne kvake, Zagreb, 2002.</p> <p>Meyer, H., Što je dobra nastava, Zagreb, 2005.</p>		
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Students will actively participate in teaching. They will have individual weekly tasks that will be kept track of and evaluated. Through weekly consultations, students will be given information on their advancement and acquisition of certain competencies. Monitoring of advancement of students and acquisition of competencies will be especially evaluated via results of the preliminary exam. At the end of the semester there will be an evaluation of the course and the teacher that will be used for self-evaluation and re-organisation of contents of the course.</p>		
<p>2.14. Other (as the proposer wishes to add)</p>			