

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Ana Thea Filipović, PHD	1.6. Year of the study programme	3 <sup>rd</sup>
1.2. Name of the course	Fundamental Catechetics	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L+S+E+e-learning)	30(L)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	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 (10%)
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 religious education and catechetics as a scientific discipline.</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; family catechesis; 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, 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>		

	Being capable of independent oral and written presentation of results of work.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<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>					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>1. Understanding of catechesis in the Church from the time of the New Testament until today</li> <li>2. Theological and pedagogical legitimacy of catechetical activity</li> <li>3. The development and status of catechetics and religious pedagogy as a scientific discipline</li> <li>4. Catechesis in the cultural and pastoral atmosphere of today</li> <li>5. The significance of the Second Vatican Council for catechesis and fundamental directions of post-conciliar catechesis.</li> <li>6. Catechesis in the renewed pastoral project of evangelisation</li> <li>7. Post-conciliar documents on catechisation and evangelisation and their significance for the identity of catechesis today</li> <li>8. Catechesis as a service to the Word and a proclamation of Christ</li> <li>9. Catechesis as an initiation into faith and education in faith</li> <li>10. Catechesis as the work of the Church and education of the sense of ecclesiality</li> <li>11. Christian (parish) community, catechesis and religious education in school</li> <li>12. The document "Religious Education in School" and the pedagogical foundation of religious education</li> <li>13. Significance and models of religious education in school in Europe</li> <li>14. Basics of catechetical (and pastoral) methodology</li> <li>15. Selected catechetical models "celebratio catechetica", family catechesis</li> <li>16. Basics of didactics and methodics in religious education and catechesis</li> <li>17. Selected methodical approaches and methods: Biblical and narrative catechesis, symbolic, mystagogical, ecumenical teaching.</li> </ol>					
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 checked="" type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes	<input checked="" 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)	2.3. Comments:			
2.8. Student responsibilities	Class attendance and active participation in classes, in discussions and tasks, preliminary exam, written exam					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total	Class attendance (1)	<b>Yes</b>	Istraživanje	No	Praktični rad	No

number of ECTS credits is equal to the ECTS value of the course)						
3.	Experiments	No	Report	No	Practical work	No
	Essay	No	Seminar paper	No	Discussion (0,5)	Yes
	Preliminary exams (0,5)	Yes	Oral exam	No	(add other)	
	Written exam (0,5)	Yes	Project (0,5)	Yes	(add other)	
2.10. 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 lectures, discussions (25%), and project tasks (20%), the preliminary exam (25%), and the final exam (30%).					
2.11. Required literature (available in the library and via other media)	<b>Naslov</b>			<b>Broj primjeraka u knjižnici</b>	<b>Dostupnost putem ostalih medija</b>	
	Emilio ALBERICH, Jerome Vallabaraj, <i>Communitating a Faith that Transforms: A Handbook of Fundamental Catechetics</i> , Kristu Jyoti Publications, Bangalore, 2004.					
	Michael T. BUCHANAN, Adrian-Mario GELLEL (Eds.), <i>Global Perspectives on Catholic Religious Education in Schools: Volume II: Learning and Leading in a Pluralist World</i> , Singapore, Springer, 2019.			1		
	PONTIFICAL COUNCIL FOR PROMOTING NEW EVANGELIZATION, <i>Directory for Catechesis</i> , CTS, London, 2020.			1		
2.12. Quality assurance methods that ensure the acquisition of exit competences	Via discussions, preliminary exams, projects, consultations, exams.					
2.14. Other (as the proposer wishes to add)						