

### Faculty of Philosophy / PRE-SCHOOL EDUCATION / Preschool development curriculum

<b>Course:</b>	Preschool development curriculum			
<b>Course ID</b>	<b>Course status</b>	<b>Semester</b>	<b>ECTS credits</b>	<b>Lessons</b> (Lessons+Exercises+Laboratory)
4564	Mandatory	2	6	2+2+0
<b>Programs</b>	PRE-SCHOOL EDUCATION			
<b>Prerequisites</b>	There is no condition.			
<b>Aims</b>	Acquaintance of students with leading theoretical-methodological approaches and curriculum development (term-conceptual definitions, curriculum conceptions, ways of officialization/legitimization, and curriculum types); Development of the ability to critically reflect on the curriculum and the interdependence of numerous aspects that arise from it and determine the educational process; Development of analytical skills for evaluation of curriculum implementation.			
<b>Learning outcomes</b>	Upon completion of classes in the above-mentioned subject, the student will be able to: - Compares the historical basics and frameworks of the term curriculum; - compares the goals and tasks of the curriculum in preschool systems/national and international; - knows and compares curriculum models (Tylers; Walkers, etc.); - explains the functions, dimensions and patterns in the implementation of curricula. - Describes the historical basics and frameworks of the term curriculum. - Compares theories and determinates in curriculum creation; - Explains and compares curriculum models (Tylers; Walkers, centralized curriculum, etc.); - Explain the national standards of knowledge and their influence on the creation of the curriculum; - Explain the functions, dimensions and patterns in the implementation of curricula.			
<b>Lecturer / Teaching assistant</b>	Biljana Maslovarić, PhD Jelena Vukotić, MA			
<b>Methodology</b>	Lectures and debates. Preparation of one essay on a given topic from one of the content areas of the course. Studying for tests and final exams. Consultations.			
<b>Plan and program of work</b>				
Preparing week	Preparation and registration of the semester			
I week lectures	Curriculum Movement and Curriculum History.			
I week exercises	Presentation.			
II week lectures	Curriculum theory.			
II week exercises	Presentation and analysis of seminar papers.			
III week lectures	Curriculum theory and conceptualism.			
III week exercises	Presentation and analysis of seminar papers.			
IV week lectures	Curriculum theory and conceptualism II.			
IV week exercises	Presentation and analysis of seminar papers.			
V week lectures	Curriculum planning methodology and determinants in its creation.			
V week exercises	Presentation and analysis of seminar papers.			
VI week lectures	Situational analysis/needs assessment when choosing teaching content.			
VI week exercises	Presentation and analysis of seminar papers.			
VII week lectures	Permanent innovation and development - curriculum reform.			
VII week exercises	Presentation and analysis of seminar papers.			
VIII week lectures	Tylors model of planning teaching contents.			
VIII week exercises	Presentation and analysis of seminar papers.			
IX week lectures	Walkers conscious approach to planning teaching content.			
IX week exercises	Presentation and analysis of seminar papers.			
X week lectures	Centralized curriculum creation at the level of competent institutions.			
X week exercises	Presentation and analysis of seminar papers.			
XI week lectures	Decentralized curriculum creation.			
XI week exercises	Presentation and analysis of seminar papers.			

XII week lectures	Decentralized curriculum creation II.					
XII week exercises	Presentation and analysis of seminar papers.					
XIII week lectures	Decentralized curriculum creation III.					
XIII week exercises	Presentation and analysis of seminar papers.					
XIV week lectures	National knowledge standards and impact on curriculum creation.					
XIV week exercises	Presentation and analysis of seminar papers.					
XV week lectures	National knowledge standards and impact on curriculum creation II.					
XV week exercises	Presentation and analysis of seminar papers.					
<b>Student workload</b>	Weekly 5 credits x 40/30 = 6 hours and 40 minutes Structure: 3 hours of lectures 1 hour of exercises 2 hours and 40 minutes of independent work, including consultation					
<b>Per week</b>			<b>Per semester</b>			
<b>6 credits x 40/30=8 hours and 0 minuts</b> 2 sat(a) theoretical classes 0 sat(a) practical classes 2 excercises <b>4 hour(s) i 0 minuts</b> of independent work, including consultations			Classes and final exam: <b>8 hour(s) i 0 minuts x 16 =128 hour(s) i 0 minuts</b> Necessary preparation before the beginning of the semester (administration, registration, certification): <b>8 hour(s) i 0 minuts x 2 =16 hour(s) i 0 minuts</b> Total workload for the subject: <b>6 x 30=180 hour(s)</b> Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) <b>36 hour(s) i 0 minuts</b> Workload structure: <b>128 hour(s) i 0 minuts (cources), 16 hour(s) i 0 minuts (preparation), 36 hour(s) i 0 minuts (additional work)</b>			
<b>Student obligations</b>			The students are required to attend classes, participate in debates and take two tests. Students prepare two essays each and participate in a debate after the essay presentation.			
<b>Consultations</b>			Wednesday 12:30 p.m.			
<b>Literature</b>			Marsh, C.: Curriculum – fundamental concepts. - Zagreb: Educa, 1994; Gudjons, H.: Didactic theories. - Zagreb: Educa, 1992; Gudjons, H.: Pedagogy - basic knowledge. - Zagreb: Eudca, 1993; Vilotijević, M.: Didactics 3 – teaching organization. - Belgrade: Faculty of Education, 1999; Desforjes, C.: Successful learning and teaching. - Zagreb: Educa, 2001. Kvašček, R.: Modeling the learning process. - Belgrade: Institute for Pedagogical Research, 1978.			
<b>Examination methods</b>			Lectures, presentations and debates. Preparation of one essay each on a given topic and one of the content areas of the course. Studying for tests and final exams. Consultations.			
<b>Special remarks</b>						
<b>Comment</b>						
<b>Grade:</b>	F	E	D	C	B	A
<b>Number of points</b>	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points