

NEW EARLY CHILDHOOD AND PRESCHOOL EDUCATION DEGREE PROGRAMMES AT THE FACULTY OF TEACHER EDUCATION UNIVERSITY OF ZAGREB

- 1. Early childhood and preschool education undergraduate programme**
- 2. Early childhood and preschool education graduate programme**

With these programmes the University of Zagreb will, for the first time, offer university programs of study for early childhood and preschool education teachers and raise the preschool teaching profession to the academic level. The preschool teaching profession is a profession of great responsibility; a profession capable of shaping our society during the most crucial years when positive and long-term changes can be initiated thus creating the basis for a healthy and promising society.

More and more complex challenges in the education of the 21st century as well as the numerous needs of children who are being more frequently raised by institutions than by families, call for radical, quality changes in the education of teachers who will devote themselves to the development of children until the beginning of school and in the transition period when cooperation with schools is necessary. It is the responsibility of the Faculty of Teacher Education, as the leading institution of the kind in Croatia, to ensure that early childhood and preschool education teachers have a quality program of study that meets the highest European standards.

The early childhood and preschool education profession is very complex. It demands a high level of professional awareness, a range of competences and above all continuous research both in practice and in theory. It is therefore necessary to ensure that future early childhood and preschool education teachers have the possibility to become educated at the graduate and postgraduate level. Such possibilities already exist in neighbouring countries and in many other developed countries. Accordingly, the suggested undergraduate programme of study was envisaged as a mandatory, three-year programme. That would constitute the completion of the first step in the programme. Upon completion, early childhood and preschool education teachers could seek employment, while those who wish could continue their education towards a research degree in the two-year graduate programme of

study (Master of Early Childhood and Preschool Education) with a vertical mobility towards doctoral studies.

The developed society assumes that the work of a preschool teacher goes beyond work in preschool institutions, i.e. kindergartens. The work of a preschool teacher involves planning, managing and implementing programs in family centres, programs aimed at developing child creativity at an early and preschool age in their leisure time, day care for children of working parents at various institutions which can carry out these programs (preschools, libraries, schools, sports centres, health centres, cultural and social centres and associations, etc.). There are huge needs for planning and enriching the articulated programs intended for children at an early age and preschool children in hospitals, children's homes, institutions for children with special needs, programmes for children of national minorities, various types of playschools, local associations, family counselling centres, publishing houses, and media. All of this cannot be successfully developed nor implemented if researchers and specialized practitioners in a particular do not cooperate closely. The new programme of study at the Faculty of Teacher Education aims to profile both according to the Bologna process. That is why, in addition to the two mentioned programmes of study, a specialized professional graduate programme of study for early childhood and preschool education is being planned for in the near future

Accordingly, researchers could participate in scientific research and research projects; cooperate with colleagues of various profiles, but also with professionals who are dealing with early childhood and preschool education from different aspects. At the same time, as intellectuals they would be able to protect and improve the profession at higher instances – where decisions are made regarding policies for the development and quality of future Croatian society. To this day, Croatia does not have scientists of such a professional profile.

These programs of study will be, within the programme of continuing education, offered to preschool teachers who have completed the two-year and three-year professional program of study and who up to now have not had the possibility to continue their education in the profession.

The initiation of the undergraduate and graduate programmes of study significantly improves student mobility. Through passing some additional exams, the programmes of study are open to students who have completed an undergraduate programme at one of the related faculties. In that way we are competently meeting the demands of European integrations of which we are a part of.

These programs should enable students of early childhood and preschool education to achieve an equal degree education as their colleagues

in other areas. What is more, it would enable them to meet the needs of contemporary society which is rapidly developing and placing before them complex demands. Lifelong learning at the university level, as well as at the professional specialized level is essential in the area of early childhood and preschool education, more so than in any other area of society.

PROGRAM OVERVIEW

Early childhood and preschool education undergraduate programme

ACADEMIC TITLE: Bachelor of early childhood and preschool education

GENERIC COMPETENCES:

- o Understand and develop the professional identity of an early childhood and preschool education teacher and work according to ethical norms and professional codex
- o Qualification for professional work in an intercultural and inclusive environment (accepting differences)
- o Establish cooperation with various interested parties in early and preschool education (children, parents, colleagues, interdisciplinary team of professionals, administration, local community...)
- o Show ability to use various forms of language and artistic expression
- o Awareness of the need to encourage holistic child development
- o Ability to use modern information-communication technologies
- o Oral and written academic communication in the standard Croatian language and one foreign language
- o Knowledge of basic elements of scientific research

SPECIFIC COMPETENCES:

- o Knowledge and understanding of educational theories and newer research findings on how children learn and the process of development and education.
- o Knowledge and understanding of policies regarding early childhood and preschool education
- o Ability to adapt teaching practice in early and preschool education according to the characteristics of an individual child's development, the educational and cultural context
- o Ability to recognize and meet special needs of children in the context of early childhood and preschool education
- o Ability to use of various types of language and artistic expression in the

- curriculum for early childhood and preschool education
- o Ability to use theoretical models and scientific research in the area of early and preschool education for changing and developing the teaching practice (reflexive practitioner)
 - o Ability to promote a healthy and sound way of life
 - o Ability to develop and integrate various curricular areas in practice.

YEAR 1		
Early education pedagogy 1	2+0+2	5
Developmental psychology 1	2+0+2	5
Music	2+1+0	3
Natural sciences	2+0+2	4
World literature for children	1+0+1	4
Introduction into research methods and statistics	2+2+0	4
Health and care of a preschool child	3+0+2	4
Physical education 1	(2)	1
	26	30
Developmental psychology 2	2+0+1	3
Psychology of child play	1+0+1	2
Early education pedagogy 2	2+0+2	4
Croatian language	1+0+1	3
Croatian children's literature	1+0+2	3
Art	2+2+0	4
Instrument 1 (Guitar/ Piano / Accordion)	0+2+0	2
ICT in education	2+2+0	4
Physical education 2	(2)	1
Elective course 1	1+0+1	2
Teaching practice 1	0+40+0	2
YEAR 2	26	30
Philosophy of education	2+0+2	5
The early childhood and preschool education profession and reflective practice	2+0+2	5
Language expression	2+0+2	4
Kinesiology	2+0+2	5
Instrument 2 (Guitar / Piano/ Accordion)	0+2+0	2
Art teaching methodology 1	1+2+2	5
English /German for the early childhood and preschool teaching profession 1	2+0+1	3

Physical education 3	(2)	1
	26	30
Pedagogy of inclusion	2+0+1	4
Kinesiology teaching methodology 1	2+2+1	5
Puppetry and stage culture education	2+3+0	5
Art teaching methodology 2	1+2+2	4
Instrumental accompaniment and singing 1 (Guitar/ Piano/ Accordion)	0+2+0	1
English /German for the early childhood and preschool education profession 2	1+0+2	3
Physical education 4	(2)	1
Elective course 1	1+0+1	2
Teaching practice 2	0+80+0	4
YEAR 3	26	30
Communicology	1+1+0	2
Partnership between kindergarten, family and school	1+0+1	4
Socioemotional development and children's rights	1+0+1	2
Croatian language and literature teaching methodology 1	1+2+1	3
Kinesiology teaching methodology 2	2+2+1	4
Music teaching methodology 1	1+2+0	4
Early education curriculum development	1+0+1	4
Environmental awareness teaching 1	1+2+0	4
Instrumental accompaniment and singing 2 (Guitar/ Piano/ Accordion)	0+1+0	1
Elective course	1+0+1	2
	26	30
Applied developmental psychology	2+0+2	4
Media education	2+0+2	4
Music teaching methodology 2	1+2+0	2
Croatian language and literature teaching methodology 2	2+4+0	5
Environmental awareness teaching 2	1+2+1	3
Elective course 1	1+0+1	2
Elective course 2	1+0+1	2
Teaching practice 3	0+80+0	4
Diploma thesis		4
	26	30

Early childhood and preschool education graduate programme

ACADEMIC TITLE: Master of early childhood and preschool education

GENERIC COMPETENCIES:

- o Ability to advise on various issues regarding early education and preschool education and children's developmental needs
- o Grounding in basic knowledge of the profession: decision-making, ability to criticize and be self-critical and problem-solving skills
- o Understanding the concept of ensuring development and quality work control
- o Acquisition of new learning skills as a premise of lifelong learning (non-formal, informal and formal)
- o Accepting of various expressions of creativity
- o Environmental awareness

SPECIFIC COMPETENCES:

- o Ability to implement scientific research in early and preschool education
- o Understand the structure and purpose of educational institutions and trends in the education of children at an early age and preschool age
- o Plan and implement educational, developmental projects and interdisciplinary teams in the context of early childhood and preschool education
- o Ability to adapt the curriculum and teaching methodology to the demands of a specific environment in the various forms of organized early childhood and preschool education
- o Ability to develop and apply various strategies for assessing and evaluating the process of learning outcomes
- o Ability to participate in and develop strategies for self-assessment of early childhood and preschool education institutions, the construction and implementation of developmental.

YEAR 1		
Self-evaluation and development of preschool institutions	2+0+2	5
Research methodology in early childhood and preschool education	2+0+2	5
Professional texts in the German language	1+0+1	4
Academic discourse in the English language	1+0+1	4

Management basics	2+0+0	4
Research in children's artistic creations	1+0+1	4
Ethics	1+0+1	4
Elective course 1	1+0+1	2
Elective course 2	1+0+1	2
	20	30
Psychology of parenting	2+0+2	5
Public relations	2+0+2	5
Contemporary literary theories in children's literature	2+0+1	5
Kinesiological transformations	1+0+2	4
Academic Croatian language	2+0+0	4
Elective course 3	1+0+1	2
Elective course 4	1+0+1	2
Teaching practice 1	0+80+0	3
YEAR 2	20	30
Contemporary teaching theories	2+0+0	4
Contemporary childhood	2+0+0	3
Organisation and management of preschool institutions	2+0+0	4
Research in children's music creations	1+0+1	3
Theories of children's language development	2+0+0	4
Classical and new media at an early age	2+0+2	4
Programming in PE	2+0+0	4
Elective course	1+0+1	2
Elective course	1+0+1	2
	20	30
Educational policies and early childhood education	3+0+2	4
A child in crisis	3+0+2	4
Team work	2+0+2	3
Child, teacher, parent, media	1+0+1	4
Elective course	1+0+1	2
Elective course	1+0+1	2
Teaching practice 2	0+80+0	3
Diploma thesis		8
	20	30

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NOVI SVEUČILIŠNI PROGRAMI ODGOJITELJSKIH STUDIJA UČITELJSKOG FAKULTETA SVEUČILIŠTA U ZAGREBU

- 1. Preddiplomski sveučilišni studij ranog i predškolskog odgoja i obrazovanja**
- 2. Diplomski sveučilišni studij ranog i predškolskog odgoja i obrazovanja**

Ovim programima Sveučilište u Zagrebu prvi puta u povijesti dobiva **sveučilišne studije za odgojitelje te profesiju odgojitelja predškolske djece** podiže na akademsku razinu što i priliči tako odgovornom i zapravo ključnom zanimanju koje naše društvo oblikuje u godinama kad je to moguće najkvalitetnije i najdugoročnije učiniti, te na taj način stvara temelje zdravog i perspektivnog društva.

Sve složeniji izazovi odgoja i obrazovanja u 21. stoljeću, kao i brojne potrebe suvremene djece koja, silom prilika, rastu sve više institucionalno a sve manje obiteljski, nalažu korjenite i kvalitetne promjene u školovanju kadra koji će se posvetiti razvoju djece u dobi do polaska u školu i u prijelaznom periodu kad je potrebna suradnja sa školom. Na Učiteljskome je fakultetu, kao krovnoj instituciji ove vrste u Hrvatskoj, da odgojiteljima osigura kvalitetan studij na najvišoj europskoj razini.

Odgojiteljska profesija iznimno je složena, zahtijeva visoku profesionalnu svijest i mnoštvo kompetencija, a osobito kontinuirano istraživanje, kako u praksi, tako i u teoriji. Važno je odgojiteljima osigurati put i prohodnost studiranja do diplomske, ali i poslijediplomske razine. Takve mogućnosti u našem okruženju (susjedne države) već postoje, a i u mnogim drugim razvijenim državama. S time u skladu zamišljen je predloženi sveučilišni preddiplomski studij koji bi bio obvezatan i trajao bi tri godine. To bi bio prvi završni stupanj. Nakon toga, dio odgojitelja bi se mogao zapošljavati, a oni koji to žele mogli bi nastaviti školovanje prema znanstvenoj razini na dvogodišnjem diplomskom sveučilišnom studiju (magistar/magistrice ranoga i predškolskoga odgoja i obrazovanja) koji bi imao mogućnost vertikale prema doktorskom studiju.

Razvijeno društvo pretpostavlja da rad odgojitelja daleko premašuje samo okvire rada u dječjim vrtićima. Riječ je o planiranju, vođenju i provedbi programa u obiteljskim centrima, programa namijenjenih kreativnom provođenju slobodnoga vremena djece u ranoj i predškolskoj dobi, dnevnoj skrbi za djecu zaposlenih roditelja u različitim institucijama koje mogu izvoditi ove programe (predškole, knjižnice, škole, športske ustanove, zdravstvene ustanove, kulturne i socijalne ustanove i udruge itd.) Velike su potrebe i za

planiranjem i osnaživanjem artikuliranih programa namijenjenih djeci rane i predškolske dobi u bolnicama, dječjim domovima, specijalnim ustanovama za djecu s posebnim potrebama, programima za djecu nacionalnih manjina, različitim vrstama igraonica, mjesnim zajednicama, obiteljskim savjetovalištim, u izdavačkoj djelatnosti, medijima. Sve ovo ne može se uspješno zamisliti ni provesti ako znanstvenici i stručnjaci praktičari određenoga područja ne rade u tijesnoj suradnji. A upravo i jedne i druge želi profilirati novi studij na Učiteljskom fakultetu u Zagrebu, u skladu s Bolonjskim procesom. Zato se u skoroj budućnosti planira, uz ova dva studija o kojima je riječ, i specijalistički diplomski stručni studij ranog i predškolskog odgoja i obrazovanja.

Znanstvenici bi, shodno tome, mogli sudjelovati i u znanstvenim istraživanjima i projektima, surađujući s kolegama različitih profila, ali i stručnjacima koji se s drugih aspekata bave ranim i predškolskim odgojem i obrazovanjem. Istodobno, kao intelektualci bili bi sposobni zaštititi i unaprijediti struku u najvišim strukturama, tamo gdje se odlučuje o politici razvoja i kvaliteti budućega hrvatskog društva. Tako profiliranih znanstvenika u Hrvatskoj još uvijek nemamo.

Predloženi studiji su, uz doškovanje, otvoreni odgojiteljima koji su završili dvogodišnji i trogodišnji stručni studij, a danas se ne mogu dalje školovati u struci.

Pokretanje sveučilišnoga preddiplomskoga i sveučilišnoga diplomskoga studija znatno unapređuje mogućnosti pokretljivosti studenata. Uz polaganje određenih diferencijalnih ispita, studiji su otvoreni studentima koji su završili preddiplomski studij na nekom od srodnih fakulteta. Tako kompetentno odgovaramo i na zahtjeve europskih integracija kojih smo sudionici.

Ovi bi programi trebali omogućiti studentima ranoga i predškolskoga odgoja da ne budu u inferiornom položaju prema kolegama u drugim područjima, da se osjećaju doraslima suvremenim zahtjevima društva koje se ubrzano razvija i pred njih stavlja složene zadatke. Cjeloživotno učenje na sveučilišnoj, a tako i na stručnoj specijalističkoj razini imperativ je na području ranoga i predškolskoga odgoja i obrazovanja, možda više nego u bilo kojem drugom području društva.

PREGLED PROGRAMA

Prediplomski sveučilišni studij ranoga i predškolskoga odgoja i obrazovanja

AKADEMSKI NAZIV: Prvopristupnik/prvopristupnica, odgojitelj/odgojiteljica djece rane i predškolske dobi

GENERIČKE KOMPETENCIJE:

- o razumijevanje i razvijanje profesionalnoga identiteta odgojitelja te djelovanje u skladu s etičkim normama i profesionalnim kodeksom
- o osposobljenost za profesionalno djelovanje u interkulturalnom i inkluzivnom okruženju (uvažavanje različitosti)
- o uspostavljanje suradnje s različitim nositeljima interesa u ranome i predškolskome odgoju (djeca, roditelji, obitelji, kolege, interdisciplinarni tim stručnjaka, uprava, lokalna zajednica...)
- o iskazivanje sposobnosti za različite oblike jezičnoga i umjetničkoga izražavanja i djelovanja
- o svijest o potrebi poticanja cjelovitoga razvoja djeteta
- o osposobljenost za korištenje suvremenih informacijsko-komunikacijskih tehnologija
- o usmena i pismena akademska komunikacija na hrvatskome standardnom jeziku i jednom stranom jeziku
- o poznavanje osnovnih elemenata znanstvenoga istraživanja

SPECIFIČNE KOMPETENCIJE:

- o poznavanje i razumijevanje odgojno-obrazovnih teorija i novijih znanstvenih spoznaja o prirodi učenja djeteta i o procesu razvoja i odgoja
- o poznavanje i razumijevanje pitanja politika ranoga i predškolskoga odgoja i obrazovanja
- o sposobnost prilagođavanja prakse ranoga i predškolskoga odgoja i obrazovanja specifičnostima individualnoga razvoja djeteta, odgojno-obrazovnoga i kulturalnog konteksta
- o sposobnost prepoznavanja i zadovoljavanja posebnih potreba djece u kontekstu ranoga i predškolskoga odgoja i obrazovanja
- o korištenje različitih oblika jezičnog i umjetničkog izražavanja u kurikulumima ranoga i predškolskoga odgoja i obrazovanja
- o sposobnost korištenja teorijskih modela i znanstvenih istraživanja u području ranoga i predškolskoga odgoja i obrazovanja za mijenjanje i

razvijanje prakse (refleksivni praktičar)

- o osposobljenost za promicanje zdravoga načina života
- o sposobnost razvoja i integracije različitih kurikularnih područja u praktičnome radu.

1.GODINA		
Pedagogija ranoga odgoja 1	2+0+2	5
Razvojna psihologija 1	2+0+2	5
Glazbena kultura	2+1+0	3
Prirodoslovlje	2+0+2	4
Svjetska dječja književnost	1+0+1	4
Uvod u metode znanstvenoga istraživanja sa statistikom	2+2+0	4
Zaštita zdravlja i njega predškolskoga djeteta	3+0+2	4
Kineziološka kultura 1	(2)	1
	26	30
Razvojna psihologija 2	2+0+1	3
Psihologija dječje igre	1+0+1	2
Pedagogija ranoga odgoja 2	2+0+2	4
Hrvatski jezik	1+0+1	3
Hrvatska dječja književnost	1+0+2	3
Likovna kultura	2+2+0	4
Instrument 1 (Gitara/ Klavir/ Harmonika)	0+2+0	2
ICT u odgoju i obrazovanju	2+2+0	4
Kineziološka kultura 2	(2)	1
Izborni predmet 1	1+0+1	2
Stručno-pedagoška praksa 1	0+40+0	2
2.GODINA	26	30
Filozofija odgoja	2+0+2	5
Profesija odgojitelja i refleksivna praksa	2+0+2	5
Jezično izražavanje	2+0+2	4
Kineziologija	2+0+2	5
Instrument 2 (Gitara/ Klavir/ Harmonika)	0+2+0	2
Metodika likovne kulture 1	1+2+2	5
Engleski/Njemački jezik odgojiteljske struke 1	2+0+1	3
Kineziološka kultura 3	(2)	1
	26	30
Inkluzivna pedagogija	2+0+1	4
Kineziološka metodika 1	2+2+1	5
Lutkarstvo i scenska kultura	2+3+0	5
Metodika likovne kulture 2	1+2+2	4
Instrumentalna pratnja s pjevanjem 1 (Gitara/ Klavir/ Harmonika)	0+2+0	1
Engleski/Njemački jezik odgojiteljske struke 2	1+0+2	3

Kineziološka kultura 4	(2)	1
Izborni predmet 1	1+0+1	2
Stručno-pedagoška praksa 2	0+80+0	4
3.GODINA	26	30
Komunikologija	1+1+0	2
Partnerstvo vrtića, obitelji i škole	1+0+1	4
Socioemocionalni razvoj i dječja prava	1+0+1	2
Metodika hrvatskoga jezika i književnosti 1	1+2+1	3
Kineziološka metodika 2	2+2+1	4
Metodika glazbene kulture 1	1+2+0	4
Razvoj kurikuluma ranoga odgoja	1+0+1	4
Metodika upoznavanja okoline 1	1+2+0	4
Instrumentalna pratnja s pjevanjem 2 (Gitara/ Klavir/ Harmonika)	0+1+0	1
Izborni predmet	1+0+1	2
	26	30
Primijenjena razvojna psihologija	2+0+2	4
Medijska kultura	2+0+2	4
Metodika glazbene kulture 2	1+2+0	2
Metodika hrvatskoga jezika. i književnosti 2	2+4+0	5
Metodika upoznavanja okoline 2	1+2+1	3
Izborni predmet 1	1+0+1	2
Izborni predmet 2	1+0+1	2
Stručno-pedagoška praksa 3	0+80+0	4
Završni rad		4
	26	30

Diplomski sveučilišni studij ranoga i predškolskoga odgoja i obrazovanja

AKADEMSKI NAZIV: magistar/magistrica ranoga i predškolskoga odgoja i obrazovanja

GENERIČKE KOMPETENCIJE:

- o sposobnost savjetovanja o različitim pitanjima ranoga i predškolskoga odgoja i obrazovanja i razvojnim potrebama djece
- o utemeljenost znanja u profesiji: donošenje odluka, kritička i samokritička sposobnost i sposobnost rješavanja problema
- o razumijevanje koncepta osiguranja, razvoja i kontrole kvalitete rada
- o usvajanje novih vještina učenja kao pretpostavke cjeloživotnoga učenja (neformalno, informalno i formalno)
- o otvorenost za različite načine kreativnoga izražavanja

- o ekološka osjetljivost

SPECIFIČNE KOMPETENCIJE:

- o sposobnost provedbe znanstvenih istraživanja u ranome i predškolskome odgoju i obrazovanju
- o razumijevanje strukture i svrhe odgojno-obrazovnih sustava i trendova u obrazovanju djece rane i predškolske dobi
- o planiranje i vođenje odgojno-obrazovnih i razvojnih projekata i interdisciplinarnih timova u kontekstu ranoga i predškolskoga odgoja i obrazovanja
- o sposobnost prilagodbe kurikuluma i didaktičko-metodičkog pristupa zahtjevima specifičnoga okruženja u različitim oblicima organiziranoga ranoga i predškolskoga odgoja i obrazovanja
- o razvoj i primjena različitih strategija za praćenje i vrednovanje procesa ishoda učenja
- o sposobnost sudjelovanja i razvoja strategija za samovrednovanje institucija ranoga i predškolskoga odgoja i obrazovanja te izrade i implementacije razvojnih planova.

1.GODINA		
Samovrednovanje i razvoj predškolske ustanove	2+0+2	5
Metodologija istraživanja u ranom odgoju i obrazovanju	2+0+2	5
Tekstovi odgojiteljske struke na njemačkome jeziku	1+0+1	4
Akademski diskurs na engleskome jeziku	1+0+1	4
Osnove menadžmenta	2+0+0	4
Istraživanje dječjega likovnog stvaralaštva	1+0+1	4
Etika	1+0+1	4
Izborni predmet 1	1+0+1	2
Izborni predmet 2	1+0+1	2
	20	30
Psihologija roditeljstva	2+0+2	5
Odnosi s javnošću	2+0+2	5
Suvremene književne teorije u dječjoj književnosti	2+0+1	5
Kineziološke transformacije	1+0+2	4
Hrvatski jezik akademske komunikacije	2+0+0	4
Izborni predmet 3	1+0+1	2
Izborni predmet 4	1+0+1	2
Stručno-pedagoška praksa 1	0+80+0	3
2.GODINA		
Suvremene metodičke teorije	2+0+0	4

Suvremeno djetinjstvo	2+0+0	3
Organizacija i menadžment predškolskih ustanova	2+0+0	4
Istraživanje dječjega glazbenog stvaralaštva	1+0+1	3
Teorije dječjega jezičnoga razvoja	2+0+0	4
Klasični i novi mediji u ranoj dobi	2+0+2	4
Metodologija programiranja u TZK	2+0+0	4
Izborni predmet	1+0+1	2
Izborni predmet	1+0+1	2
	20	30
Obrazovna politika i rani odgoj i obrazovanje	3+0+2	4
Dijete u krizi	3+0+2	4
Timski rad	2+0+2	3
Dijete, odgojitelj, roditelji, mediji	1+0+1	4
Izborni predmet	1+0+1	2
Izborni predmet	1+0+1	2
Stručno-pedagoška praksa 2	0+80+0	3
Diplomski rad		8
	20	30

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