

COURSE TITLE		CATECHETICS						
Code	KBF223 ISVU: 84665	Year of study			III			
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D.	Credit (ECTS)			4			
Assistants	Assistant professor Mihael Prović Ph.D.	Type of instruction (number of hours per semester)			L	S	E	F
		60						
Course status	Core course	Percentage of e-learning implementation			10%			
COURSE DESCRIPTION								
Course goals	Students should acquire knowledge and understand basic characteristics, contents, goals and assignments of catechesis.							
Course enrollment requirements and core competencies								
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: <ol style="list-style-type: none"> 1. Explain the significance of catechesis in the work of Church. 2. Interpret the goals of catechesis. 3. Present contents and assignments of catechesis. 4. Analyse methodical elements of catechetical programming. 5. Define catechist's identity and profile in present socio-cultural circumstances. 							
Detailed course content (weekly class schedule)	Catechetics as discipline (2). Catechetics in the evangelisation process (4). Identity, significance and courses of today's catechetics (6). Catechetics: service of words and announcement of Christ (10). Basic documents on catechetics (6). Colloquium I Catechetics: initiation in faith and faith formation (6). Ecclesiastical dimension of catechesis (6). Catechetics and socio-caritative impact (4). Catechetics and community (4). Catechetics and liturgy (4). Catechetical methods (4). Identity and the profile of catechist (4). Colloquium II							
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> combined e-learning <input checked="" type="checkbox"/> field instruction			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> practical training <input type="checkbox"/> research				
Student obligations	Class attendance, written representation, research.							
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	2,0	Research		Practical training			
	Experimental work		Written representation		0,5	Field instructions		
	Essay		Seminar essay		(Other)			
	Mid-term exams	0,5	Oral exam		1,0	(Other)		
	Written exam	0,5	Project		(Other)			
Grading and evaluation of student work in class and at the final exam	Colloquium - 40% Research -30% Paper-20% Final exam - 10% The numerical scale of student work evaluation is based on 100							

	<p>points: - sufficient (2) - 50-64 points - good (3) - 65-79 points - very good (4) - 80-89 points - excellent (5) 90 and more points</p> <p>How to earn points: a) Teaching activities - 70% of the grade 1) During the classes, the activity of students in debates, discussions and reports and the presentation of methodological preparation is monitored. The presentation of the assigned topic from the field research at the parish community or teaching base and the paper from the catechetical documents amount to a maximum of 50 points. 2) Colloquium 1 and 2 maximal 40 points The colloquium is held in the 9th and 14th week of classes. b) Final exam - 10% of the grade. (The final exam is written and for passing it is necessary to answer 50% of the questions correctly, ie win at least 15 of the maximum 30 points). If a student takes a colloquium and successfully achieves points from a paper and research, he/ she does not have to take the final exam. Otherwise, without colloquium, he/she must take the exam and then the final exam is 50% of the points.</p>		
<p>Obligatory literature (available in the library or via other media)</p>	<p>Title</p>	<p>Number of copies in the library</p>	<p>Availability via other media</p>
	<p>PAPA FRANJO, Evangelii gaudium. Radost Evandjelja. Apostolska pobudnica biskupima, prezbiterima i đakonima, posvećenim osobama i svim vjernicima laicima o naviještanju evandjelja u današnjem svijetu (24. XI. 2013.), Zagreb, Kršćanska sadašnjost, 2013</p>	<p>6</p>	
	<p>Jadranka Garmaz, Elementi proročkog u obiteljskomodgoju vjere, Bogoslovska smotra, vol. 89, no. 3, 2019, pp. 743-756.</p>		
	<p>Jadranka Garmaz, <i>Postkoncilski poticaji misijskom i evangelizacijskom poslanju Crkve</i>, u: Elvis Ražov (hrsg.), <i>Misijsko i evangelizacijsko poslanje Crkve u suvremenom multikulturalnom i multikonfesionalnom društvu</i>, Zbornik radova, Zadar 2019., pp. 111-121.</p>	<p>1</p>	
	<p>J. Garmaz - A. Volenik, <i>Pastoralni i odgojno-katehetski naglasci sedmog i osmog poglavlja posinodalne pobudnice Amoris laetitia</i>, in: <i>Obnovljeni život: časopis za filozofiju i religijske znanosti</i>, Vol.72. (2017.), 1., pp 93-108.</p>	<p>5</p>	<p>internet</p>
	<p>E. Alberich, <i>Kateheza danas</i>, KSC, Zagreb, 2002.,pp 20-150.</p>	<p>1</p>	<p>internet</p>
<p>Supplementary literature</p>	<p>Garmaz, Jadranka, Living learning in higher education: myth or reality? Theme-Centered Interaction (TCI) at the Catholic Faculty of Theology in Split ,in: Religioese Bildung in Europa.Exemplarische Einblicke in eine komparative Religionspaedagogik, Dzambo, Patrik - Garmaz, Jadranka- Gruemme Bernhard (ed.),Berlin: LIT Verlag, 2019. pp. 12-19. J.Garmaz, Zwischen Beheimatung und Heimatlosigkeit im Glauben, Religionspädagogische Überlegungen // Vielfaeltige Heimaten - Mnogovrsna domovina.Kommunikativ theologische Perspektiven einer prekaeren Kategorie - Komunikativno teološki pogled na jednu nesigurnu kategoriju / Garmaz, Jadranka ; Juen, Maria ; Hochreiner, Annemarie (ed.). Berlin: Gruenewaldverlag, 2020. pp. 273-283 Religijsko-pedagoško-katehetski leksikon, Zagreb, 1991, pp. 331-336. Garmaz, Jadranka; Šparada, Gina, The Role of Catholic Religious Education in Croatia in Strengthening of Marital Love and Prevention of Divorce. U: N. R.</p>		

	<p>Klobučar (ed.), Soočanje z ločitvijo: teorija, terapevtska praksa in raziskovanje // Soočanje z ločitvijo: teorija, terapevtska praksa in raziskovanje Zbornik mednarodne konference, Ljubljana, 7.april 2017. / Rijavec Klobučr, Nataša (ed.). Ljubljana, Slovenija, 2017. pp. 93-103</p>
<p>Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes</p>	<p>Monitoring attendance and performance of other student obligations (teacher) Supervision of teaching (vice dean for teaching) Analysis of study success in all study subjects (vice dean for teaching)</p> <p>Student survey on the quality of teachers and teaching for each subject of study (UNIST, Quality Improvement Center) The exam conducted by the subject teacher checks all learning outcomes of the subject. The content of the exam is periodically checked, on the basis of which the appropriateness of the method of checking the learning outcomes is determined. (vice-dean for teaching)</p>
<p>Other (according to the opinion of education provider)</p>	