

COURSE TITLE	DIDACTICS AND EDUCATIONAL METHODOLOGY IN RELIGIOUS EDUCATION AND CATECHESIS					
Code	KBF424 ISVU: 82539	Year of study	IV			
Course teacher/s	Full professor Jadranka Garmaz, Ph.D.	Credit (ECTS)	3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			30		15	
Course status	Core course	Percentage of e-learning implementation	20%			
COURSE DESCRIPTION						
Course goals	<p>Acquire knowledge of the subject matter, structure and tasks of religious education didactics and didactic concepts.</p> <p>Acquire basic didactical variables and methodology.</p> <p>Understand the structure of the teaching process.</p> <p>Adopt elements of programming, planning, delivering and evaluation of religious teaching.</p>					
Course enrollment requirements and core competencies						
Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Having successfully completed the course a student should be able to:</p> <ol style="list-style-type: none"> 1. Explain the structure of the teaching process. 2. Evaluate the impact of didactical variables and methodology on planning and realization of religious education. 3. Evaluate working methods and communication media in religious education and catechesis. 4. Plan basic methodological elements, methods and methodical systems in religious education and catechesis. 5. Apply evaluation and grading in the process of education. 					
Detailed course content (weekly class schedule)	<p>General view on religious education didactics (3).</p> <p>Didactic conceptions (2).</p> <p>Religious education's role in the identity-shaping of an individual (3).</p> <p>Assignments and goals (2).</p> <p>The subject matter of religious education (2).</p> <p>The content of religious education (2).</p> <p>The role of religious teacher and his/her personality (5).</p> <p>Education methodology issues: methods, paintings, Biblical texts (6).</p> <p>Media in religious education (2).</p> <p>Results evaluation (2).</p> <p>Colloquium</p> <p>Religious-didactical principles (10).</p> <p>Planning and preparing a lecture (6).</p> <p>Colloquium</p>					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input checked="" type="checkbox"/> combined e-learning		<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	<p>Students are required to regularly attend lectures and actively participate in discussions: class attendance, preparation of teaching units and papers. Analysis of the teaching unit participation in discussions, a paper on the chosen or assigned topic. Study of the literature. E-learning. Write the preparation of a religious education unit.</p>					

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	1,0	Research		Practical training	
	Experimental work		Written representation	0,5	(Other)	
	Essay		Seminar essay		Paper	0,25
	Mid-term exams	0,5	Oral exam		Attending demonstration classes	0,5
	Written exam	0,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	<p>Colloquium 1 - 20%</p> <p>Colloquium 2 - 20%</p> <p>Paper and preparation- 20%</p> <p>Attendance of exercises - 20%</p> <p>Final exam 20%</p> <p>The numerical scale of student work evaluation is based on 100 points:</p> <ul style="list-style-type: none"> - sufficient (2) - 50-64 points - good (3) - 65-79 points - very good (4) - 80-89 points - excellent (5) 90 and more points <p>How to earn points:</p> <p>a) Teaching activities - 70% of grades</p> <p>1) During the classes, the activity of students in debates and discussions as well as the presentation of methodical preparation is monitored.</p> <p>Presentation of the assigned topic from methodology and didactics and oral presentation (paper) amount to a maximum of 40 points.</p> <p>2) Colloquium 1 and 2 - maximum 40 points</p> <p>The colloquium is held in the 9th and 14th week of classes.</p> <p>b) Final exam - 20% of the grade.</p> <p>(The final exam is written and for the pass it is necessary to answer 50% correctly answered questions, i.e. win at least 15 of the maximum 30 points).</p> <p>If the student passes both colloquia and successfully presents the paper and methodological preparation, it is not necessary to take the final exam - but he/she can, if he/she wants to increase the grade.</p>					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Garmaz, Jadranka- Marina Fuštar, <i>Živa komunikacija u vjeronaučnoj nastavi</i> , Služba Božja, vol. 59, no. 1, 2019, pp. 5-21.			7		

	<p>Jadranka Garmaz- Jozef Stala, Neki elementi i načela konfesionalno suradničkog vjeronauka, Crkvau svijetu 54 (2019) 1, 42-58.</p> <p>Jadranka Garmaz - Matthias Scharer, Učenje vjere. Kako osmisliti i voditi proces učenja vjere? Komunikativnoteološka koncepcija, Zagreb, Glas Koncila 2014., 1. i 2. i 9 chapter.</p> <p>G. Hilger - S. Leimgruber - H. G. Ziebertz, <i>Vjeronaučna didaktika. Priručnik za studij, obrazovanje i posao</i>, Salezijana, 2009., second and third chapter.</p>	1	www.mzos.hr
Supplementary literature	<p>J. Garmaz- A. Čondić, Challenges to Religious Education in Contemporary Society, Crkva u svijetu, Split 2017., 335 pp. ISBN: 978-953-256-097-8.</p> <p>Jadranka Garmaz, Living learning in higher education:myth or reality?Theme-Centered Interaction (TCI) at the Catholic Faculty of Theology in Split, in: Patrik Dzambo, Jadranka Garmaz, Bernhard Gruemme (hrsg.), Religioese Bildung in Europa.Exemplarische Einblicke in eine komparative Religionspaedagogik, LIT, Muenster 2019., S.12-19</p> <p>M. Pranjić, <i>Metodika vjeronaučne nastave</i>, KSC Zagreb 1997., assigned or optional chapter.</p> <p>W. Mattes, <i>Nastavne metode.75 kompaktnih pregleda za nastavnike i učenike</i>, Ljevak, Zagreb 2007., an assigned chapter or optional.</p>		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	<p>Monitoring attendance and performance of other student obligations (teacher)</p> <p>Supervision of teaching (vice dean for teaching)</p> <p>Analysis of the success of studying in all subjects of study (Vice Dean for Teaching)</p> <p>Student survey on the quality of teachers and teaching for each subject of study (UNIST, Center for Quality Improvement)</p> <p>The exam conducted by the subject teacher checks all learning outcomes of the subject. The content of the exam is periodically checked, based on which the way of checking learning outcomes is determined (vice dean for teaching).</p>		
Other (according to the opinion of education provider)			