

COURSE TITLE		PEDAGOGY OF SPIRITUAL VOCATIONS				
Code	KBF602 ISVU: 84767	Year of study	I-V			
Course teacher/s	Assistant professor Mihael Prović, Ph.D.	Credit (ECTS)	3			
Assistants	Jenko Bulić, M.S.	Type of instruction (number of hours per semester)	L	S	E	F
			30			
Course status	Elective course	Percentage of e-learning implementation	10%			
COURSE DESCRIPTION						
Course goals	Introduction to the meaning, goals and tasks of pedagogy of spiritual vocations. Acquire anthropological forms of vocation and psycho-pedagogical guidelines in spiritual vocation judgement. Understand the stages of spiritual formation: planting, monitoring, educating, forming and discernment. Acquire dimensions of ministry formation and a correlation with the theology of vocation and pastoral vocation.					
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: 1. Explain key elements of vocational pedagogy as a recent branch of pedagogy. 2. Recognize the elements of the decision-making process. 3. Acquire ability for spiritual guidance of the young who feel their calling to ministry. 4. Evaluate pedagogical places of faith and calling: family, parish community, movements and school.					
Detailed course content (weekly class schedule)	<p>What is pedagogy? (1)  Development of pedagogy as a theory of education (1).  Purpose, character and tasks of pedagogical sciences (2).  System of pedagogical sciences - branches of pedagogy (1).  Actuality and the need for the pedagogy of spiritual vocation as an interdisciplinary science and reality (2).  Educational-evangelical standpoints and: Planting the seeds of knowledge (1).  Monitoring - the path of calling, the well of living water, register of vocation follow-up (2).  Educate for - self-consciousness, the mystery, for the interpretation of life, for invocation (2).  Formation - recognizing Jesus, recognizing the truth of life, the vocation as self-awareness, self-recognition of students (3).  Discernment- called ministry- the right choice, decision-making ability, return to home, personal testimony, endorsement of a spiritual director, vocational identity, plan of vocation enriched by memory of the called, „docibilitas (learning to learn)“ of a calling (3).  Theology of vocation - Triple icon - Father calls into existence (1).  Son calls for the heritage (1).  Spirit calls for the testimony (1).  From the Trinity to the Church in the world (1).  Mary, Mother and a Model of every vocation (1).  The pastoral of vocation - general principles (1).  The paths of pastoral vocation - liturgy and a prayer, ecclesial community, serving in love, testimony and the announcement of the Gospels (1).  Educational agents of pedagogy vocation: Family - the source and the centre of pedagogy and pastoral vocation, the role of parents in the education vocation, challenges, difficulties and impediments in the freedom of choice (2).  Parish community - contemporary challenges and imperatives of parish community, parish priests, parish vicars in the service of testimony, encouragement, promotion, animation and endorsement of spiritual vocations (2).  School - a gifted place of growth in Christian and spiritual vocation, religious teachers - other educators and mentors in the spiritual vocation. The need for</p>					

	cooperation and coordination between a school and a parish in the pastoral vocation (1).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)		
Student obligations	Class attendace, written representation and final exam.					
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		(Other)	
	Mid-term exams		Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Presentation – 25% Final exam – 75%					
Obligatory literature (available in the library or via other media)	<b>Title</b>			<b>Number of copies in the library</b>		<b>Availability via other media</b>
	Papinsko djelo za crkvena zvanja, <i>Nova zvanja za novu Europu</i> , KS, Zagreb, 2000, pp. 39-145.			1		
	H. U. von Balthazar, <i>Svećenička duhovnost</i> , KS, Zagreb, 2010.					
	A. Vukasović, <i>Pedagogija</i> , Alfa d.d., Zageb, 1994. V.Vujčić, <i>Opća pedagogija. Novi pristup znanosti o</i>					

	<p><i>odgoju</i>, Hrvatski pedagoško-kniževni zbor, Zagreb, 2013.</p> <p>A. Čondić, <i>Obitelji, gdje si ti? Teološko-pastoralna prosudba</i>. Crkva u svijetu, Split, 2018.</p> <p>A. Tamarut, <i>Obiteljsko lice Crkve</i>, Kršćanska sadašnjost, Kršćanski kulturni centar, Zagreb, 2013.</p>		
Supplementary literature	<p>M. Szentmártoni, <i>Modeli Isusova učenika</i>, in: <i>Iz naroda za narod</i>, Zbornik radovasvećenika studenata Papinskog hrvatskog zavoda Sv. Jeronima u Rimu u Svećeničkoj godini, GK, Zagreb, 2010., pp. 285-297.</p> <p>V. Magno, <i>Pastorale delle vocazioni</i>, Editrice Rogate, Roma, 1993.</p> <p>L. Sapienza, <i>Messaggi per la giornata mondiale di preghiera per le vocazioni</i>, Editrice Rogate, Roma, 2003.</p>		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	End- of - semester conversation, consultations, questionnaire.		
Other (according to the opinion of education provider)			