

| COURSE TITLE | | DIDACTICS AND EDUCATIONAL METHODOLOGY OF RELIGIOUS EDUCATION | | | | | |
|--|---|--|--|-----|--------------------|-----|---|
| Code | KBT: 203 ISVU: 82563 | Year of study | | II | | | |
| Course teacher/s | Associate professor Jadranka Garmaz, Ph.D. | Credit (ECTS) | | 5 | | | |
| Assistants | Jenko Bulić, M.S. | Type of instruction (number of hours per semester) | | L | S | E | F |
| | | | | 60 | | | |
| Course status | Core course | Percentage of e-learning implementation | | 20% | | | |
| COURSE DESCRIPTION | | | | | | | |
| Course goals | Acquire knowledge of the subject matter, structure and tasks of religious education didactics as well as of didactic conception. Acquire basic methodical-didactical variables. Understand the structure of a teaching process. Adopt elements of programming, planning, delivering and evaluation of religious teaching class. | | | | | | |
| 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 structure of the teaching process. 2. Evaluate the impact of methodical—didactical variables on planning and realization of religious education class. 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) | General standpoints of religious education didactics (4). Didactic conceptions (4). Religious education's role in the individual's identity-shaping (4). Assignments and goals (4). The subject matter of religious education (4). The content of religious education (4). The role of religious teacher and his/her personality (5). Methodical issues: methods, paintings, Biblical texts (6). Media in religious education (3). Results evaluation (4). Religious-didactical principles (10). Planning and preparing a lecture (8). | | | | | | |
| Format of course instruction: | <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> exercises | | <input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> (other) | | | | |
| Student obligations | Class attendance, preparation for the teaching unit. | | | | | | |
| Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds | Class attendance | 1,5 | Research | | Practical training | 1,5 | |
| | Experimental work | | Written representation | 0,5 | (Other) | | |
| | Essay | | Seminar essay | | (Other) | | |
| | Mid-term exams | 2,0 | Oral exam | | (Other) | | |

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|--|--|--|---------|--|---------|-------------------------------------|
| <i>to the ECTS credit value of the course</i> | Written exam | | Project | | (Other) | |
| Grading and evaluation of student work in class and at the final exam | Mid-term exam– 30% Written representation – 20% Final exam – 50% | | | | | |
| Obligatory literature (available in the library or via other media) | Title | | | Number of copies in the library | | Availability via other media |
| | G. Hilger – S. Leimgruber – H. G. Ziebertz, <i>Vjeronaučna didaktika. Priručnik za studij, obrazovanje i posao</i> , Salezijana, 2009., str. 1- 479. | | | 7 | | |
| | Katolički vjeronauk, u: MZOS, Nastavni plan i program za osnovnu školu, Zagreb, str. 336-339. | | | 1 | | www.mzos.hr |
| Supplementary literature | M. Pranjić, <i>Metodika vjeronaučne nastave</i> , KSC Zagreb, 1997., 144-226. W. Mattes, <i>Nastavne metode.75 kompaktnih pregleda za nastavnike i učenike</i> , Ljevak, Zagreb, 2007., 23-198. | | | | | |
| Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes | Feedback information from students, consultations and questionnaire. | | | | | |
| Other (according to the opinion of education provider) | | | | | | |