

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, I semester	
Course Title: METHODOLOGY			
Instructor: prof. Mirjana M. Marković, prof. Jelena Veljković-Mekić, prof. Aleksandar J. Spasić			
Course Status: mandatory			
ECTS: 6			
Requirements:			
Course objectives The course aims to introduce students to the research methodology in the field of humanities, to help them acquire critical knowledge of the essence, particularities and properties of scientific research in the humanities. The aim of the course is to help students acquire knowledge of procedures applied in the scientific research as well as of the manner in which research methods, techniques and instruments are applied. Likewise, students will be introduced to the manners of data processing and analysis.			
Course outcomes Student shall be able to seek and resort to scientific and research documents, to apply research methods in the humanities and data collection procedures, to perform independent empirical and research activities, to write empirical seminar and graduate papers and other research reports, to develop perseverance, reliability and responsibility in work, to develop critical thinking, to collect, analyse and interpret relevant data by using suitable research methods applied in the humanities.			
Course contents <i>Theory</i> The subject matter of the humanities and applied methods. Research methods and techniques in the humanities. Research in the real world (problems, traps, dilemmas, understanding the sample and consequences). Scientific facts, laws and theories. Modern perception of the development of the scientific method. Experiential scrutiny of theories and hypotheses. Determining the research problem; setting the hypotheses; data collection and interpretation; scientific description, assumption and comprehension. Types and forms of research. Research measurement. Research sampling. Data processing and analysis. Writing a report on a published research. Techniques of writing a scientific paper and/or master thesis.			
Reading list <ol style="list-style-type: none"> 1. Veber, M. (1986). <i>Metodologija društvenih nauka</i>. Zagreb: Globus 2. Pejčić, B. (ed). (1995). <i>Metodologija empirijskog naučnog istraživanja</i>. Beograd: Defektološki fakultet. 3. Šušnjić, Đ. (1999). <i>Metodologija</i>. Beograd: Čigoja štampa 4. Mejovšek, M. (2003). <i>Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima</i>. Jastrebarsko: Naklada Slap 5. Kuba, L. i Koking, Džđ. (2004). <i>Metodologija izrade naučnog teksta: kako se piše u društvenim naukama</i>. Podgorica, Banja Luka: CID i ROMANOV. 			
Classes per Week			Other classes
Lectures: 3	Tutorials: 2	Study research:	
Teaching methods: monologue, dialogue, observation, measurement, data analysis			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction	20	Oral exam	50
Rrevision test	20	Practical exam	
Seminar paper			

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, I semester	
Course Title: CONSTRUCTING A PRE-SCHOOL CURRICULUM			
Instructor: prof. Tatjana K. Marković, prof. Radiša R. Ratković, prof. Ivan J. Stamenković, prof. Bojana N. Nikolić, prof. Ljubiša M. Mihajlović, prof. Emilija J. Popović			
Course Status: mandatory			
ECTS: 6			
Requirements:			
Course objectives The course aims to enable students to manage the process of transformation of educational practice, as well as to develop an integrated curriculum in a pre-school institution by means of action research			
Course outcomes Student shall be able to construct an integrated pre-school curriculum in practice. They shall develop the ability to devise new strategies in the co-construction of an integrated curriculum as a reply to modern conceptions of a child and childhood and that of a curriculum. Student shall be able to construct a stimulating educational context in accordance with children's nature and their individual needs. Students shall become reflective practitioners who perform research and change practice, have the ability to deconstruct implicit pedagogies and evaluate their achievements.			
Course contents <i>Theory</i> Starting points in the curriculum development: the programme basics, aims and principles as the starting point; children's interests as a source of the curriculum; pre-school teachers' interests as a source of the curriculum; a small group as a source of the curriculum; group discussions and reflexion as a source of the curriculum. Curriculum: traditional and modern perception. Integrated curriculum: differences between disciplinary and integrated curriculum. Starting points in the development of an integrated curriculum: text (programme) analysis and analysis of educational practice; an image of a child/pre-school teacher and their relationship in the process of education. Reexamination of the structure and culture of a pre-school institution: deconstruction of implicit pre-school teachers' pedagogies and of the hidden curriculum of a pre-school institution. Constructing a field of common meaning and values by means of group discussions, observation and evaluation/reflexion. Transformation of educational practice: introducing changes and observing their effects. Kindergartens as learning and growing organisations. Professional development of practitioners towards the community of reflective practitioners. Action research as a manner of curriculum development. Presentation and analysis of research examples. <i>Practice</i> Initial steps into action research in a kindergarten; reports and group analysis.			
Reading list Duh, M., (ur.) (2009) , <i>Interdisciplinarni pristup učenju, put ka kvalitetnijem obrazovanju deteta</i> , Rijeka, Učiteljski fakultet u Rijeci, Maribor, Pedagoški fakultet. Kemis, S. (1981). <i>Vodič za planiranje akcionog istraživanja</i> . Izbor i redakcija: dr Mirjana Pešić. Beograd: Filozofski fakultet Klemenović J. (2004) <i>Razvoj savremenih kurikuluma predškolskog vaspitanja i obrazovanja</i> , Beograd, PEDAGOGIJA LIX, 3, 2004.UDK: 373.21 Krnjaja Ž. (2014) <i>Disciplinarni i integrisani kurikulum: tri razlike</i> , Beograd , Nastava i vaspitanje 2 Krnjaja, Ž., Pavlović Breneselović, D., (2011), <i>Vaspitači kao istraživači sopstvene prakse</i> , Nastava i Vaspitanje, God. 60, br. 2, 269-309. Maleš, D. (2011). <i>Nove paradigme ranog odgoja</i> , Zagreb, Filozofski fakultet sveučilišta u Zagrebu Miškenjin, L. (2008). <i>Dečji vrtić kao izvor kurikuluma</i> . Beograd: Zadužbina Andrejević. 251-263. Miljak, A. (2005). <i>Sukonstrucija kurikuluma ranog odgoja</i> . <i>Pedagojska istraživanja</i> br. 2.. Marković, T. (2014) <i>Razlike između savremenih i mogućih tendencija u institucionalnom vaspitanju predškolske dece</i> . Pirot, Holipri str. 109-120 Marković , T.(2013) <i>Društveni kulturni i obrazovni kontekst u razumevanju deteta i odnosu prema detetu</i> , Novi Sad, Krugovi detinjstva,br. 2, str.89-112. Pešić, M. (1992). <i>Vodič za razvijanje otvorenog kurikuluma</i> . Beograd:IPA. Pešić, M. i saradnici (2004). <i>Pedagogija u akciji</i> . Beograd: Institut za pedagogiju i andragogiju. Phillips, D.K.; Carr, K. (2010) <i>Becoming a Teacher through Action Research</i> , Routledge, Teylor Francis Group, New York, London Pavlović-Breneselović, D. (2015). <i>Gde stanuje kvalitet, knjiga 2, Istraživanje sa decom prakse dečjeg vrtića</i> , Beograd, Institut za pedagogiju i andragogiju, Filozofski fakultet Pavlović Breneselović, D., (2010); <i>Dobrobit deteta u programu naspram programa za dobrobit deteta</i> , Beograd, Nastava I vaspitanje, vol. 59, br.2, str. 251-263. Radulović, L. (2011). <i>Obrazovanje nastavnika za refleksivnu praksu</i> , Beograd, Filozofski fakultet, Univerzitet u Beogradu. Slunjski, E., (2011). <i>Kurikulum ranog odgoja</i> , Zagreb, Školska knjiga. Slunjski, E. (2011). <i>Kurikulum ranog odgoja, istraživanje i konstrukcija</i> . Zagreb: Školska knjiga			
Classes per Week			Other classes
Lectures: 3	Tutorials: 2	Study research:	
Teaching methods: lectures and discussions on the basis of the presented reading list, seminar papers, consultation, practical research in a kindergarten followed by a report analysis and video-records.			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	5	Written exam	25
Practical instruction	15	Oral exam	25
Rrevision test	15	Practical exam	
Seminar paper	15		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, I semester	
Course Title: INTEGRATED PROFESSIONAL PRACTICE 1			
Instructor: prof. Tatjana K. Marković			
Course Status: mandatory			
ECTS: 6			
Requirements:			
Course objectives Students shall be introduced to the methodology of action research and enabled for researching (including preparation work accompanied with consulting professional literature, writing a text related to theoretical basis and research topics, performing a research), processing collected data and writing a synthesis of a topic selected by each student in accordance with the context in which he/she performs his/her practice. Students shall be enabled to independently observe, interpret, evaluate and introduce changes into their educational work. Students shall develop abilities to co-operate in the process of learning, reflexion and self-reflexion.			
Course outcomes Students shall be aware and capable of recognising problems in practice. Students will independently perform research studies and introduce changes into practice. Students shall develop the ability to co-operate in the process of learning, reflexion and self-reflexion.			
Course contents <i>Theory</i> This practice is directed towards realising the outcomes of courses <i>Development of an integrated curriculum</i> and <i>Action research</i> through which students gained insights into the methodology of quality research and construction of an integrated curriculum at the pre-school level by means of research. It is based on the field research in pre-school institutions. Students choose topics, bearing in mind the needs of particular practice. Upon becoming acquainted with the methods and practice of an action research students discuss the chosen topics, instruments and techniques, reference literature, action schemes. Afterwards, they perform initial steps towards an action research by indentifying the problem of concrete practice in kindergartens, planning possible solutions, realisation, evaluation. On the basis of the results of their research students write and present papers, which builds their ability to independently write scientific/professional papers in the future.			
Reading list The reading lists attached to the syllabi of mandatory courses within the master study programme are occasionally enriched with additional titles depending on research topics of individual students.			
Classes per Week			Other classes
Lectures:	Tutorials:	Study research:	
Teaching methods: research study, workshops, playrooms, discussions, practice reports – presentation of an action research, mentorship.			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures		Written exam	
Practical instruction	50	Oral exam	50
Rrevision test		Practical exam	
Seminar paper			

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, II semester	
Course Title: INTEGRATED PROFESSIONAL PRACTICE 2			
Instructor: prof. Danijela R. Vidanović			
Course Status: mandatory			
ECTS: 6			
Requirements: one needs to pass the exam in Integrated Professional Practice 1			
Course objectives Elevation of a pre-school teacher's profession at a theoretical, practical and technical level. Students shall be enabled to widen their knowledge and abilities to work with pre-school children according to different programmes and models. They shall be enabled to develop an open system of upbringing, to create, realise and evaluate the project learning of pre-school children. Students shall be enabled to demonstrate the skills of presenting the results of practical and vocational research and develop professional theories.			
Course outcomes Students shall develop an open curriculum in practice as a response to specific developmental and educational needs of children. They shall develop research skills and affinities towards the team work, co-operation and partnership. They shall acquire competences of a reflective practitioner which enable one to gain a higher level of knowledge and understanding in the field of practical and research work with children, as well as to continuously evaluate the results of their own achievements. They shall build the skills of resorting to traditional elements of culture in various children activities, of working according to inclusive programmes, of using visual media in working with pre-school children while respecting the needs and interests of children. They shall develop personal methods – a pedagogical attitude.			
Course contents <i>Theory</i> Within this practice students' activities are directed towards the following issues: observing children's needs and interests, making a portfolio, importance of documenting (photograph, record, drawing) and their use as a teaching material in educating pre-school teachers who are approachable and who remove the barrier between theoretical and practical work with children; assessment of psychological and motor status of children, making an individual programme of support for children with disabilities and gifted children, inquiring into needs and expectations of parents, planning and programming, project work, integrated methodical project in a pre-school group, a theme project (organisation of a theme day through workshops), musical drama, organisation of a country party, making creative presentations intended for different activities of children, using computers and digital projector in working with children with visual and auditive impairments, making presentations intended for different categories of children with disabilities, creative workshops, research into new roles of pre-school teachers in working on children's projects.			
Reading list The reading lists attached to the syllabi of mandatory courses within the master study programme are occasionally enriched with additional titles depending on research topics of individual students.			
Classes per Week			Other classes
Lectures:	Tutorials:	Study research:	
Teaching methods: project work, workshops, playrooms, research studies, practice reports, mentorship.			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures		Written exam	
Practical instruction	50	Oral exam	50
Rrevision test		Practical exam	
Seminar paper			

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, II semester	
Course Title: DEVELOPMENTAL AND DYNAMIC PSYCHOLOGY			
Instructor: prof. Mirjana M. Stanković-Đorđević, prof. Mirjana M. Marković, prof. Dejan Ž. Đorđević, prof. Radiša R. Ratković, prof. Ivan J. Stamenković, prof. Bojana N. Nikolić, prof. Ljubiša M. Mihajlović, prof. Emilija J. Popović			
Course Status: mandatory			
ECTS: 6			
Requirements:			
Course objectives The course aims to introduce students to the psychodynamics of a pre-school child development, as well as with the peculiarities of a child's development itself. Students shall be enabled to transform and apply knowledge of pre-school children and solve particular problems encountered in educational practice.			
Course outcomes Student shall be able to deduce and form critical attitude towards developmental psychodynamics and developmental attributes of pre-school children. They shall apply psychological implications of the development and developmental properties of pre-school children in educational practice.			
Course contents <i>Theory</i> Factors and laws regarding infantile development and children's individual characteristics. Properties of a cognitive and affective development of a pre-school child. Theories of cognitive development. Theory of affective attachment. Fundamental standpoints of psychodynamic developmental psychology. Mechanisms of defense and character building. Objective relationships and development of the sense of <i>self</i> . Childhood fears. Parental fears and child's age. The role of mothers and fathers in a child's development. Children's development and psychodynamics of family relations. <i>Practice</i> Students are obliged to construct a file which encompasses the application of a CWD (<i>Children with Difficulties</i>) interview with a child's parents. Preparation for the revision test. Revision test.			
Reading list 1. Kondić, K. & Levkov, Lj.(1990) <i>Prvih deset godina</i> . Savez društava psihologa Srbije, Beograd. 2. Kondić, K. & Vidanović, S. (2011). O deci i roditeljima. Niš: Filozofski fakultet. 3. Kondić, K. (1998). <i>Psihodinamska razvojna psihologija</i> . Beograd: Plato. 4. Stanković-Đorđević, M. (2013). <i>Deo materijala za pripremu predmeta Psihodinamika razvoja predškolskog deteta</i> . Pirot: VŠSSOV. 5. Kondić, K. (1990). <i>DST Intervju – dete sa teškoćama u razvoju - intervju</i> . Beograd: Savez društava psihologa Srbije. 6. Čeranić, S. (2005). <i>Normalni razvoj ličnosti i psihološka uplitanja</i> . Istočno Sarajevo: Zavod za udžbenike i nastavna sredstva. 7. Stanković-Đorđević, M. (2013). <i>Teme iz psihologije</i> . Pirot: Visoka škola strukovnih studija za obrazovanje vaspitača Pirot. 8. Šain, M. et al. (1996). <i>Korak po korak, 1. & 2</i> . Beograd: Kreativni centar.			
Classes per Week			Other classes
Lectures: 1	Tutorials: 2	Study research:	
Teaching methods: monologue, dialogue, interactive learning methods – co-operative learning, individual student work, computer and internet-aided learning			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures		Written exam	50
Practical instruction		Oral exam	
Rrevision test	20	Practical exam	
Seminar paper (CWD interview)	30		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, II semester	
Course Title: HOLISM IN EDUCATION AND UPBRINGING			
Instructor: prof Danijela R. Vidanović, prof. Radiša R. Ratković, prof. Ivan J. Stamenković, prof. Bojana N. Nikolić, prof. Ljubiša M. Mihajlović, prof. Emilija J. Popović			
Course Status: mandatory			
ECTS: 6			
Requirements:			
Course objectives Students are encouraged to observe education and upbringing as a relationship between parts and the whole, as well as a life style and a worldview, while educational process should be observed as a process of transformation and realisation of a human being as a whole. Students will be introduced to programmes based on a holistic approach (the Montessori programme and Reggio Emilia) which are to be the basis of an independent realisation and co-ordination when realising similar programmes when working with children of typical population, children with developmental disabilities and gifted children. Students are to be enabled to realise projects independently.			
Course outcomes Student shall critically approach traditional methods of education based on the processes of transmission and transaction and they shall apply the model of transformation of educational contents to their immediate practice with pre-school children. Students shall master programmes based on a holistic approach (Montessori and Reggio Emilia) and they shall independently apply elements of these programmes and devise similar activities when working with pre-school children from typical population, children with developmental disabilities and gifted children.			
Course contents <i>Theory</i> Educational methods based on holistic principles. Personality as a basis of one's development. Learning as a transfer of knowledge; deficiencies and inappropriateness when working with pre-school children. A child as an active participant in the process of education. Education as a path towards the realisation of the wholeness of a human being. Learning as a content transformation and the advantages of a model such devised. The meaning hidden in objects around us. A child in the context of his/her environment. <i>Practice</i> Practical work of students assigned different tasks related to models of transformation of educational contents in a pre-school institution.			
Reading list Marjanović, A. (1987,1-4): Dečji vrtić kao otvoren sistem. <i>Predškolsko dete</i> . Beograd: Savez pedagoških društava Jugoslavije. Miljak, A. (2009): <i>Življenje dece u vrtiću</i> . Zagreb: SM Naklada Miljak, A. (2003): Razvojni kurikulum i odgojna praksa u vrtićima. <i>Dijete i detinjstvo: teorija i praksa predškolskog odgoja</i> . Osijek: Visoka učiteljska škola u Osijeku, 235-243; Pešić, M. (1987): <i>Vrednovanje predškolskih vaspitnih programa</i> . Beograd: Zavod za udžbenike i nastavna sredstva. Slunjski, E. (2009): Postizanje odgojno-obrazovne prakse u vrtiću usklađene s prirodom djeteta i odraslog. <i>Život i škola</i> , br.22 Kinney, L. (2007). <i>An Encounter with Reggio Emilia Children's Early Learning made Visible</i> . New York: Routledge Gandini, L., Hill, L., Cadwell, L., Schwall, C. (2005). <i>In The Spirit Of The Studio Learning from the Atelier of Reggio Emilia</i> , Teachers College Press Hainstock, E. (1978). <i>The Essential Montessori</i> . New York: The New American Library			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: monologue, dialogue as a form of co-operative learning, mentorship, computer and Internet-aided learning			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures		Written exam	50
Practical instruction	10	Oral exam	
Rrevision test	20	Practical exam	
Seminar paper	20		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies			
Course title: STUDY AND RESEARCH 1			
Instructor: all professors engaged on the study programme			
Course status: mandatory			
ECTS: 12			
Requirements:			
Course objectives By means of a research study students are required to perform their mandatory research by consulting additional reading lists and instruments in order to acquire the necessary theoretical knowledge, skills and techniques required for the master thesis.			
Course outcomes Students shall independently apply the acquired knowledge of various fields which they had previously studied for the purposes of gaining insight into the structure of the presented problem and its systematic analysis in order to draw conclusions regarding possible solutions. Upon finishing the course students should have acquired fundamental knowledge in the chosen field and become capable of independently solving practical tasks in the field by resorting to suitable methodologies.			
Course contents The contents are devised in accordance with the requirements of a particular master thesis, its complexity and structure. Students are required to study professional literature, graduate and postgraduate theses of students who dealt with similar topics. Furthermore, students perform analyses for the purpose of finding solutions to particular tasks defined by their master theses.			
Reading list The list is suggested by the teacher-mentor and it depends on the chosen topic. Textbooks, scientific journals, master theses, etc.			
Classes per Week	Theory	Practice	
Teaching methods			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Final exam	Points
Activity during lectures		Written exam	
Practical instruction	50	Oral exam	50
Revision test		
Seminar papers			

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies			
Course title: STUDY AND RESEARCH 2			
Instructor: mentor			
Course status: mandatory			
ECTS: 12			
Requirements:			
Course objectives By means of a research study students are required to perform their mandatory research by consulting additional reading lists and software tools in order to acquire the necessary theoretical knowledge, skills and techniques required for the master thesis.			
Course outcomes Students shall independently apply the acquired knowledge of various fields which they had previously studied for the purposes of gaining insight into the structure of the presented problem and its systematic analysis in order to draw conclusions regarding possible solutions. Upon finishing the course students should have acquired fundamental knowledge in the chosen field and become capable of independently solving practical tasks in the field by using suitable methodologies.			
Course contents A student suggests the topic and presents it to the mentor. A student is obliged to write the paper on the suggested topic defined by the chosen master thesis and by resorting to the reading list suggested by the mentor. In the course of writing the master thesis, a student can receive additional instructions from the mentor regarding the specified reading list as well as regarding the quality of the master thesis. Within the research study a student is obliged to consult the mentor and other teachers who deal with the issues in the field of the chosen topic. Bearing the chosen topic in mind, a student chooses a suitable methodological approach.			
Reading list The list is suggested by the teacher-mentor and it depends on the chosen topic. Textbooks, scientific journals, master theses, etc.			
Classes per Week	Theory	Practice	
Teaching methods			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Final exam	Points
Activity during lectures		Written exam	
Practical instruction	50	Oral exam	50
Revision test		
Seminar papers			

Study programme: : Master of Arts in Vocational Early Childhood Education	
Type and level of studies: Vocational Master's Studies	II year, IV semester
ECTS: 20	
Requirements: One is required to pass all the necessary exams within the vocational master programme as well as to perform vocational integrative practice.	
<p>Objectives of the master thesis: Preparing a student/prospective pre-school teacher to realise general and specific roles in working with pre-school children; enabling a student to choose a topic grounded in theoretical and empirical knowledge, as well as to research relevant phenomena and problems of educational practice in pre-school institutions and other educational institutions in which one encounters pre-school teachers and pre-school children; enabling a student/prospective pre-school teacher to demonstrate one's level of acquired theoretical knowledge, skills and abilities as well as to apply them suitably in one's educational practice; instructing a student that one's master thesis should be based on the acquired knowledge of methodological approaches to educational practice, as well as that student should co-operate with one's mentor and a pre-school teacher in a specific pre-school institution when choosing and setting a methodological framework for the purposes of an effective research into the chosen topic; enabling a student to properly define research questions, choose a sample, methods and data collection techniques, as well as to properly analyse collected data; enabling a student to independently research into and change educational practice through the process of writing one's master thesis; enabling a student to critically express oneself and think in a creative manner, as well as to participate in team building.</p>	
<p>Expected outcomes: Students shall apply the acquired knowledges and theoretical and practical knowledge to studying, researching into and improving one's own educational practice in pre-school institutions and other educational institutions attended by pre-school children. Students shall prove the ability of creative pedagogical thinking, researching and acting. Students shall implement research results in their educational practice. Students shall critically observe scientific and vocational literature.</p>	
<p>General contents: One's master's thesis represents a research study to which a student applies previously acquired knowledge, but also the new knowledge in the field of pre-school education and upbringing, as well as research methodologies resorted to in educational practice. After the master's thesis topic had been approved, the student performs a research study project which needs to be approved by the mentor. Afterwards, the student performs a research and writes a report on the performed research in the form of a master's thesis. The thesis encompasses the following parts: Introduction (which justifies the choice and significance of the topic), Theoretical framework of the research (which justifies the research paradigm, states and critically scrutinises the results of the existing relevant research studies and develops a theoretical approach to the problem), Methodological framework of the research (subject, goal, hypotheses, variables, samples, methods, techniques, instruments, statistical process of the research), Interpretation of the results, Concluding remarks, Reading list and Enclosures. Upon completing the master's thesis, in agreement with the mentor, the student can publically defend his/her master's thesis.</p>	
<p>Methods: Mentorship, independent research study.</p>	
Assessment(maximum number of points100)	
Writing the master's thesis:70 points Defending the master's thesis:30 points	

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, I semester	
Course Title: FUNDAMENTALS OF ETHICAL EDUCATION OF PRE-SCHOOL TEACHERS			
Instructor: prof. Dejan Ž. Đorđević			
Course Status: elective			
ECTS: 6			
Requirements:			
Course objectives The course aims to develop students' awareness of pre-school teachers' professional ethics, to enable them to foster critical attitudes towards the ethics of education and the role of a pre-school teacher.			
Course outcomes Student shall develop awareness of the quality of a pre-school teacher's personality which is to be reflected in one's professional development. They shall nurture critical attitudes towards professional competences of pre-school teachers. They shall respect their professional mission in pre-school education and upbringing and they shall carry out that mission with dedication and devotion.			
Course contents <i>Theory</i> Professional ethics of pre-school teachers. Respecting children's rights. Respecting the family. Assertive attitude in one's professional life. Principles of upbringing. Conflict of interests. Respecting the institution integrity. Ethics of scientific research – authorship of scientific and professional papers and other documents. Defending the profession and guarding the reputation of pre-school education. Public performance. Ethical code(s) of pre-school teachers. <i>Practice</i> Workshops – self-respect, assertiveness, empathy, partnership, team work.			
Reading list Erl, V.: <i>Uvod u filozofiju</i> . Beograd, «Dereta» Mabot, D. (1981). <i>Uvod u etiku</i> . Beograd «Nolit» Đurić, M. (1987). <i>Istorija helenske etike</i> . Beograd: Zavod za udžbenike i nastavna sredstva Popović, B. (1973). <i>Uvod u psihologiju morala</i> . Beograd: Naučna knjiga Stanković-Đorđević, M. (2004). <i>Svi zajedno</i> . Pirot: VŠOV Pirot Ujedinjene nacije (1989). <i>Konvencija UN o pravima deteta</i> Budimir-Ninković, G. (2012). <i>Stilovi života i vrednosti roditelja i dece</i> . Jagodina: City press Gera, I. Dotlić, Lj. (1996). <i>Ja – priručnik za podsticanje dečjeg samopoštovanja</i> . Novi Sad: Matica srpska Dahlberg, G. and Moss P. (2005). <i>Ethics and Politics in Early Childhood Education</i> . New York: Routledge			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: lectures, discussions			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures		Written exam	
Practical instruction	30	Oral exam	40
Rrevision test	20	Practical exam	
Seminar paper	10		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, I semester	
Course Title: SKILLS OF NON-VIOLENT COMMUNICATION			
Instructor: prof. Mirjana M. Marković			
Course Status: elective			
ECTS: 6			
Requirements:			
Course objectives The course aims to enable students to master fundamental concepts of non-violent communication, to acquire the skills of non-violent communication, as well as „I“ and „You“ messages necessary for reaching a non-conflict resolution. The course encourages the development of self-respect, assertiveness and empathic consciousness in relation to others.			
Course outcomes Student shall draw conclusions, apply the acquired knowledge in their educational practice by means of interactive methods. They shall build a critical attitude and a positive relationship towards children/adults. They shall develop internal motivation for educational work.			
Course contents			
<i>Theory</i> The concepts of communication and non-violent communication. Observation without assessment and language of acceptance. Active listening. Sending „I“ and „You“ messages. Conflicts in an educational group. Resolving conflicts without losses. Conflicts of different values. Recognising emotions and taking responsibility for one's own feelings. Empathy. Expressing negative feelings. Protective use of force. How to improve kindergarten? How to solve problems at home? Freeing oneself and providing advice for others.			
<i>Practice</i> Exercises of listening, recognising ineffective messages, sending „I“ messages. Exercising the authority of a pre-school teacher. Workshops which encourage self-respect, assertiveness, empathy. Analyses of seminar papers. Preparation for revision tests, revision tests, analyses of revision tests.			
Reading list Gordon, T.(1998). <i>Kako biti uspešan nastavnik</i> . Beograd: Kreativni centar. Gordon, T.(1997). <i>Umeće roditeljstva – kako podizati odgovornu decu</i> . Beograd: Kreativni centar Rozenberg, M. (2002). <i>Jezik osećanja</i> . Beograd: Zavod za udžbenike i nastavna sredstva. Kondić, K. et al. (1998). <i>Slušam te, razumem te, prihvatam te...</i> Beograd: „Ž.Albulj“ Stanković-Đorđević, M. (2004). <i>Svi zajedno</i> . Pirot: VŠOV Pirot. Plut D. & Marinković, Lj. (1998). <i>Konflikti i šta sa njima</i> . Beograd: Kreativni centar. Ignjatović-Savić, N. (1994). <i>Čuvari osmeha, Reči su prozori ili zidovi</i> . Beograd: Institut za psihologiju Filozofskog fakulteta.			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: monologue, dialogue, interactive methods of learning – co-operative learning, workshops, individual student activities, computer and Internet-aided learning.			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	50
Practical instruction		Oral exam	
Rrevision test	30	Practical exam	
Seminar paper	10		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, I semester	
Course Title: ART WORKSHOPS FOR CHILDREN WITH DISABILITIES			
Instructor: prof. Bojana N. Nikolić			
Course Status: elective			
ECTS: 6			
Requirements:			
Course objectives			
The course aims to enable students to apply the acquired knowledge and experiences in the process of decision making regarding the form and manner of realising art workshops with children with disabilities. Students shall be encouraged to develop a creative dimension of the professional role of children's partner on the mission of respect and appreciation for differences and development of creative potentials of children (observation, understanding, emotions, imagination, skillfulness). The course will motivate students to actively participate in public life, to keep contact with the community and raise awareness of the necessity of inclusion and of an associative character of artistic engagement of children with disabilities.			
Course outcomes			
Student shall acquire thorough knowledge of visual language and manners of presentation of visual messages through different media. They shall independently construct, apply and assess artistic, linguistic, communication, research and cognitive practice. They shall use materials and create activities in accordance with modern theories in working with children with disabilities. They shall work on a continuous professional development and encourage a positive mutual relationship between children and the community.			
Course contents			
<i>Theory</i>			
The importance of play in the pedagogy of art while working with children with various disabilities. Working with gifted children. Artistic expression of children conditioned by various internal factors. Artistic abilities and psychological peculiarities of individual children. The use of drawing in children psychoanalysis. Artistic expression in children psychotherapy. Students shall master the fundamental characteristics of developmental disfunctions (vision impairment, hearing impairment, motor disorders, reduced intellectual abilities, attention disorders, autism spectrum disorders). Resolving difficulties, motivation, attention evocation, communication. Artistic expression in the development of a child's intelligence and a therapeutic importance of art in working with children. Games of observation, tactile values of materials, observation by touch. Didactic toys. Materials which help develop senses. Sinesthetic sensations. Hellen Keller, Christie Brown, Dejana Bačko, Judit Scott.			
<i>Practice</i>			
The use of various artistic tools, methods and techniques in the development of all dimensions (perceptive, cognitive, affective, motor) of psychophysical functions of children with disabilities. Creating new didactic toys. Devising workshop scenarios for children with impaired vision, drawing, perforation, embossing, sculpting the shapes observed by touch. Puppet and drama play.			
Devising workshops scenarios (art and drama) for children with impaired hearing. Learning the sign language.			
Reading list			
De Zan, D. (2013). <i>Slika i crtež u psihoterapiji djece i obitelji</i> . Zagreb: Medicinska naklada.			
Kamenov, E. (2008). <i>Mudrost čula I deo. Igre za razvoj opažanja</i> . Novi Sad: Dragon.			
Arnhajm, R. (2003). <i>Prilog psihologiji umetnosti</i> . Beograd: Univerzitet umetnosti u Beogradu.			
Panić, V. (2005). <i>Psihologija i umetnost</i> . Beograd: Zavod za izdavanje udžbenika.			
Kocic, M. (2000). <i>Децу цртежу</i> . Београд: Завод за уџбенике и наставна средства.			
Lazor, Mirjana, mr Slavica Marković i Snežana Nikolić (2008). <i>Priručnik za rad sa decom sa smetnjama u razvoju</i> . Novi Sad: Novosadski humanitarni centar.			
Milenković, S. (2017). <i>Duša misli u slikama: integrativna art psihoterapija</i> . Beograd: Čigoja.			
Jasna C-L, Sekulić Majurec A. (2008). <i>Darovito je, što ću s njim</i> . Zagreb: Alinea.			
Jasna C-L, Sekulić Majurec A. (2010). <i>Darovito je, što ću sa sobom</i> . Zagreb: Alinea.			
Jasna C-L. (2002) <i>Ja hoću i mogu više - Priručnik za odgoj darovite djece od 3-8 godina</i> . Zagreb: Alinea.			
Internet sadržaji: www.vdmfk.com, http://creativegrowth.org, www.art.org			
Banowsky Arrington, D. (2007). <i>Art, Angst, and Trauma: Right Brain Interventions with Developmental Issues</i> . Illinois: Charles C Thomas Publisher.			
Zaidel W, D. (2005). <i>Neuropsychology of Art: Neurological, Cognitive and Evolutionary Perspectives</i> . East Sussex: Psychology Press.			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: lectures (slides and video presentations), exercises, workshops, consultation, co-operation with centres for children with disabilities.			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction	30	Oral exam	20
Rrevision test		Practical exam	20
Seminar paper	20		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, I semester	
Course Title: THEATRICAL EXPRESSION OF PRE-SCHOOL CHILDREN			
Instructor: prof. Jelena P. Veljković-Mekić, prof. Dragana O. Dragutinović			
Course Status: elective			
ECTS: 6			
Requirements:			
Course objectives The course aims to introduce students to the contemporary knowledge of children's theatrical expression and puppetry and interpretation of concepts of artistic and drama culture. Students shall develop creative artistic and drama expression. They shall be introduced to modern currents of theatrical creativity in working with children. They shall be enabled to independently research into procedures of realisation of artistic and theatrical activities.			
Course outcomes Student shall understand educational and communicative role of drama. They shall acquire skills and knowledge of the theatre and stage medium by becoming aware of expressive potentials of different materials and audio-visual tools. They shall be able to recognise the importance of communication by means of puppetplay in encouraging linguistic and speech expression. They shall be capable of realising activities and improve the quality of children's drama and puppetry expression.			
Course contents <i>Theory</i> Drama method in working with pre-school children. Fine art dramaturgy. A child and the theatre. Puppet as a means of encouraging speech and art and drama creativity. Forms of communication by resorting to elements of the theatre scene. Puppets and storytelling. Creating monologue and dialogue drama plays. Improvisations in puppetry. Non-verbal communication of the body/doll. Form dynamics. Animation of body parts, everyday objects and various materials. Importance and function of drama exercises, plays and workshops in working with pre-school children. Games intended to encourage children's drama expression and puppetry. Co-operation with the theatre. <i>Practice</i> Drama exercises and plays. The world of puppets. Costume, mask and scenery, sound, light. Animation research. Games of character and emotions. The use of a theatre puppet in different educational situations. Puppet plays and children dramaturgy. Devising theatrical plays for pre-school children for the purpose of improving their drama creativity. Space organisation. Material research. Realisation of a puppetplay in kindergartens. Observing children's theatre creativity depending on their age. Independent research into methods of theatrical and stage expression.			
Reading list Bojović, D. (2010). <i>Više od igre: dramski metod u radu sa decom</i> . Beograd: Centar za primenjenu psihologiju. Grupa autora (2012). <i>Vodič kroz kreativni dramski proces</i> . Beograd: BAZAART. Čakić-Simić, N. (2007). <i>Beleške lutkarskog pomoćnika: priručnik za lutkarstvo</i> . Beograd: Kreativni centar. Kamenov, E. & Filipović, S. (2010). <i>Mudrost čula V deo, dečje dramsko stvaralaštvo</i> . Novi Sad: Dragon. Lazić, R. (2007). <i>Umestnost lutkarstva: u potrazi za estetikom lutkarskog teatra</i> . Beograd: Foto Futura. Misalilović, M. (1991). <i>Dete i pozorišna umetnost</i> . Beograd: Zavod za udžbenike.			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: lectures, exercises, workshops, discussions, consultation, independent research.			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction	10	Oral exam	
Rrevision test	20	Practical exam	40
Seminar paper	20		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, II semester	
Course Title: LEARNING THROUGH PLAY			
Instructor: prof. Tatjana K. Marković, prof. Dragana O. Dragutinović			
Course Status: elective			
ECTS: 6			
Requirements:			
Course objectives The course aims to enable students to critically assess educational value of children's play as well as to pedagogically guide children in various play situations (problems of cultivating children's play).			
Course outcomes Student shall methodically shape, plan and realise educational activities in kindergarten through play. They shall apply strategies and procedures which encourage a wholesome development of children through proper modelling of play situations in different types and kinds of activities. They shall master the rules and conditions of a successful communication between a pre-school teacher and a child in different types of games.			
Course contents			
<i>Theory</i> Play – a leading activity at a pre-school level. Educational value of children's play. Play and development of various dimensions of an individual. Play as a prototype of creativity. Problems of cultivating a child's play. The role of pre-school teachers in different types of children's play. Violation of play. Various measures of encouraging creativity by means of play. A child's rights and play. Play as a possibility of transformation of educational contents.			
<i>Practice</i> Practical work of students assigned particular tasks related to different models of encouraging children's development through play.			
Reading list			
Kamenov, E. (1997) <i>Metodika I, Metodička uputstva ua Model B. Osnova programa predškolskog vaspitanja i obrazovanja dece od tri do sedam godina</i> . Beograd: Zajednica Viših škola za obrazovanje vaspitača Republike Srbije.			
Kamenov, E. (1997) <i>Metodika II, Metodička uputstva ua Model B. Osnova programa predškolskog vaspitanja i obrazovanja dece od tri do sedam godina</i> . Beograd: Zajednica Viših škola za obrazovanje vaspitača Republike Srbije.			
Kamenov, E. (1997) <i>Metodika III, Metodička uputstva ua Model B. Osnova programa predškolskog vaspitanja i obrazovanja dece od tri do sedam godina</i> . Beograd: Zajednica Viših škola za obrazovanje vaspitača Republike Srbije.			
Kamenov, E. (1997) <i>Intelektualno vaspitanje kroz igru</i> . Beograd: Zavod za udžbenike i nastavna sredstva			
Kamenov, E. (2002) <i>Predškolska pedagogija (knjiga prva)</i> . Beograd: Zavod za udžbenike i nastavna sredstva a			
(2000). <i>Dečji vrtić kao porodični centar (program usmeren na dete i porodicu)</i> . Beograd: CIP			
Vigotski, L. (1971/1) <i>Igra i njena uloga u psihičkom razvoju deteta. Predškolsko dete</i> . Beograd.			
Marjanović, A. (1987,1-4): <i>Dečji vrtić kao otvoren sistem. Predškolsko dete</i> . Beograd: Savez pedagoških društava Jugoslavije.			
Marjanović, A. (1987/1-4) <i>Savremena shvatanja o stvaralaštvu. Predškolsko dete</i> . Beograd			
Marjanović, A. (1987/1-4) <i>Dečja igra i stvaralaštvo. Predškolsko dete</i> . Beograd			
Marjanović, A. (1987/1-4) <i>Kako prepoznati i oplemeniti stvaralačku aktivnost predškolskog deteta. Predškolsko dete</i> . Beograd			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: monologue, dialogue as a form of co-operative learning, mentorship, Internet-aided learning.			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	30
Practical instruction	10	Oral exam	20
Rrevision test	30	Practical exam	
Seminar paper			

Study programme: Master of Arts in Vocational Early Childhood Education	
Type and level of studies: Vocational Master's Studies	I year, II semester
Course Title: FINE ART GAMES	
Instructor: prof. Dragana O. Dragutinović	
Course Status: elective	
ECTS: 6	
Requirements:	
<p>Course objectives</p> <p>The course aims to enable students to practice modern concepts of education and upbringing through a wholesome development of a child in his/her environment. Students will be enabled to understand the principles of integration relating to the discovery of topics, ideas or problems, by means of research, through fine arts or some other educational activities. They shall be enabled to apply an active and motivated approach when choosing the content for encouraging the development of children's creative potentials and competences. They shall be enabled to independently create scenarios for performing creative games as well as to choose topics, methods and materials. They shall be able to understand creative processes and procedures when researching into children's creative development and one's own work methods.</p>	
<p>Course outcomes</p> <p>Student shall devise innovative ideas and methods by applying knowledge of different disciplines. By widening the spectre of acquiring data and creatively expressing themselves by using different senses, media and sources, students shall encourage flexible thinking and emotional engagement of children and thus enrich children's experience. They shall have the competences of a thorough artistic knowledge of a visual language by applying modern technologies and methods in autonomous planning and performing of activities for the development of observation, research and cognitive, emotional and spiritual development. They shall be able to implement well integrated topics of spatial and visual activities: to observe, note, research, evaluate relations, procedures, shapes and methods.</p>	
<p>Course contents</p> <p><i>Theory</i></p> <p>A man outside, a man inside, a man and nature, a man and society. Interactions: space and time – phenomena and processes (movement) – an encrypted and aesthetic sign. Social sciences: history and epic (historical figures, literary characters and folk poetry characters, costume, puppet, stage), ethnography (folk tradition, holidays and customs, theatre, idiosyncrasies and traits of different countries of the world), philosophy and ethics for children (communicational and social skills, critical and creative thinking), archaeology (extinct flora and fauna and civilisations, localities, findings, museum showpieces, co-operation between museums and kindergartens). Natural sciences: biology and ecology (ecosystem, endemorelic flora and fauna species, collection of biological material, collection of herbs, packaging and waste, environmental protection), geography (world map, relief, animate and inanimate nature, sand games), astronomy (planets and stars). Arts: literature, music, drama and movement. Importance of ambience education.</p> <p><i>Practice</i></p> <p>History. Story, fairy tale, myth and legend. Treasury of memories. Diary. Rare collections. Ancestral characters, family tree. Archaeology for children. Forgotten (lost objects), manufacture of objects, story, drawing of maps, seeking games. Archiving and object protection. Flora and fauna. Development and growth. Rhythm. Growth stimulation. Herbarium, aquarium, terrarium (drawing and painting). Dioramas. Ecology. Tree of life. Recycled materials and the possibilities of their use in fine arts. Story about elements: earth, water, air, fire. Drawings and paintings in the rain. Frozen colour. Cartography and topography. Road signs. Weather vanes. Traces in the ground. Footsteps in the snow. Centre and periphery, centre and four sides of the world. I travel by car, plane and ship. A suitcase full of postcards. Starry sky. A child and sundial. I travel by rocket. Visitors from other planets. Spectrum, optics. Treasure under the rainbow. Literature and music. Visualisation of a text. Visualisation of audio rhythms. Structure bonds between music and images. From noise to tone. Musical instruments and how they are made. Drama and movement. Education theatre. Body in space, dance improvisation, expressive ability, emotional content, current topics (everyday life, human relationships, violence and non-violent communication, children's rights).</p> <p>A theme approach and planning, team planning of integrated activities, diary (photo and video documents, audio records, reports). Group projects, evaluation. Co-operation with institutions of culture and active creators, workshops and activities in situ.</p>	

Reading list

Vecchi, Vea (2010). *Art and Creativity in Reggio Emilia*. London: New York: Routledge.

Arnheim, Rudolf (1985). *Vizuelno mišljenje, jedinstvo slike i pojma*. Beograd: Univerzitet umetnosti.

Bogdanović, Kosta (2005). *Uvod u vizuelnu kulturu*. Beograd: Zavod za udžbenike.

Škorc, B. (2012). *Kreativnost u interakciji: psihologija stvaralaštva*. Zemun: Mostart.

Karlavaris, B. (1977). Programiranje i strukturiranje nastavne građe u likovnom vaspitanju. *Likovno vaspitanje, br. 6*. http://udruzenjelps.com/wp-content/uploads/2017/03/1977_BogomilKarlavaris.pdf

Stanisavljević, J. & Filipović, S. (2015). Analiza dečjih crteža u funkciji razmatranja i razumevanja bioloških pojmova i procesa. *Zbornik fakulteta likovnih umetnosti: Umetnost i teorija, Godina I, Broj 1*. Beograd: Fakultet likovnih umetnosti Beograd. <https://flu.bg.ac.rs/wp-content/uploads/2017/02/Zbornik-FLU-1-1-april-2015..pdf>

Filipović, S. (2016). Dečje likovno stvaralaštvo: Stavovi vaspitača prema negovanju i podsticanju kreativnosti. *Zbornik fakulteta likovnih umetnosti: Umetnost i teorija, Godina II, Broj 2*. Beograd: Fakultet likovnih umetnosti Beograd. <https://flu.bg.ac.rs/wp-content/uploads/2017/02/ZBORNİK-FLU-2-2-novembar-2016..pdf>

Kamenov, E. (2010). *Mudrost čula I deo, igre za razvoj opažanja*. Novi Sad: Dragon.

Natural curiosity: Building Children's Understanding of the World through Environmental Inquiry / A Resource for Teachers (2011). Toronto: The Laboratory School at The Dr. Eric Jackman Institute of Child Study, Ontario Institute for Studies in Education, University of Toronto.

Classes per Week

Lectures: 2	Tutorials: 2	Study research:	Other classes
-------------	--------------	-----------------	---------------

Teaching methods:lectures (slides and video-presentations), exercises, workshops, consultation

Assessment(maximum number of points100)

Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction	30	Oral exam	20
Rrevision test		Practical exam	20
Seminar paper	20		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, II semester	
Course Title: PROGRAMMING FOR CHILDREN			
Instructor: prof. Aleksandar J. Spasić			
Course Status: elective			
ECTS: 6			
Requirements: there are no specific requirements			
Course objectives The course aims to enable students to understand the fundamentals of computer programming at the pre-school level as well as to professionally monitor its methods and principles. Introducing students to the properties, theoretical basis, importance and principles of a practical application of methods which enable an increased interest and development of initial computer programming skills. Enabling students to use computers, software and other technical tools and instruments in the process of designing and producing a set of materials necessary for the development of initial programming skills. .			
Course outcomes <ul style="list-style-type: none"> • Students shall become acquainted with theoretical concepts of the development of initial programming skills and knowledge at a pre-school level • Students shall understand the system of procedures for an efficient and professional work in the course of developing initial programming skills and knowledge in children • Students shall produce examples of programmes and methods suitable for the development of initial programming skills and knowledge in children 			
Course contents <i>Theory</i> 1. Presence of computers in early childhood and importance of early development of programming skills. 2. Fundamental manners of programming and possibilities of their application at a pre-school level. 3. Current solutions and standards in the process of early programming (ScratchJr и Scratch, Alice, Tynker, Daisy the Dinosaur и Hopscotch, GameStar Mechanic, Move the Turtle, Cargo-Bot...). 4. Algorithmisation of a problem and a method of explaining the solution to children. 5. The basics of programming – sequence, iterations and branching. 6. Event directed programming. 7. Visual programming as the basis of activities. 8. The use of multimedia contents. <i>Practice</i> The ScratchJr. programme environment. Basic programming elements in the ScratchJr. environment. Trigger blocks. Movement blocks. Appearance blocks. Sound blocks. Management blocks. Finalisation blocks. Drawing editor. The Scratch programme environment. Basic programming elements in the Scratch environment. Character, background and sound libraries. Drawing editor. Command sequence. Movement blocks. Appearance blocks. Sound blocks. Pencil work. Data and working with data. Events. Management blocks. Feelings. Logical and numerical operations. Creating one's own blocks. Designing and programming simple examples. Planning and producing programming activities. Finding tasks and examples on the Internet. Producing simple programmes.			
Reading list Umaschi Bers M. and Resnick M. (2016). The Official ScratchJr Book Help Your Kids Learn to Code, San Francisco: No Starch Press, Inc. Marji M. (2014) Learn to Program with Scratch A Visual Introduction to Programming with Art, Science, Math and Games, San Francisco: No Starch Press, Inc. Vlieg E.A. (2016). Scratch by Example Programming for All Ages, New York, Apress. Robinson, H.M. (2009). Emergent Computer Literacy: A Developmental Perspective. New York-London: Routledge. Anđelković, N. (2008). Dete i računar u porodici i dečjem vrtiću. Beograd: Beoknjiga.			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: lectures, discussions, computer work			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	40
Practical instruction		Oral exam	
Rrevision test	20	Practical exam	
Seminar paper	30		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		I year, II semester	
Course Title: PLAY IN CHILDREN'S LITERATURE			
Instructor: prof. Dušica M. Potić			
Course Status: elective			
ECTS: 6			
Requirements: there are no specific requirements			
Course objectives Introducing students to the poetics of play in children's literature. Enabling students to understand, analyse and apply literary works for children on the basis of the poetics of play.			
Course outcomes Students have developed criteria for the selection and assessment of literary works for children shaped by the poetics of play, as well as the skills to apply the developed criteria.			
Course contents <i>Theory</i> The concept of play. Properties of play and types of play. Poetics of play. Play as a method of shaping a literary work. Developmental and pedagogical importance of play in children's literature. Artistic quality of play in children's literature. A selection of authors for children. <i>Practice: tutorship, other forms of teaching, study research paper</i> Analysys of specific literary works for children.			
Reading list Vigotski, L. (1971). „Igra i njena uloga u psihičkom razvitku deteta“. Beograd; 1/1 (48–62). Vigotski, L. (2005). <i>Dečja mašta i stvaralaštvo</i> . Beograd; ZUNS. Jerković I., Zotović M. (2010). <i>Razvojna psihologija</i> . Novi Sad: Filozofski fakultet, Univerzitet u Novom Sadu. Kajoa R. (1979). <i>Igre i ljudi</i> . Beograd: Nolit. Kovačević, M. (2015). <i>Stilistika i gramatika stilskih figura</i> . Beograd: Jasen. Ljuštanović, J. (2009). <i>Brisanje lava</i> . Novi Sad: Visoka škola strukovnih studija za obrazovanje vaspitača - Dnevnik. Marković, S.Ž. (1971). <i>Zapisi o književnosti za decu</i> . Beograd: Interpres <i>Rečnik književnih termina</i> (1985). Beograd: Nolit. Solar, M. (2012). <i>Teorija književnosti</i> . Beograd: Službeni glasnik. Huisinga, J. (1979). <i>Homo ludens</i> . Zagreb: Matica hrvatska. Čukovski, K. (1986). <i>Od druge do pete</i> . Beograd: ZUNS.			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: lectures (verbal method), group work, seminar papers			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction		Oral exam	60
Rrevision test	20	Practical exam	
Seminar paper	10		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		II year, III semester	
Course Title: INTERPRETATION OF CHILDREN'S LITERATURE IN A PRE-SCHOOL INSTITUTION			
Instructor: prof. Jelena P. Veljković Mekić			
Course Status: elective			
ECTS: 6			
Requirements:			
Course objectives Introducing students to the application of literary theory in the process of interpretation of children's literature. Introducing students to the knowledge of the nature and function of interpretation of literature and criteria for assessing literary texts for children. Enabling students to master the system of procedures for an efficient professional work regarding production, preparation and realisation of activities which aim towards a proper and productive reception of a literary text in a pre-school institution. Developing and improving creative interpretation in students as a sort of interpretation and enjoyment in literary texts..			
Course outcomes Students shall experience, understand and resort to various forms of literary expressions. Bearing in mind that students shall acquire desired theoretical knowledge and that they shall form a sense of creative interpretation of literary genres, they shall successfully create synopsis for an active work on literary texts in pre-school institutions.			
Course contents <i>Theory</i> Reading and scrutinising literature. Approaches and methods of scrutinising literary texts. Classification of literary works. Genre differences in children's literature. The structure of a literary text. Types of interpretation: possibilities and limitations. <i>Practice: tutorship, other forms of teaching, study research paper</i> Selection of literary texts for pre-school children. Establishing criteria for text selection. Aesthetic, semantic, age and production effects. Methodical instructions for literary activities when working with pre-school children. Creative reproduction of a literary text and creating original poetic and prose texts for children. Correlation of an artistic text with other forms of art for the purposes of enriching children's experience and improving their imagination. Creative workshops.			
Reading list Vuković, N. (1996). <i>Uvod u književnost za decu i omladinu</i> . Podgorica: Unireks Dotlić, Lj. & Kamenov, E. (1996). <i>Književnost u dečjem vrtiću</i> . Novi Sad: Zmajevе dečje igre Lešić, Z. (2010). <i>Teorija književnosti</i> . Beograd: Službeni glasnik. Maljković, M. (2007). <i>Basna – lektira mudrosti</i> . Novi Sad: Zmajevе metodike nastave Petrović, T. (2011). <i>Uvod u književnosti za decu</i> . Novi Sad: Zmajevе dečje igre Stojanović, B. (2007). <i>Interpretacija bajke u mlađim razredima osnovne škole: teorijski i istraživački pristup</i> . Vranje: Učiteljski fakultet..			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: lectures, exercises, discussion, consults, autonomous research			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	20	Written exam	
Practical instruction		Oral exam	40
Rrevision test	20	Practical exam	
Seminar paper	20		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		II year, III semester	
Course Title: THE WORLD AROUND US			
Instructor: prof. Ljubiša M. Mihajlović			
Course Status: elective			
ECTS: 6			
Requirements:			
Course objectives The aim of this course is to help students improve the existing and acquire new theoretical and practical knowledge in the field of phenomena and processes, from the standpoints of nature and culture. Students shall be enabled to practically apply didactic games and research activities. They shall be able to choose contents which constitute a part of the environment of a modern child.			
Course outcomes Students shall devise modern and innovative methods which should help them nurture the desire in pre-school children to understand both nature and society. They shall organise adequate methodic procedures which shall enable children to become creative and research into their own activities. Students shall motivate the children to seek, collect and organise materials from the environment. They shall secure gradual and adequate adaptation of children to the natural and social environment.			
Course contents <i>Theory</i> Programme tasks and contents – natural and social environment as fields of knowledge and encouragement of children's development in a pre-school institution. Defining the fields. Matter – concept, basic properties, macro and microelements, chemical and physical transformations. The Universe. Air – importance, pollution. Wildlife – organisation, basic properties of the living matter. A life molecule – DNA and genetic inheritance. Man as a biological being – evolution, the basis of genetics and physiology. Plants – structure, classification, basic classification principles, binary nomenclature. Animals – invertebra and vertebra, classification. The basis of environmental education. Definition of topics. Work methodology. Motivation and organisation of children to seek, collect and organise materials with the aim of becoming acquainted with nature and society. Sociological, cultural, pedagogical and psychological basis for organising activities. Different levels of preparation in the field of introducing children to nature and society: elaboration of the study, written preparation and drafts of organising daily activities. Integrating contents in the field of nature and society with the fields of speech development, mathematics, logic, aesthetic and musical expression and physical development. <i>Practice</i> Programme tasks and contents in the selected fields of methodology of environmental cognition. Pedagogical and psychological basis of organising activities and practical work regarding the environment – compatibility with children age. Possibilities and manners of motivating and enabling children to observe nature. Natural occurrences, animate and inanimate nature. Metabolism as a key of life. Phenotypic modifications and genotypic variations. Importance of human genetics. The basic principles of classification. Producing a herbarium. Producing an aquarium and a terrarium. Phenological observations. Producing a nature and season calendar. Selection of contents for becoming acquainted with the social environment with the aim of understanding their connection and condition.			
Reading list Mihajlović, N. & Mihajlović, Lj. (2011). <i>Metodika upoznavanja okoline</i> . Pirot: Grafički studio Cicero Adam L., et al (2005). <i>DECOUVRIR LE MONDE A L'ECOLE MATERNELLE-LE VIVANT, LE MATIÈRE, LES OBJETS</i> . Paris: Centre national de documentation pédagogique (CNDP). (Prevodilac i priređivač: Stevan Jokić (2007) <i>Otkrivanje sveta u predškolskoj ustanovi</i> . Beograd: JNIP „Prosvetni pregled“ Matanović, V. (1997). Odabrana poglavlja iz prirodnih nauka. Beograd: Učiteljski fakultet. Kamenov, E. (2006). <i>Vaspitno-obrazovni rad u dečjem vrtiću- Opšta metodika</i> . Novi Sad: DRAGON Dr Ljubo Kaurin (2002). <i>Moj svet – Priroda i društvo za predškolce</i> . Novi Sad: Bistričak Mihajlović, N. & Mihajlović, Lj. (2009). <i>Humana genetika</i> . Čurpija: Visoka medicinska škola strukovnih studija Internet sajtovi sa odgovarajućim sadržajem za decu u predškolskoj ustanovi			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: monologue, discussions, observation, measurement, data analysis			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction	20	Oral exam	30
Rrevision test	10	Practical exam	20
Seminar paper	10		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		II year, III semester	
Course Title: ACQUIRING THE SECOND LANGUAGE AT AN EARLY LEVEL			
Instructor: prof. Ivan J. Stamenković			
Course Status: elective			
ECTS: 6			
Requirements:			
Course objectives			
Students shall be introduced to the fundamental theoretical and practical knowledge and insights into modern and efficient approaches to second language acquisition at an early age. They shall be introduced to fundamental practical approaches to working with pre-school children in the field of foreign language acquisition. Students shall be encouraged to critically think and observe through a series of comparative analyses and discussions. They shall be encouraged to co-operate with linguists, to actively participate in the selection of materials and put them in function of an integrated curriculum. Students shall be taught methods and activities in the process of foreign language learning/acquisition.			
Course outcomes			
It is expected that students shall autonomously devise contents for the purposes of working with children in a foreign language. Students shall be able to indicate pedagogically suitable and acceptable approaches to linguists who teach foreign languages at a pre-school level. They shall be able to select, adapt, critically analyse materials in a foreign language, to creatively approach the adaptation of the selected material, to bear in mind children's interests, abilities, emotions and age when preparing the content, as well as of some crucial factors in the process of foreign language acquisition/learning at a pre-school level: critical period, differences between language learning and language acquisition, as well as differences between the first and second language.			
Course contents			
<i>Theory</i>			
The course is devised with the aim of providing students with theoretical and practical knowledge in the process of foreign language teaching at an early age which is considered the key period in the process of language learning/acquisition. Students shall have the opportunity to gain insight into modern approaches to foreign language teaching intended for pre-school children. The course encompasses theoretical and practical approaches to foreign language teaching, as well as mastering the basic concepts necessary for understanding the processes of language learning/acquisition at a pre-school level, such as: the concept of language, functions and development of speech, relationship between language and pedagogy, the concepts of second and foreign language, the concepts of language learning and acquisition, critical period, universal grammar, aculturation, etc.			
Reading list			
Krashen, S. (1981). <i>Second Language Acquisition and Second Language Learning</i> . USA: University of Southern California			
Meisel, J.M. (2011). <i>First and Second Language Acquisition</i> . New York: Cambridge University Press			
Ortega, L. (2013). <i>Understanding Second Language Acquisition</i> . New York: Routledge			
Read, C. (2007). <i>500 Activities for the Primary Classroom</i> . London: Macmillan			
Ryall, E. et al. (2013). <i>The Philosophy of Play</i> . New York: Routledge			
Slattery, M & Willis, J. (2002). <i>English for Primary Teachers</i> . USA: Oxford University Press			
Wright, A. (2000). <i>Storytelling With Children</i> . London. Cambridge University Press			
Wright, A. (2006). <i>Games for Language Learning</i> . London, Cambridge University Press			
Анисимова, Г.И. (2008). <i>100 музыкальных игр для развития дошкольников</i> ; Москва			
Лопатина А. & Скребцова М. (2011). <i>600 творческих игр</i> ; Москва			
Страмнова Т.В. & Форуги Е.К. (2002). <i>Что такое хорошо и что такое плохо</i> ; Москва			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: lectures, conversation (discussion, developmental conversation, brainstorming), close reading, writing; demonstration and presentation, storytelling, comparative analysis, research			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	20
Practical instruction		Oral exam	30
Rrevision test	20	Practical exam	
Seminar paper	20		

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		II year, III semester	
Course Title: CHILDREN'S ART			
Instructor: prof. Bojana N.Nikolić			
Course Status: elective			
ECTS: 6			
Requirements:			
Course objectives Students shall be enabled to improve their knowledge of methodology of art upbringing as well as to apply their professional knowledge and experience in their educational practice. They shall develop critical approach to practice.			
Course outcomes Students shall improve their work on art activities with pre-school children of all age groups. They shall organise concrete art activities in an open curriculum. Students shall motivate children to express themselves in an artistic manner on the basis of their own experience. They shall encourage their expression, guide it in a technical manner and organise it through individual and group work. Students shall encourage children of various age groups to express themselves artistically, through play, in an open curriculum in order to enrich their cognitive, creative and social personalities and build their basic aesthetic attitudes and principles.			
Course contents <i>Theory</i> I Planning and implementing art activities in an open curriculum. The child/pre-school teacher relationship when organising activities of art expression. II Becoming acquainted with the group – research procedures which are applied for the purpose of objective assessment of a group composition, social and creative potentials. III Developmental phases in pre-school children's artistic expression: doodling, scheme, intellectual realism. IV Adjusting the topics of artistic activities to intellectual, cognitive and motor potentials of children of different ages. V The manners of encouraging artistic expression in children: observation, imagination, memory, play activities which resort to various tools and materials. VI Particularities in mastering individual artistic elements depending on the age. Developmental hierarchy of artistic elements. VII Art techniques and pre-school children. VIII Specific laws of the art field of drawing in pre-school children. IX Specific laws of the art field of painting in pre-school children. X Specific laws of the art field of sculpting in pre-school children. XI The possibilities of individual and group work in an open curriculum; the role of pre-school teachers in organising and implementing group work. XII Group work on a joint project of arrangement and daily maintenance of the working space as a creative encouragement. XIII Getting outside of the kindergarten – artistic workshops and projects within the wider community. XIV Recording artistic activities and projects of artistic expression of pre-school children. XV Exhibitions of children art. <i>Practice:</i> Students individually perform artistic activities in kindergartens observed by other students. Upon finishing the activities, through an organised discussion, students mutually evaluate each other.			
Reading list Karlavaris, B. Kelbli, J. Stanojević-Kastori, M. (1986). <i>Metodika likovnog vaspitanja predškolske dece za III godinu pedagoške akademije</i> . Beograd: Zavod za udžbenike i nastavna sredstva. Belamarić, D. (1986). <i>Dijete i oblik</i> . Zagreb: Školska Knjiga. Bogdanović, K. (1986). <i>Uvod u vizuelni kulturu</i> . Beograd: Zavod za udžbenike i nastavna sredstva Negru, A. (2002). <i>Metodika nastave likovne kulture</i> . Vršac: Viša škola za obrazovanje vaspitača. Stanojević-Kastori, M. et al (1987). <i>Likovno oblikovanje u dečjim vrtićima</i> . Beograd: Zavod za udžbenike i nastavna sredstva Filipović, S. Kamenov, E. (2009). <i>Mudrost čula – III deo. Dečje likovno stvaralaštvo</i> . Novi Sad: Dragon Filipović, S. (2011) <i>Metodika likovnog vaspitanja i obrazovanja</i> . Beograd: Univerzitet umetnosti i Klett.			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: monologue, dialogue, demonstration, practical work			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction	20	Oral exam	20
Rrevision test	20	Practical exam	30
Seminar paper			

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		II year, III semester	
Course Title: MUSIC AND DANCE IN KINDERGARTEN			
Instructor: prof. Emilija J. Popović			
Course Status: elective			
ECTS: 6			
Requirements:			
Course objectives Students shall be enabled to independently create all forms of musical activities in working with pre-school children, as well as to encourage the development of musical creativity in children.			
Course outcomes Students shall improve their skills on instruments and they shall apply the acquired knowledge through various educational fields while respecting individuality and creativity in musical expression. They shall independently perform, encourage and develop musical creativity in pre-school children as a means, contents and manner of behaviour.			
Course contents <i>Theory</i> Significance of music for pre-school children. Significance of music creative expression for the development of personality. Golden age for the development of music creativity. Development of an interest in music. Psychological and physical and musical properties of pre-school children. Nurture and culture of children's voice. Didactic and methodic contents; principles and methods of musical activities with pre-school children. Forms of musical upbringing of pre-school children. Preparation of didactic working materials for musical activities. Preparation for practice. <i>Practice: exercises, other forms of instruction, study and research work</i> Mandatory realisation of at least three musical activities with pre-school children of different age groups.			
Reading list Vukomanović, N. <i>Rastimo s pesmom</i> . Gornji Milanovac, II prošireno izdanje: Dečje novine. Jablanov, N. (2005). <i>Narodne pesme i igre</i> . Beograd: Kreativni centar. Đurković-Pantelić, M. (1998). <i>Metodika muzičkog vaspitanja dece predškolskog uzrasta</i> . Šabac: Viša škola za obrazovanje vaspitača Manasterioti, V. (1982). <i>Muzički odgoj na početnom stupnju</i> . Zagreb: Školska knjiga. Zdravković, V. Spasić-Stošić, A. i Vučkovski, J. (2005). <i>Zbornik pesama za muzičku nastavu</i> . Vranje Tajčević, M. (1990). <i>Osnovna teorija muzike</i> . Beograd: Prosveta Hiba, N. (1986). <i>Muzika za najmlađe</i> . Beograd: Zavod za udžbenike i nastavna sredstva Kamenov, E. (2006). <i>Dečja igra</i> . Beograd: Zavod za udžbenike i nastavna sredstva Šefer, J. (2000). <i>Kreativnost dece – problemi vrednovanja</i> . Beograd: Institut za pedagoška istraživanja. Grujić-Garić, G. Filipović, S. & Kamenov, E. (2011). <i>Bajke i brojalice</i> . Novi Sad: Dragon.			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: lectures, discussions, practical work			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	20	Written exam	
Practical instruction	20	Oral exam	10
Rrevision test	20	Practical exam	30
Seminar paper			

Study programme: Master of Arts in Vocational Early Childhood Education			
Type and level of studies: Vocational Master's Studies		II year, III semester	
Course Title: ENCOURAGING CREATIVITY THROUGH COMPUTERS			
Instructor: prof. Aleksandar J. Spasić			
Course Status: elective			
ECTS: 6			
Requirements:			
Course objectives Students shall be enabled to understand and professionally observe in the future the development and possibilities of a creative application of computers with pre-school children. Students shall be introduced to characteristics, theoretical framework, significance and principles of a creative practical application of various technical tools. They shall be enabled to use computers and other technical tools and instruments in the process of devising and implementing educational activities.			
Course outcomes Students shall master theoretical concepts of applying modern tools of information technologies. They shall produce modern educational tools which encourage creativity in pre-school children. They shall practically manipulate basic technological tools (computers, projectors, interactive boards) and programme systems which can be used for the purpose of encouraging creativity in pre-school children. Students shall resort to the Internet to search and find fresh ideas and creative contents.			
Course contents <i>Theory</i> 1.Computer as a part of a child's environment. 2.Computer as a universal technical educational tool. 3.Educational software and educationally justified games. 4.Possibilities of computers in the initial computer literacy. 5.Computer games and learning mathematics. 6.Possibilities of computers and visual arts. 7.Computers and natural and social environment. 8.Computer as a sound creator. 9. Interactive board as an upgrade to a creative use of computers. <i>Practice</i> Understanding computer modularity and multimedia as a universal educational tool. Working on programmes for sound and video reproduction ((WinAmp, MS Windows Media Player). Practical work with presentation programmes (MS Power Point). Producing creative presentations intended for various children activities. Computer-aided drawing and the use of interactive board. Practical work with children drawing programmes (Creative Painter and Tux Paint). Analysis of software for mastering initial mathematical concepts. Practical work with software for creative mastering of mathematics (Kids Learning Math, Disney Learning/Addition and Subtraction Grade 1 etc.). Integration of presentations and software with an interactive board. Resorting to the Internet for the purpose of searching and preparing creative activities.			
Reading list Mayesky, M. (2009). <i>Creative Activities for Young Children</i> . New York: Delmar, Cengage Learning Spasić, A. (2010). <i>Osnovi obrazovne tehnologije</i> . Pirot: Pi-press. P-A- Ratlidž, Š.K.Gunter (2013). <i>Office 2013: Kao of šale</i> . Beograd: CET. P-A- Ratlidž (2016). <i>Office 2016: Kao of šale</i> . Beograd: CET. B. Melton et al. (2013). <i>Microsoft Office Professional 2013 Step by Step</i> , O'Reilly Media, Inc. Speary Smith, S. (2006). <i>Early Childhood Mathematics, 3rd ed</i> . Boston: Pearson Clements, D. and Sarama, J. (Eds) (2004). <i>Engaging Young Children in Mathematics: Standards for Early Childhood Mathematics Education</i> . Mahwah, NJ – London: Lawrence Erlbaum Associates Christopher T. Cross, C., Woods, T. and Schweingruber, H.(Eds). <i>Mathematics Learning in Early Childhood - Paths Toward Excellence and Equity</i> . Washington:The National Academies Press Oldknow, A., Taylor R. and Tetlow L. (2010). <i>Teaching Mathematics Using ICT, 3rd ed</i> . London-New York: Continuum Pound, L. (2008). <i>Thinking and Learning about Mathematics in the Early Years</i> . London-New York: Routledge Chaille, C. and Britain, L. (2003). <i>The Young Child as a Scientist – A Constructivist Approach to Early Childhood Science Education</i> . Boston: Pearson Finnay, J. and Burnard, P. (2007). <i>Music Education with Digital Technology</i> . London-New York: Continuum			
Classes per Week			Other classes
Lectures: 2	Tutorials: 2	Study research:	
Teaching methods: lectures, discussions, practical work, manipulating technical tools			
Assessment(maximum number of points100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	40
Practical instruction		Oral exam	
Rrevision test	20	Practical exam	
Seminar paper	30		