



UNIVERSITY OF ZAGREB
FACULTY OF HUMANITIES AND SOCIAL SCIENCES

DOCTORAL STUDIES IN
PEDAGOGY



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A. STUDY

A.1. GENERAL INFORMATION ABOUT THE PROPOSED DOCTORAL STUDIES

A.1.1. TITLE OF THE PROPOSED DOCTORAL STUDIES

Doctoral Studies in Pedagogy

A.1.2. THE BODY RESPONSIBLE FOR THE STUDIES AND COOPERATION WITH INSTITUTIONS THAT PARTICIPATE IN INITIATING AND CONDUCTING THE DOCTORAL STUDIES

The Faculty of Humanities and Social Sciences of the University of Zagreb.

A.1.3. TITLE OF THE BODY CONDUCTING THE STUDIES

Department of Education, Faculty of Humanities and Social Sciences of the University of Zagreb

A.1.4. THE SCIENTIFIC OR ARTISTIC AREA, FIELD AND BRANCH IN WHICH THE CONDUCT OF THE COURSE IS PLANNED (THAT IS, AREAS AND/OR FIELDS AND/OR BRANCHES, IN THE CASE OF INTERDISCIPLINARY PROGRAMMES)

Area: Social Sciences

Field: Pedagogy

Branch (if the doctoral studies are being conducted in a specific branch): /

A.1.5. THE PLANNED DURATION OF THE DOCTORAL STUDIES (IN YEARS)

3

A.1.6. THE NUMBER OF MANDATORY SUBJECTS/MODULES

6 (60 ECTS points)

A.1.7. THE NUMBER OF ELECTIVE SUBJECTS/MODULES

The elective nature of the studies is made possible through individually directed activities between the 3rd semester and the end of the studies, accounting for a total of 120 ECTS points.

A.1.8. THE ACADEMIC DEGREE ATTAINED BY COMPLETING THE DOCTORAL STUDIES

PhD (Doctor of Science - dr. sc.)

A.1.9. THE PROPOSED MINIMUM NUMBER OF DOCTORAL STUDENTS (DOCTORANDS)

2

A.1.10 THE PROPOSED MAXIMUM NUMBER OF DOCTORANDS

20



A.2. INTRODUCTION

A.2.1. THE REASONS FOR LAUNCHING THE PROPOSED DOCTORAL STUDIES

A.2.1.1. The justification for launching a new study programme given the existence of similar doctoral studies at the University of Zagreb

Doctoral studies in pedagogy are the only post-graduate studies in the field of pedagogy at the University of Zagreb that have been conducted continuously in a variety of forms since 2006. The new programme builds on the rich tradition of studies in pedagogy (at different levels) at the Faculty of Humanities and Social Sciences, providing students of pedagogy¹ but also other students from similar areas, with vertical mobility at three levels (under-graduate, graduate and doctoral) as well as with the acquisition of the highest degree in education in the field of pedagogy. Although several doctoral studies focusing on the area of education are conducted within the University of Zagreb, the need for the existence of doctoral studies in the field of pedagogy in particular is evident from, inter alia, the continued interest expressed by potential candidates from different fields. In addition, the justification for launching a new programme of doctoral studies is reflected in the importance of ensuring the staffing sustainability of the Department of Education at the Faculty of Humanities and Social Sciences in Zagreb, which in recent years has recorded a continuous high level of interest in enrolment among high school graduates, as well as continuous expressions of interest from various related institutions and organizations in cooperation, networking and expert support.

A.2.1.2. The purposefulness of the proposed doctoral studies in the context of incentives for social and economic development

The need for research work in the public and private sectors has been recognized in a series of documents, such as: *The Strategy for Internationalization of the University of Zagreb, 2014–2025*, *The Strategy for Research, Technology Transfer and Innovation of the University of Zagreb* and *The Development and Scientific Research Strategy of the Faculty of Humanities and Social Sciences of the University of Zagreb from 2018 to 2023*, in which precisely research activities are emphasized as the generator of innovativeness, competitiveness and the general improvement of society. The purposefulness of the proposed doctoral studies is seen, amongst other things, as a response to these needs, by ensuring the acquisition of the generic and specific knowledge, skills and competences needed for autonomous scientific research work in the public and private sectors, based on specific pedagogical methodologies for research. More specifically, the proposed doctoral studies will educate top level scientists, capable of complete participation in the processes of creating, implementing and evaluation of educational policies and reform initiatives, as well as initiating internationally competitive scientific research activities and projects, focused on empirically based improvement of the quality of educational theory and practice. In addition to this, the possibility of employment upon completion of the proposed doctoral studies is seen in the increasingly obvious need for the inclusion of such graduates in realms in which educational experts have not been active participants before, but to which, in terms of their competence profile, they would be able to make a significant contribution (the media, culture, art, tourism, regional and sustainable development, sport etc.).

A.2.1.3. The purposefulness of the proposed doctoral studies in terms of encouraging social and economic development

The purposefulness of the proposed doctoral studies arises from a series of international and European strategic developmental documents, recommendations and communications, in which the importance is specifically emphasized of improving the quality of the education system in order to encourage social and economic development. In that context, it is important to mention the Agenda 2030 of the United Nations (*Transforming our world: the 2030 Agenda for Sustainable Development*), in which one of the aims is targeted at the need to increase inclusion and fairness in the education system, then the programme

¹ All language forms expressed in the masculine grammatical gender contained in the document apply equally to all gender expressions

Renewal of Higher Education in Europe, which establishes “the key role of higher education in a successful, inclusive and democratic society, and ensures that EU support to member states for the reform of their education system will move in a new direction”, and the *National Development Strategy of the Republic of Croatia until 2030*, which, in one of its developmental clusters (*Sustainable economy and society*), mentions the improvement of higher education and alignment with the labour market as a strategic goal. These documents indicate, on both a global and a national level, the key role of narrowly profiled experts in the field of education in social and economic development, and the proposed doctoral studies programme will be dedicated precisely to acquisition of the competences needed in active participation in the realization of the globally relevant goals articulated in these documents, to encourage social and economic development.

A.2.1.4. The foundation of the proposed doctoral studies programme in competitive scientific research, and on new insights, knowledge and skills

The proposed doctoral studies programme will rely to a large extent in terms of content on the results of the systematic scientific research work and activities of the staff of the Department of Education, which are aligned with the priority interdisciplinary scientific topics mentioned in the *Development and Scientific Research Strategy of the Faculty of Humanities and Social Sciences of the University of Zagreb from 2018 to 2023*. More specifically, future candidates will be acquainted with the original scientific research conceptualizations of the Department staff, which, within the framework of the existing Strategy, address the problem of the practical constitution of a pedagogical subject, with particular regard to its media representation, LGBT (in)visibility in schools, from the perspective of educational workers, students and parents, the didactic culture in educational establishments, intercultural curricula and European values, and the position of educators in the light of current changes in the field of early and preschool education. The described reliance of the proposed curriculum on strategic documents of the Faculty and the scientific research activities of the Department will continue, with the adoption of a new scientific research strategy by the Faculty of Humanities and Social Sciences. The Department plans to participate actively in its design and implementation through strategic scientific research proposals articulated from a pedagogical perspective. It seems particularly important to highlight the focus of the Department's scientific research activities on the development of a research methodology appropriate for the field of pedagogy, the identification of focal points suitable for engaging with a pedagogical research perspective, and the implementation of basic and applied transformatively oriented scientific research. This orientation of the Department will form the basis of pedagogical relations with future candidates, through the development of their scientific imagination and an autonomous scientific research habitus based on a pedagogical perspective.

A.2.1.5. Innovative features of the proposed doctoral studies, that is, the capacity of the studies for the creation of new and relevant knowledge or artistic practices

The proposed doctoral studies curriculum represents an original approach to post-graduate education, Its innovative nature is reflected in several dimensions. In addition to the already mentioned content dimension, generated from the original scientific research conceptualizations of the Department's staff, it is also noticeable in the methodological dimension, primarily focused on the development and implementation of pedagogical research methodology, the didactic-methodical dimension, which includes various innovative forms of mandatory classes and different elective activities, encouraging autonomous scientific research work, strengthening the different scientific activities of candidates, encouraging candidates to disseminate the knowledge they develop, in the national context, to the interested national and foreign (scientific) audience. Special emphasis will be placed on a reflection of the existing standards of research ethics, and the way in which they are determined by the contextual specificities of the research object and the paradigmatic approach to it, as well as the needs and rights of the research subjects. Their thoughts are particularly important considering the increasingly prevalent participatory research methodology in the field of education, which generates unpredictable ethical challenges for future researchers. The use of this innovation potential of the studies is congruent with their innovative organization, which implies the focus of the studies on enrolling a smaller number of candidates,

encouraging the development of critical collegiality among them, their networking in (interdisciplinary) research teams and intensive productive relationships with mentors oriented towards the production of new knowledge and practices.

A.2.2. ANALYSIS OF THE ALIGNMENT OF THE DOCTORAL STUDIES WITH THE RESEARCH STRATEGY OF THE UNIVERSITY OF ZAGREB

The proposed curriculum for the doctoral studies in pedagogy is largely aligned with the *Research, Technology Transfer and Innovation Strategy* of the University of Zagreb, as well as with other university strategic documents, which emphasize the need to strengthen the University's innovation and research capacities. In order to demonstrate the alignment of the proposed curriculum with the Strategy, we provide an overview of the alignment of individual dimensions of the curriculum with the following goals of the Strategy:

1. With regard to the 1st goal of the Strategy, which refers to the encouragement of academic excellence, the proposed doctoral studies curriculum corresponds to the domain of encouraging doctoral students to publish the results of their research in reputable scientific journals, which is why the number of ECTS points allocated for the publication of scientific papers is aligned with the journal's category and quartile;
2. With regard to the 2nd goal of the Strategy, which refers to the creation of a stimulating research environment, the proposed doctoral studies curriculum corresponds to the domain of the organization of promotion of research achievements and the popularization of science, awarding 1 ECTS point for science popularization activities; in addition to the above, a stimulating research environment will be ensured through the highly individualized curriculum of the studies, aimed at realizing the individual potential of candidates;
3. With regard to the 3rd goal of the Strategy, which refers to the development of international cooperation and networking, the proposed doctoral studies curriculum corresponds to the domain of encouraging individual and institutional international cooperation, with the possibility of involving prominent world scientists in the implementation of the curriculum;
4. With regard to the 6th goal of the Strategy, which refers to the systematic implementation of the international evaluation, ranking and benchmarking of the University, through the proposed doctoral studies curriculum we plan to contribute to the high positioning of the University of Zagreb on world ranking lists by encouraging and evaluating the research productivity of candidates, primarily through publication in top quality, generally recognized journals;
5. With regard to the 8th goal of the Strategy, the proposed doctoral studies curriculum corresponds in the domain of the Strategy's focus on the introduction of young researchers to work at the University, with regard to the intention of ensuring the staff sustainability of the Department of Education of the Faculty of Humanities and Social Sciences in Zagreb, by launching a new doctoral studies programme in pedagogy.

A.2.3. PREVIOUS EXPERIENCE OF THE PROPONENT IN THE CONDUCT OF DOCTORAL STUDIES

The Department of Education of the Faculty of Humanities and Social Sciences has a long tradition of conducting post-graduate education at the University of Zagreb. Post-graduate studies in pedagogy were founded in the 1967/1968 academic year. At first this was what was known as a general post-graduate course, but it soon began to branch out into preschool pedagogy, school pedagogy and andragogy (adult education). By the end of 1980, six cycles of the studies had been completed, during which 32 students obtained Master's degrees. In the period from 1961 to 1980, 20 candidates defended their doctoral dissertations in pedagogy at the University of Zagreb. In the 1997/1998 academic year the Senate of the University of Zagreb approved a new curriculum for the post-graduate studies in pedagogy, which included the following specialisations: *School and society, Organization and management of the school system, Preschool education in an institutional and family environment, Intercultural pedagogy, Pedagogy of free time, History of Croatian pedagogy and schooling, and Adult education*. By the end of 2002, 98 doctoral candidates had acquired a PhD degree from the Department of Education. As part of the complete Bologna system of studies at the University of Zagreb in the 2006/2007 academic year integrated post-graduate doctoral studies in pedagogy were introduced. These studies were initially organized with two

specialisations (*Curriculum of Contemporary Education and Schools and Early Education and Upbringing in a Family and Institutional Environment*), within which more than a hundred applicants obtained their PhDs.

A.2.4. INTERNATIONAL RECOGNITION OF THE PROPONENT OF THE DOCTORAL STUDIES IN SCIENTIFIC OR ARTISTIC RESEARCH, OR ARTISTIC CREATIVITY

The international recognition of the Department of Education, the proponent of the doctoral studies, is manifested in the continuous visibility of the Department and its members in various activities at the international level, which include participation in the implementation of international competitive projects (Socio-cultural identities of preschool children in Montenegro, Faculty of Humanities and Social Sciences in Nikšić, University of Montenegro; Learning through work and the student experience management system at the Faculty of Humanities and Social Sciences in Zagreb, ESF - European Social Fund), participation in the management boards of international professional organizations (International Association for Intercultural Education), membership of the editorial boards of international magazines and publications (Intercultural Education; Mediterranean Education Journal; Research in Pedagogy; Teacher), publication of scientific papers in generally recognized top quality journals, participation in the organization of international scientific conferences, guest appearances at foreign universities (Faculty of Humanities and Social Sciences in Nikšić, University of Montenegro; St. Kliment Ohridski University, Bitola), participation in the re-accreditation of foreign doctoral studies (Faculty of Education, University of Maribor) and in committees for the defence of doctoral dissertations (Faculty of Humanities and Social Sciences in Nikšić, University of Montenegro).

A.2.5. COMPARISON WITH SIMILAR DOCTORAL PROGRAMMES AT HIGH-RANKING UNIVERSITIES ABROAD

In terms of its structure and the orientation of its content, the proposed doctoral studies curriculum follows recent trends in doctoral education, which include a strong focus on the balance between developing the generic scientific research competencies of doctoral students (theoretical, methodological and ethical domains) and the specific competencies of doctoral students, related to their specific scientific research interests. We believe that in terms of its structure and content settings the proposed programme is congruent with the programmes offered by high ranking doctoral studies abroad, such as the *PhD Programme in Education* (Stockholm University, Institutionen för pedagogik och didaktik, link: <https://www.su.se/departament-of-education/education/courses-and-programmes/phd-programme-in-education-1.606942?eventopenforinternationalstudents=true¬forcedreason=0&open-collapse-boxes=ccbd-generaladmissionscriteria,ccbd-specialadmissionscriteria>), *PhD in Educational Sciences* (University of Oslo, Faculty of Educational Sciences, link: <https://www.uv.uio.no/english/research/phd/>) i *The Doctor of Education programme* (The University of Hong Kong), link: <https://web.edu.hku.hk/programme/edd/structure>.

A.2.6. ADMISSION REQUIREMENTS

Completed graduate studies in pedagogy or related graduate studies, grade point average (minimum 4.0) from graduate studies in pedagogy or related studies, a written proposed draft of doctoral research, passing the motivational interview.

A.2.7. DESCRIPTION OF CANDIDATES, WITH SPECIAL EMPHASIS ON A DESCRIPTION OF THE CRITERIA FOR ENROLMENT IN THE STUDY PROGRAMME AND THE TRANSPARENCY OF THE PROCEDURE FOR SELECTING CANDIDATES

The selection of candidates for enrolment in the doctoral studies in pedagogy takes place after the end of the public call for candidates for enrolment in the doctoral studies published by the University body authorized for conducting the doctoral studies. The transparency of the procedure of selection of candidates is guaranteed by the publicly accessible evaluation criteria: completed graduate studies in pedagogy or related graduate studies, grade point average (minimum 4.0) from graduate studies in pedagogy or related studies, a written proposed draft of doctoral research, passing the motivational interview. The written proposed drafts for doctoral research will be ranked according to the following criteria: the originality of the proposed topic, the structural and theoretical-methodological coherence of the proposal, the clear scientific contribution to the field of pedagogy. The decision on qualification is rendered at the motivational interview by a three-member committee consisting of teaching staff from the

proposed doctoral programme. The list of candidates who have attained the right to enrol will be published on the web site of the Department of Education, pursuant to the provisions of the General Data Protection Regulation (GDPR).

A.2.8. DESCRIPTION OF THE INSTITUTIONAL CONDUCT OF THE STUDY PROGRAMME

Members of the Committee for Doctoral Studies in Pedagogy (the Doctoral Studies Committee) participate in running the doctoral studies in pedagogy. The Committee comprises all teaching staff of the Department of Education with scientific-teaching titles. The Committee for Doctoral Studies in Pedagogy is coordinated by the head of the doctoral studies programme, who, following a proposal sent by the members of the Department of Education Council to the Post-Graduate Studies Committee and the Faculty Council of the Faculty of Humanities and Social Sciences, is appointed by the Faculty Council for a term of two years. The Doctoral Studies Committee renders all the relevant decisions related to the functioning of the doctoral studies programme, such as proposing to the Post-graduate Studies Committee and the Faculty Council members of committees for assessing the topics of doctoral dissertations, mentors and a committee for evaluation of doctoral dissertations. The Committee renders all decisions by a simple majority. In addition to cooperation with the Post-graduate Studies Committee and the Faculty Council of the Faculty of Humanities and Social Sciences, the Doctoral Studies Committee also works closely with the Committee for Ethics in Pedagogical Research of the Department of Education of the Faculty of Humanities and Social Sciences.

A.3. THE CURRICULUM OF THE DOCTORAL STUDIES

A.3.1. DESCRIPTION OF THE ORGANIZATION OF THE DOCTORAL STUDIES PROGRAMME

The proposed programme (curriculum) of the doctoral studies programme is conceived to provide candidates with the highest level of education in the field of pedagogy. Upon completion of the study programme, candidates will be able to:

1. Critically assess the structure of pedagogical science and find new syntheses.
2. Adopt pedagogical theoretical perspectives as the starting point for their own research and practical work
3. Formulate scientifically relevant research questions on the basis of their own pedagogically based outlook
4. Guided by ethical principles, apply various approaches to collecting and processing data and interpret them from a pedagogical research perspective
5. Critically assess the appropriateness of quantitative and qualitative methods and procedures for the subject of pedagogical research
6. Systematize and present in a contextually appropriate manner the results of research in education and training
7. Evaluate and continually improve their own disposition for professional scientific research work
8. Participate in the work of (interdisciplinary) research groups by constructing original theoretical contributions to research
9. Critically assess current problems in the realm of educational policy and education practice, and find appropriate solutions for them

By realization of all obligations prescribed by the curriculum and public defence of their dissertation, within a maximum time frame of eight years, the academic degree of a PhD (Doctor of Science, dr.sc.) is attained, in the scientific area of social sciences, and the scientific field of pedagogy.

The workload in the doctoral studies in pedagogy amounts to a minimum of 180 ECTS points, of which 60 ECTS points are acquired by doctorands through attending and passing the mandatory subject courses, and 120 ECTS points are acquired by realization of various individually oriented activities (doctoral mid-terms, doctoral practice, consultation sessions, work with a mentor, research work and other activities). Six mandatory subject courses are planned in the doctoral studies programme. The classes in the mandatory courses are conducted in the first two semesters of the studies, whilst the remaining duration of the studies is aimed at independent research work, work with advisors and mentors, consultation sessions, cooperation with other doctorands and other individually oriented activities (publication of papers, presentations at conferences, scientific training, activities to popularize science etc.).

The Structure of the Doctoral Studies In Pedagogy, showing workload in terms of hours and ECTS points

SEMESTER	OBLIGATIONS OF DOCTORAL STUDENTS	HOURS	ECTS	CONCISE DESCRIPTION OF THE OBLIGATIONS AND MODALITIES FOR ITS COMPLETION
I.	Theoretical Perspective in Pedagogy	10	15	Attendance of the course, passing the exam
	Qualitative Research in Pedagogy 1	10	10	Attendance of the course, passing the exam
	Qualitative Research in Pedagogy 1	10	10	Attendance of the course, passing the exam
II.	Qualitative Research in Pedagogy 2	10	10	Attendance of the course, writing a final paper
	Qualitative Research in Pedagogy 2	10	10	Attendance of the course, writing a final paper
	Academic literacy	10	5	Attendance of the course, writing a final

				paper
III.	Doctoral mid-term	10	10	Present a proposal for research, actively participate in discussion
	Consultative classes	-	10	Work with selected advisor/advisors, positive evaluation of the progress of the doctoral student's scientific research work, based on the teacher's record of consultation sessions
	Other activities	-	10	A list of activities can be found in the Table below
IV.	Consultation sessions	-	10	Work with selected advisor/advisors and a potential mentor, positive evaluation of the progress of the doctoral student's scientific research work, based on the teacher's record of consultation sessions
	Doctoral practice	-	10	Writing and defending the synopsis of their doctoral dissertation
	Other activities	-	5	A list of activities can be found in the Table below
V	Work with a mentor	-	15	Guidance in writing the doctoral dissertation, a positive report by the mentor on the progress of the doctoral student's scientific research work
	Research work	-	15	Independent scientific research work on their dissertation, positive evaluation by the mentor of the doctoral student's log of scientific research work
	Other activities	-	5	A list of activities can be found in the Table below
VI.	Research work	-	15	Independent scientific research work on their dissertation, positive evaluation by the mentor of the doctoral student's log of scientific research work
	Work with a mentor	-	10	Guidance in writing their doctoral dissertation, positive report by the mentor on the progress of the doctoral student's scientific research work
	Other activities	-	5	A list of activities can be found in the Table below
			Min 180	

Mandatory Subject Courses are intended for all doctorands. The course *Theoretical perspectives in pedagogy* takes doctorands through a critical examination of the structure of pedagogical science and the creation of new syntheses, and ensures they master theoretical pedagogical perspectives as the starting point for their own research and practical work. The courses *Quantitative Research in Pedagogy, 1 and 2* and *Qualitative Research in Pedagogy, 1 and 2* enable students to formulate scientifically relevant research questions, apply various procedures for collecting, processing and interpreting data, with respect for the highest ethical standards, and teach systematization and presentation of the results of various forms of research in the field of education and training in a contextually appropriate manner. The course *Academic*

Literacy teaches students to systematize and present the results of different forms of research in the field of education and training in a contextually appropriate manner.

The Doctoral mid-term consists of presenting examples of the results of current research by teachers on the doctoral studies course in pedagogy and drawing up, presenting and discussing the initial research proposals by the doctorands. The Doctoral mid-term enables students to formulate scientifically relevant research questions, to judge critically the appropriateness of quantitative and qualitative methods and procedures for the subject of their educational research, and to systematize and present the results of results of the research in a contextually appropriate manner.

Consultation sessions refers to individual work with an advisor or advisors. An advisor is a teacher who participates in the conduct of the doctoral studies in pedagogy, whose role is to advise doctorands about potential directions for realization or revision of their initial research proposal, the selection of quality scientific literature, which the advisor may discuss in dialogue with the doctorand, the selection of an appropriate methodology for the potential research, a mentor etc. Consultation sessions train the doctorand to master pedagogical theoretical perspectives, formulate scientifically relevant research questions, critically assess quantitative and qualitative methods and procedures for the subject of pedagogical research, and participate in the work of (interdisciplinary) research groups by creating original theoretical contributions to research

Doctoral Practice implies the creation and defence of a synopsis of a doctoral dissertation, and enables doctorands to master a pedagogical theoretical perspective, formulate scientifically relevant research questions, critically assess the appropriateness of quantitative and qualitative methods and procedures for the subject of their pedagogical research, systematize and present the results of research in the field of education and training, and evaluate and continually improve their own disposition for professional scientific research activities.

Research work implies independent scientific research work by the doctorands on their dissertation, drawing up a log of that process, and trains doctorands in critical examination of the structure of pedagogical science and finding new syntheses, adoption of a theoretical pedagogical perspective, formation of scientifically relevant research questions, critical evaluation of the appropriateness of quantitative and qualitative methods and procedures for the subject of pedagogical research, ethically justified application of various procedures for collecting and processing data and their interpretation and systematization, presentation of the results of research in the field of education and training, evaluation and continual improvement of their own disposition for professional scientific research work, critical assessment of current problems in the realm of educational policy and educational practice, and finding appropriate solutions for them.

Work with a mentor implies that a mentor will guide the doctorand through creating their doctoral dissertation, which must lead to a positive report by the mentor on the doctorand's progress, and train the doctorands for independent scientific research work on their dissertation, writing a log of that process, and for the critical examination of the structure of pedagogical science and finding new syntheses, adoption of a theoretical pedagogical perspective, formation of scientifically relevant research questions and critical evaluation of the appropriateness of quantitative and qualitative methods and procedures for the subject of the pedagogical research, ethically justified application of various procedures for collecting and processing data and their interpretation and systematization, presentation of the results of research in the field of education and training, evaluation and continual improvement of their own disposition for professional scientific research work, critical assessment of current problems in the realm of educational policy and educational practice, and finding appropriate solutions for them.

Other Activities imply the realization of various activities which the doctorands choose according to their own interests and their personal plan for scientific research development. It depends on the focus selected by the doctorand, and different activities contribute to the realization of different learning outcomes. A list of possible activities is enclosed in the Table below. For activities with a range of points indicated, these are awarded according to the duration of the activity and the workload involved in its realization.

The category "Other Activities"

	OTHER ACTIVITIES	ECTS
1.	Scientific paper accepted for publication in a scientific journal (category a1, Quartiles Q1, Q2)	10
2.	Scientific paper accepted for publication in a scientific journal (category a1, Quartiles Q3, Q4)	8
3.	Scientific paper accepted for publication in a scientific journal or the proceedings of a scientific conference (categories a2, a3)	6
4.	Participation in under-graduate and graduate university classes (1 semester)	5
5.	Presentation at a scientific or scientific-professional conference	3
6.	Book review published	3
7.	Scientific training	1-5
8.	Socially engaged practical work	1-3
9.	Participation in field research	1-2
10.	Activities to popularize science	1
11.	Publication of a professional paper	1

A.3.2. DESCRIPTION OF HOW DOCTORANDS ARE TRAINED TO ACQUIRE SCIENTIFIC OR ARTISTIC INSIGHTS, KNOWLEDGE, EXPERIENCE AND SKILLS WHICH WILL ENABLE THEM TO RESOLVE COMPLEX SOCIAL AND ECONOMIC PROBLEMS CREATIVELY AND ON THE BASIS OF RESEARCH

The structure of the doctoral studies in pedagogy consists of six theoretical-methodological subjects, focused on building a scientific perspective which makes it possible to expand scientific knowledge and enables flexible positioning in relation to changing realities; intensive, individually oriented research work with advisor and mentor support; a whole series of differently focused, significantly practically oriented activities, which enable doctorands to develop cooperation, communication, presentation, organizational, research and other skills. The doctoral studies also include the possibility for doctorands to acquire some points through activities related to socially engaged practical work, whereby, according to the principles of science, the desire is to encourage doctorands to take an active role in society. This role is not exhausted merely in fundamentally scientifically oriented activities in the field of education and training, but also includes observation of current social issues and indication of directions for their resolution, founded on scientific insights. Alongside the ways already mentioned in which scientific insights, knowledge, experiences and skills are acquired, it is also important to point out the co-research orientation of the studies, founded on a critical paradigm, which encourages intensive dialogue, focused on transformation of both the researchers amongst themselves, as well as the researchers along with their immediate environment. The doctorands' obligations that are most directly linked with this latter aspect are the doctoral mid-term, doctoral practice, consultation sessions, mentor-led and independent research work, and work to popularize science.

A.3.3. DESCRIPTION OF THE POSSIBILITIES OF THE PROGRAMME FOR TRAINING FOR AN INDEPENDENT, RESEARCH AND INTER-DISCIPLINARY APPROACH TO PROBLEMS, FOR INDEPENDENT RESEARCH AND CRITICAL EVALUATION OF OTHER PEOPLE'S WORK

The doctoral studies in pedagogy will endeavour to demonstrate continually the importance of the doctorands' dedication to independent research work. The study programme includes several activities to train the doctorands for this: the doctoral mid-term, the doctoral practice, consultation sessions, work with an advisor and with a mentor, independent research work, publication in scientific journals, presentation at scientific conferences, presentation of scientific books, participation in field research, and scientific training. The study programme also includes several different ways of monitoring the doctorands' progress

in that respect, such as continual presentation of recent scientific research activities to colleagues, advisors and mentors on the course, creation of a log of consultation sessions, and independent research work. A study programme aimed at altering the phases of intensive independent and cooperative research work demands continual (self-)reflection of one's own and other people's scientific research work, which will be facilitated by collegial discussions, practising affirmative criticism, nurturing a disposition of self-criticism etc.

A.3.4. DESCRIPTION OF THE POSSIBILITIES OF THE PROGRAMME IN TERMS OF ACQUISITION OF COMPETENCES, INCLUDING A LIST OF SUBJECTS FOR DEVELOPMENT OF GENERIC AND TRANSFER SKILLS

The doctoral studies programme (see the list of subjects in section A.3.1.) provides for acquisition of generic and transfer skills. From the list of doctorands' obligations within the doctoral studies, it is clear that the programme will be aimed at the development of the following generic and transfer skills: analysis and synthesis, critical and creative thought, establishing structured relationships between concepts and ideas, concise communication in their mother tongue, communication in a foreign language, reflection and self-reflection, creative transfer of knowledge for resolving observed social problems, planning and time management, team work, self-initiative and orientation towards achieving the goals set etc. Apart from the study programme, doctorands will be trained in acquiring generic and transfer skills in some activities in the programme offered on the level of the entire Faculty of Humanities and Social Sciences, such as workshops for developing general and transferable skills run by the Faculty library, and programmes run by the Foreign Language Centre and the Teacher Training Centre.

A.3.5. THE POSSIBILITIES OF THE STUDY FOR ESTABLISHING COOPERATION WITH OTHER INSTITUTIONS OF HIGHER EDUCATION, SCIENTIFIC INSTITUTIONS, AND PRIVATE AND PUBLIC BUSINESS SECTORS

The Department of Education, which plans to run the proposed doctoral studies programme, cooperates intensively with other departments of education in the Republic of Croatia (in Osijek, Rijeka, Split and Zadar), and with the Faculties of Education in Zagreb and Osijek, which opens up possibilities for cooperative activities between both department staff and doctorands (for example, by organizing doctoral schools, doctoral conferences or round tables). Further, the department cooperates successfully with scientists working at the University of Montenegro, the University of Maribor and St. Clement of Ohrid University, Bitola, the Cyril and Methodius University in Skopje, Oslo University, the University of Belgium, University College London, the Private Pädagogische Hochschule der Diözese Linz, the University of Bolton, Ontario Institute for Studies in Education (University of Toronto), the University of California, Harvard Graduate School of Education, College of Education (University of Otago, New Zealand), opening up many opportunities for internationally oriented cooperation activities, which are also supported by the many mobility programmes available to doctoral studies students at the University of Zagreb: Erasmus + and CEEPUS. The teaching staff on the proposed study programme also work with the Institute for Social Research, the Croatian Pedagogical Society and Croatian Sociological Association.

A.3.6. REQUIREMENTS FOR ENROLMENT IN THE NEXT YEAR OF STUDY

SEMESTER	ENROLMENT REQUIREMENTS
2nd Semester	The requirement for submission of the final paper in the subject <i>Quantitative Research in Pedagogy, 2</i> is passing the mandatory course <i>Quantitative Research in Pedagogy, 1</i> The requirement for submission of the final paper in the subject <i>Qualitative Research in Pedagogy, 2</i> is passing the mandatory course <i>Qualitative Research in Pedagogy, 1</i>
3rd Semester	None
4th Semester	Meeting the obligations from the <i>Doctoral mid-term</i> Meeting the obligations from the <i>Consultation sessions</i> Passing the courses: <i>Theoretical Perspectives in Pedagogy, Quantitative Research in Pedagogy, 1, Qualitative Research in Pedagogy, 1</i>

5th Semester	Passing the courses: <i>Quantitative Research in Pedagogy, 2, Qualitative Research in Pedagogy, 2, Academic Literacy</i> Meeting the obligations from the <i>Consultation sessions</i> Meeting the obligations from the <i>Doctoral Practice</i>
6th Semester	Meeting the obligations of <i>Work with a Mentor</i> Meeting the obligations of <i>Research Work</i> Acquiring a sufficient number of points in the <i>Other Activities</i> category (10 ECTS points) Acquisition of a total of a minimum of 120 ECTS points
Defence of the Doctoral dissertation	Completion of all obligations prescribed by the study programme and publication of at least 2 scientific papers, of which at least one in a scientific journal.

A.3.7. REQUIREMENTS FOR ACCEPTANCE OF THE TOPIC OF A DOCTORAL DISSERTATION

In the third semester of the studies, as part of the *Doctoral mid-term*, the doctorands will present an initial proposal for the topic of their doctoral dissertation, drawn up with the support of an advisor over the previous two semesters. In the fourth semester, as part of the *Doctoral Practice*, the doctorands, with the support of their advisor and potential mentor, draw up and submit for the process of defence, a synopsis of their doctoral dissertation. The Doctoral Studies Committee in pedagogy then discusses the proposed topic, submits the proposal to the Topic Evaluation Committee for assessment, and both proposals are sent for consideration by the Post-graduate Studies Committee of the Faculty of Humanities and Social Sciences and the Faculty Council. After these proposals have received a positive evaluation, the public defence of the topic of the doctoral dissertation follows. After the positive evaluation of the proposed topic, the Topic Evaluation Committee issues a proposal for appointment of a mentor, which is supported by the Post-graduate Studies Committee of the Faculty of Humanities and Social Sciences and the Faculty Council.

Registration of the topic, the report of the Committee from the public defence, assessment of the topic, and the Faculty's decision are prepared using forms whose content is prescribed by the University of Zagreb.

The final decision to approve the topic of the dissertation is rendered by the Senate of the University of Zagreb. The Senate's decision to approve the institution of the procedure to attain a PhD is sent to the doctorand, the mentor(s), and the head of the doctoral studies programme.

Following the decision to approve the topic of the dissertation and the mentor, the doctorand may begin work on the dissertation.

A.3.8. REQUIREMENTS FOR COMPLETING THE STUDIES

The studies are completed by the defence of a doctoral dissertation.

The requirements for submission of the dissertation and the defence are:

- All obligations have been met from the doctoral studies programme in which the student enrolled
- The publication of two scientific papers, of which at least one in a scientific journal
- Submission of a report on the appropriate level of authenticity of the doctoral dissertation

All other obligations, such as the deadlines for submission of the dissertation, appointment of the committee, evaluation of the dissertation, the defence procedure, issuance of the certificate of attaining a PhD, storage of the dissertation, etc. are prescribed by the Regulations on Doctoral Studies at the University of Zagreb (2016, consolidated version).

A.3.9. THE POSSIBILITY OF CONDUCTING THE DOCTORAL STUDIES PROGRAMME IN ENGLISH

The programme may be conducted in its entirety in English as necessary.

A.3.10. LIST OF SUBJECTS/MODULES THAT MAY BE CONDUCTED IN ENGLISH

All subjects may be conducted in English as necessary.

A.3.11. THE CRITERIA AND REQUIREMENTS FOR ENROLMENT IN SUBJECTS/MODULES FROM OTHER DOCTORAL STUDIES

If required by the topic of the doctoral dissertation, a doctorand may enrol in one elective subject from another doctoral studies programme. A decision on the compatibility of the learning outcome of the elective subject with the outcomes of the doctoral studies programme shall be rendered by the Doctoral Studies Committee for pedagogy, after the doctorand has submitted an application for enrolment in an elective subject from another doctoral studies programme.

A.3.12. ORGANIZATION OF FULL TIME STUDIES AND PART-TIME STUDIES

Pursuant to Article 8 of the Regulations on Doctoral Studies at the University of Zagreb (2016, consolidated version), students have the right to complete their studies according to the conditions under which they enrolled in the course, within a period of eight years.

A.3.13. DESCRIPTION OF THE SYSTEM OF COUNSELLING AND GUIDANCE OF DOCTORANDS THROUGH THEIR DOCTORAL STUDIES, ALLOCATION OF STUDY ADVISORS DURING ENROLMENT IN DOCTORAL STUDIES AND THEIR OBLIGATIONS

From the very moment of enrolment in the doctoral studies, a system of guidance and counselling is established for every doctorand, the beginning of which, pursuant to Article 8 of the Regulations on Doctoral Studies at the University of Zagreb (2016, consolidated version) is the allocation of a student advisor, who monitors and documents the doctorand's progress. In the later phases of studying, after defending the topic of the doctoral dissertation and the appointment of a mentor, this function is taken over by the mentor, who guides the doctorand in the process of writing the doctoral dissertation and, pursuant to Article 10 of the Regulations mentioned above, includes the doctorand in current scientific research projects and encourages the dissemination of their current scientific research results. The study programme plans for the doctorands to keep a log of their scientific research work, which gives the mentor feedback on the doctorand's scientific research activities and their progress according to a time frame they have agreed in advance.

A.3.14. THE RIGHTS AND OBLIGATIONS OF DOCTORANDS, MENTORS AND THE BODY RESPONSIBLE FOR THE STUDY PROGRAMME

The study programme is founded on the rights and obligations of doctorands and mentors, prescribed in Article 10 and Article 11 of the Regulations on Doctoral Studies at the University of Zagreb (2016, consolidated version).

The body responsible for the study programme, the Faculty of Humanities and Social Sciences, undertakes to provide the requirements for good quality performance of the programme, including the necessary spatial and material resources, administrative, time, human and all other resources, whereby it retains the right to sanction doctorands who fail to respect the current regulations of the University of Zagreb and the Faculty of Humanities and Social Sciences.

A.3.15. THE COST OF THE STUDY PROGRAMME PER DOCTORAND

1000.00 EUR per semester.

A.4. HOW THE QUALITY OF THE DOCTORAL STUDIES PROGRAMME IS MONITORED

A.4.1. A LIST OF INDICATORS OF QUALITY, SUCH AS THE SCIENTIFIC OR ARTISTIC PRODUCTION OF TEACHING STAFF AND DOCTORANDS, THE QUALITY OF CLASSES, THE RELEVANCE AND QUALITY OF DOCTORAL DISSERTATIONS, STATISTICAL INDICATORS OF THE DURATION OF STUDY, STATISTICAL INDICATORS OF THE ANNUAL NUMBER OF NEW DOCTORS IN RELATION TO THE NUMBER OF DOCTORANDS, INTERNATIONAL COOPERATION ACHIEVED, THE EMPLOYABILITY OF DOCTORS

Monitoring the quality of the doctoral studies programme in pedagogy is based on recent European and national documents on monitoring and evaluation of quality in higher education. The documents of the mother institution and the University of Zagreb aimed at ensuring quality in higher education are available on this link: <https://web2020.ffzg.unizg.hr/sustav-za-kvalitetu/dokumenti/>.

The quality of the doctoral studies programme will be monitored as follows:

- a) By systematic collection of data on the scientific production of teaching staff and doctorands (the number of scientific papers published according to the ranking of the journal/publication; the number of presentations at international and national scientific conferences; the number of inclusions in new scientific research projects);
- b) Systematic collection of data on the quality of teaching in the doctoral studies, which includes data collected as part of the quality assessment of classes in post-graduate studies at the Faculty of Humanities and Social Sciences, as well as internal methods of evaluation conducted by teaching staff on the doctoral studies programme, and methodologies which will be defined depending on the number of students on the course;
- c) Systematic collection of data on the quality of doctoral dissertations, according to the indicator of the grade awarded at the defence of the doctoral dissertation;
- d) Keeping records of the average duration of doctoral studies (the number of months from enrolment in the studies up until the defence of the doctoral dissertation);
- e) Keeping records of the number of newly enrolled candidates in each enrolment generation;
- f) Keeping records of the amount and modalities of international cooperation that takes place;
- g) Continual communication with alumni, in order to register their professional status;
- h) Monitoring records from the *Croatian Bureau of Statistics* and the *Croatian Employment Service* on the needs of the labour market.

A.4.2. DESCRIPTION OF HOW DOCTORANDS PARTICIPATE IN PROCEDURES TO EVALUATE THE DOCTORAL STUDIES PROGRAMME

Doctorands will take part in all the processes involved in evaluating the quality of the doctoral studies programme as part of the evaluation of the quality of classes in the post-graduate studies of the Faculty of Humanities and Social Sciences, and in all internal forms of evaluation conducted by teaching staff in the doctoral studies, and the methodology that will determine them depends on the number of students involved in the studies (for example, using a survey or holding focus group discussions at the end of every academic year; collecting feedback on the quality of the doctoral studies programme in individual or group consultations, and discussions about them by the Doctoral Studies Committee) and systematic analysis of the forms for *Evaluation of Doctoral Studies*, Form DR.SC.-04, and the *Doctorands' Annual Progress Report*.

A.4.3. PROCEDURES FOR MONITORING AND IMPROVING THE QUALITY OF THE DOCTORAL STUDIES PROGRAMME (PROCEDURES FOR EVALUATION AND SELF-EVALUATION - ANNUAL SELF-ASSESSMENT OF THE STUDY PROGRAMME,



ANNUAL SELF-ASSESSMENT OF DOCTORANDS, REVISIONS AND IMPROVEMENT OF THE DOCTORAL STUDIES IN LINE WITH THE RESULTS OF MONITORING THEIR QUALITY AND THE RESULTS OF SELF-EVALUATION OF THE DOCTORAL STUDIES PROGRAMME)

Alongside the various forms of evaluation of the quality of the doctoral studies programme listed in sections A.4.1 and A.4.2, there is additional emphasis on the self-assessment procedure of the study programme and the quality of the work of teaching staff and doctorands. If applicable, self-assessment of the study programme will include data analysis taken from the Statements of Reasons for requests to change a topic and/or mentor included in Form DR.SC.-06 *Request to Change the Topic and/or Mentor*. Self-assessment of the work of doctorands is based on completion of Form DR.SC.-04 *Doctorand's Annual Progress Report*, and continual entries in the scientific research work log book. Self-assessment of the quality of work of teaching staff will be based on continual self-assessment of the work of teaching staff and focus groups on the subject of the quality of classes, which will be held at the end of every academic year. On the basis of the results of monitoring and (self-)assessment of the quality of doctoral studies, improvements will be made as necessary, in line with the current procedures of the University of Zagreb.



A.5. LIST OF SUBJECTS/MODULES

ORDINAL NUMBER OF SUBJECT: 1.

TITLE OF SUBJECT/MODULE: Theoretical perspectives in pedagogy

TYPE (MANDATORY OR ELECTIVE): Mandatory

NAME OF THE PERSON RESPONSIBLE FOR THE SUBJECT/MODULE: Associate Prof. Zvonimir Komar, PhD

NAMES OF TEACHERS/ASSOCIATES INVOLVED IN THE SUBJECT/MODULE: All teachers in the Department of Education with a scientific-teaching title

THE LANGUAGE IN WHICH THE SUBJECT/MODULE IS TAUGHT: Croatian or English

NUMBER OF CLASS HOURS 10

OUTLINE OF THE CONTENT OF THE SUBJECT/MODULE

The primary purpose of the course is to develop the doctorands' theoretical and pedagogical perspectives on the basis of a deeper insight into the problem of perspectives in science on the one hand, and explicit theoretical research into distinctive pedagogical theoretical perspectives on the other. Work in this direction is important for three dimensions of the doctorands' development: for their theoretical ability itself, training them to discover and formulate phenomena they can research in a pedagogical sense, and for the possibility of well-founded examination of the specific characteristics of pedagogical research methodologies. In a secondary sense, this course deals with questions related to the specific position of pedagogical science and its research logic in the contemporary context. Here, the primary question is the possibility of and the conceivable need for concepts of general/systematized pedagogy in relation to differential pedagogy, located within the context of the still incomplete debate on modernism and post-modernism. Another important dimension of this aspect of the course is also the reflection of the various, already existing specific theoretical perspectives of conceptions of the science of upbringing and education (pedagogy, educational sciences, the science of training and development...), in order to sharpen further the doctorands' ability for distinctive pedagogical thought, asking questions and formulating research, and practice.

LIST OF MANDATORY LITERATURE

Adorno, T. (1959). *Kant's critique of pure reason*. Stanford University Press.

English, A. (2014). *Discontinuity in Learning: Dewey, Herbart and Education as Transformation*. Cambridge University Press.

Greco, J., and Sosa, E.; ed. (2017). *Epistemologija: vodič u teorije znanja*. Jesenski and Turk.

Siljander, P., Kivelä, A. and Sutinen, A.; ed. (2012). *Theories of Bildung and Growth - Connections and Controversies Between Continental Educational Thinking and American Pragmatism*. Sense Publishers.

LIST OF ELECTIVE LITERATURE

Benner, D. (2010). *Allgemeine Pädagogik: Eine systematisch-problemgeschichtliche Einführung in die Grundstruktur pädagogischen Denkens und Handelns*. Juventa.

Benner, D. and English, A. (2004). *Critique and Negativity: Towards the Pluralisation of Critique in Educational Practice, Theory and Research*, Journal of Philosophy of Education, Vol. 38, No. 3

- Friesen, N. and Osguthorpe, R. (2017). *Tact and the pedagogical triangle: the authenticity of teachers in relation*. and teacher education, 70 (2018), 255-264
- Gadamer, H.G. (1978). *Istina i metoda: osnovi filozofske hermeneutike*. Veselin Masleša.
- Heidegger, M. (1996). *Kraj filozofije i zadaća mišljenja: rasprave i članci*. Naprijed.
- Heitger, M. (2003). *Systematische Padagogik - Wozu?*. Paderborn.
- Horkheimer, M. (1973). *Critical theory: Selected essays by Max Horkheimer*. Continuum.
- Husserl, E. (2005). *Logička istraživanja. St. 2, Istraživanja o fenomenologiji i teoriji spoznaje*. Breza.
- Kant, I (2019). *Kritika čistoga uma*. Jesenski and Turk.
- Mollenhauer, K. (2014). *Forgotten Connections: On culture and upbringing*. Routledge.
- Platon (1979). *Teetet ili o znanju*. Naprijed.

HOW CLASSES ARE CONDUCTED

The course consist of three basic activities: lectures, whose function is to give an overview and introduction to the subject matter, independent reading of literature by the doctorands, and group (or individual as necessary) discussions based on the first two activities. This cycle of activities can be repeated and deepened as necessary, just as its content can also be adjusted to individual doctorands and groups of doctorands, within the scope of the course.

DESCRIPTION OF HOW OBLIGATIONS ARE MET

Attendance of classes, reading the literature within the agreed scope, active and informed participation in discussions, demonstrating ability in theoretical and pedagogical thought, and raising problems within the discussions.

DESCRIPTION OF HOW CLASS QUALITY IS MONITORED

Monitoring of the quality of classes will include an evaluation discussion at the end of each class meeting, in which the doctorands will assess how far the class corresponded to their current expectations and needs, and generate proposals for work in the next class meeting and for a future generation, whilst the teacher will comment on the level of alignment of the doctorands' contributions with the expectations set by the course. After passing the exam, the doctorands will be asked to write a summarized review of the course content, how appropriate it was for the doctoral studies level, the motivation they gained from the literature used and the didactic and methodological conception of the course.

NUMBER OF ECTS POINTS: 15

ORDINAL NUMBER OF SUBJECT: 2.

TITLE OF SUBJECT/MODULE: Quantitative Research in Pedagogy, 1

TYPE (MANDATORY OR ELECTIVE): Mandatory

NAME OF PERSON RESPONSIBLE FOR THE SUBJECT/MODULE: Prof. Edita Slunjski, PhD

NAMES OF TEACHERS/ASSOCIATES INVOLVED IN THE SUBJECT/MODULE: All teachers in the Department of Education with a scientific-teaching title

THE LANGUAGE IN WHICH THE SUBJECT/MODULE IS TAUGHT: Croatian or English

NUMBER OF CLASS HOURS 10

OUTLINE OF THE CONTENT OF THE SUBJECT/MODULE

The content of the course is mainly focused on a broader overview of inferential statistical methods and the use of appropriate procedures and quantitative methods in empirical research in the field of education and training. Through synthesis of the fields of descriptive and inferential statistics, the basic presumptions and starting points will be presented in the choice of parametric and non-parametric tests, in order to develop a quantitative pedagogical methodology. The basic focus will be on the methodological requirements for good quality data collection, depending on the specific research problem in the case of complex experimental designs, where relationships are being examined between several variables. The primary aim of the course is to train students to recognize research problems whose resolution requires the use of methods of multivariate analysis, and to explain the basic theoretical presumptions, logic and intent of exploratory and confirmatory factor analysis, cluster analysis and regression analysis. Finally, using concrete examples, the limitations and potential weaknesses of the use of multivariate analysis in the social sciences will be elaborated theoretically, with reference to the methodological factors that may influence the appropriateness and validity of the results of using multivariate methods for data analysis.

LITERATURE

1. Cohen, L.; Holliday, M. (1996): Practical Statistic for Students. London: Paul Chapman Publishing Ltd.
2. Tabachnik, B. G., Fidell, L. S. (2019). Using Multivariate Statistics. Seventh edition, Pearson.
3. Petz, B. (1981): Osnovne statističke metode za nematematičare. Zagreb: SNL.
4. Landau, S.; Everitt, B.S. (2004). A manual of statistical analyses using SPSS. Chapman & Hall/CRC Press LLC.

HOW CLASSES ARE CONDUCTED

Classes in the course *Quantitative Research in Pedagogy, 1* are mainly in the form of lectures and independent reading of literature by the doctorands, depending on their capacity and the specific prior knowledge needed to follow the content of this course. The classes will be conducted using various methods and forms of work, and alongside regular consultations and referring students to additional sources of learning, the classes will as necessary be conducted in the form of practical computer work so that students may more easily master the necessary theoretical knowledge for the practical application of multivariate methods in their own research.

DESCRIPTION OF HOW OBLIGATIONS ARE MET

Attending the course and passing the exam

DESCRIPTION OF HOW CLASS QUALITY IS MONITORED

Monitoring the doctorands' interest through classes, discussion and consultation and directing to suitable literature and sources, use of which will make it easier to follow the content of the classes. Periodical conversations with students regarding their research interests, potential topics for doctoral dissertations, with consideration of methodological possibilities within the research outlines, and various approaches to pedagogical research through joint discussion.

NUMBER OF ECTS POINTS: 10.

ORDINAL NUMBER OF SUBJECT: 3.

TITLE OF SUBJECT/MODULE: Qualitative Research in Pedagogy, 1

TYPE (MANDATORY OR ELECTIVE): Mandatory

NAME OF PERSON RESPONSIBLE FOR THE SUBJECT/MODULE: Assistant Prof. Marija Bartulović, PhD

NAMES OF TEACHERS/ASSOCIATES INVOLVED IN THE SUBJECT/MODULE: All teachers in the Department of Education with a scientific-teaching title

THE LANGUAGE IN WHICH THE SUBJECT/MODULE IS TAUGHT: Croatian or English

NUMBER OF CLASS HOURS 10.

OUTLINE OF THE CONTENT OF THE SUBJECT/MODULE

This course opens up the question of the purposefulness of the canonical social science research methods in pedagogical research, that is, the question of the need and possibility of developing pedagogical qualitative research methodologies. Through lectures accompanied by work on selected texts, the doctorands will be acquainted with the challenges of articulating research questions from a pedagogical perspective, and the need for the congruence of paradigm orientation, the selected subject of research, the goals set, and the selected methods and procedures of research. Qualitative methods of research are dealt with in more detail, in relation to the tradition of critical pedagogy, such as action research and critical autoethnography, as well as various qualitative procedures for collecting, analysing and interpreting data, appropriate for autonomous, research of pedagogical phenomena, founded on a pedagogical perspective.

LITERATURE

Steinberg, S. R. and Cannella, G. (2012). *Critical qualitative research reader*. Peter Lang.

Torrance, H.; ed. (2010). *Qualitative research methods in education*. SAGE.

Winkle-Wagner, R., Lee-Johnson, J. and Gaskew, A.; ed. (2019). *Critical theory and qualitative data analysis in education*. Routledge.

HOW CLASSES ARE CONDUCTED

Classes will be conducted using various methods and forms of work. Some of the content devoted to basic questions of epistemology and the methodology of qualitative pedagogical research will be presented to the doctorands through oral presentations, followed by discussions of current methodological disputes relating to the use of qualitative methods in pedagogical research. A further incentive for consideration of the contents opened up in the course will be offered through a selection of specific questions in the realm of qualitative methodology using representative texts, so that by reading them in advance doctorands will prepare themselves for encounters in class, during which, in dialogue with the teacher and colleagues, they will use the subject matter of the texts as a framework for assessment of the quality and feasibility of their own current research ideas. Accordingly, frontal, individual and group forms of work will be used.

DESCRIPTION OF HOW OBLIGATIONS ARE MET

Attending the course and passing the exam.

DESCRIPTION OF HOW CLASS QUALITY IS MONITORED

Monitoring of the quality of classes will include evaluation through discussion at the end of each class meeting, in which the doctorands will assess how far the class corresponded to their current expectations and needs, and generate proposals for work in the next class meeting and for a future generation, whilst the teacher will comment on the level of alignment of the doctorands' contributions with the expectations



set by the course. After passing the exam, the doctorands will be asked to write a summarized review of the course content, how appropriate it was for the doctoral studies level, the motivation they gained from the literature used, and the didactic and methodological conception of the course.

NUMBER OF ECTS POINTS: 10.

ORDINAL NUMBER OF SUBJECT: 4.

TITLE OF SUBJECT/MODULE: Quantitative Research in Pedagogy, 2

TYPE (MANDATORY OR ELECTIVE): Mandatory

NAME OF PERSON RESPONSIBLE FOR THE SUBJECT/MODULE: Assistant Prof. Ana Blažević Simić, PhD

NAMES OF TEACHERS/ASSOCIATES INVOLVED IN THE SUBJECT/MODULE: All teachers in the Department of Education with a scientific-teaching title

THE LANGUAGE IN WHICH THE SUBJECT/MODULE IS TAUGHT: Croatian or English

NUMBER OF CLASS HOURS 10

OUTLINE OF THE CONTENT OF THE SUBJECT/MODULE

The course *Quantitative Research in Pedagogy, 2* as a continuation of the first part of the course with the same name, moves on through the application of theoretical statistical methodological knowledge and work methods in the computer programs SPSS (Statistical Package for Social Sciences) and AMOS (Analysis of Moment Structure). Using examples of recent research and contemporary research instruments, the theoretical and practical frameworks will be presented for the development of research outlines and drawing up and validating research questionnaires. Using contemporary trends in quantitative methodology in social sciences, the approach to structuring a research questionnaire will be explained in more detail and analysed, with assessment of the adequacy and technical implementation of selected methods for multivariate analysis of data, and interpretation of the results obtained from their use. After attending the classes, it is expected that students will independently apply in the appropriate manner the methods and procedures of exploratory and confirmatory factor analysis and regressive analysis in more complex research proposals, using the programs SPSS and AMOS, with the appropriate interpretation of the results obtained.

LITERATURE

1. Cohen, L.; Holliday, M. (1996): Practical Statistics for Students. London: Paul Chapman Publishing Ltd.
2. Landau, S.; Everitt, B.S. (2004). A manual of statistical analyses using SPSS. Chapman & Hall/CRC Press LLC.
3. Tabachnik, B. G., Fidell, L. S. (2019). Using Multivariate Statistics. Seventh edition, Pearson.
4. Petz, B. (1981): Osnovne statističke metode za nematematičare. Zagreb: SNL.

HOW CLASSES ARE CONDUCTED

Auditory and computer exercises alongside practical demonstrations using empirical data in the computer programs SPSS and AMOS. Doctorands will take an active part in classes through practical implementation of analytical procedures, analysis and writing reports on the results of the statistical procedures conducted. At the end of the course the emphasis will be on organizing written reports with reference to the findings of the statistical procedures employed, the methodological limitations related to the research proposal set and its theoretical foundation, and the appropriateness of the selected methods.

DESCRIPTION OF HOW OBLIGATIONS ARE MET

Attending classes, and through practical exercises in practical work using examples of specific research outlines, applying the appropriate statistical procedures in SPSS and AMOS, elaborating quantitative analyses and demonstrating the key aspects of writing a scientific report using quantitative methodology in pedagogical research.

DESCRIPTION OF HOW CLASS QUALITY IS MONITORED

Monitoring the quality of classes will be realized through the active participation of doctorands in classes using practical implementation of analytical procedures and recognition of potential methodological limitations in using individual methods and procedures in multivariant statistics.

NUMBER OF ECTS POINTS: 10

ORDINAL NUMBER OF SUBJECT: 5.

TITLE OF SUBJECT/MODULE: Qualitative Research in Pedagogy, 2

TYPE (MANDATORY OR ELECTIVE): Mandatory

NAME OF PERSON RESPONSIBLE FOR THE SUBJECT/MODULE: Assistant Prof. Barbara Kušević, PhD

NAMES OF TEACHERS/ASSOCIATES INVOLVED IN THE SUBJECT/MODULE: All teachers in the Department of Education with a scientific-teaching title

THE LANGUAGE IN WHICH THE SUBJECT/MODULE IS TAUGHT: Croatian or English

NUMBER OF CLASS HOURS 10

OUTLINE OF THE CONTENT OF THE SUBJECT/MODULE

Continuing from the course *Qualitative Research in Pedagogy, 1*, the course *Qualitative Research in Pedagogy, 2* deepens the question of the (in)compatibility of epistemological and methodological positioning of researchers in pedagogical research, endeavouring to approach these topics using recent pedagogical research that is exemplary for the selection of different methodologies and solutions. After providing examples of contemporary trends in qualitative research methodologies in the social sciences (the development of various research proposals, new procedures for collecting data and their analysis, including software aided analysis, and contemporary academic conventions in reporting the results of qualitative research, including ethical dilemmas with which qualitative research is saturated), the students on the course will turn to drawing up their own fields of interest, focusing on writing a proposal for qualitative research. Through moderation of discussion of the proposals, which will be developmental in character, the doctorands will be guided to consider the importance of their own authentic research habitus, whilst at the same time learning about the propulsively developing standards of conducting qualitative research.

LITERATURE

Braun, V. and Clarke, V. (2022). *Thematic analysis. A practical guide*. SAGE.

Flick, U. (2018). *Designing qualitative research*. SAGE.

Ipshofen, R. and Tolich, M.; ed. (2018). *The SAGE manual of qualitative research ethics*. SAGE.

HOW CLASSES ARE CONDUCTED

Classes will be conducted using various methods and forms of work. Since the course *Qualitative Research in Pedagogy, 2* is a continuation in terms of content and concept of *Qualitative Research in Pedagogy, 1* in which some of the content was based on the questions of the epistemology and methodology of qualitative pedagogical research, in this course the emphasis will be on the methods used for the doctorands' independent work in the conceptualization and operationalization of their own research ideas, founded within the qualitative research methodological paradigm. The independent formation of a proposal for qualitative research, within the doctorand's area of interest within pedagogical science, will be defined by the doctorands on the basis of the teacher's comments, aimed at discussion by all the students attending the course. These working methods will result in the creation of a research plan by each doctorand, articulated in written form. Accordingly, frontal, individual and group forms of work will be used.

DESCRIPTION OF HOW OBLIGATIONS ARE MET

Attendance of classes and writing a final paper

DESCRIPTION OF HOW CLASS QUALITY IS MONITORED



Monitoring of the quality of classes will include an evaluation discussion at the end of each class meeting, in which the doctorands will assess how far the class corresponded to their current expectations and needs, and generate proposals for work in the next class meeting and for a future generation, whilst the teacher will comment on the level of alignment of the doctorands' contributions with the expectations set by the course. After passing the exam, the doctorands will be asked to write a summarized review of the course content, how appropriate it was for the doctoral studies level, the motivation they gained from the literature used and the didactic and methodological conception of the course.

NUMBER OF ECTS POINTS: 10.

TITLE OF SUBJECT/MODULE: Academic literacy

TYPE (MANDATORY OR ELECTIVE): Mandatory

NAME OF PERSON RESPONSIBLE FOR THE SUBJECT/MODULE: Assistant Prof. Ana Širanović

NAMES OF TEACHERS/ASSOCIATES INVOLVED IN THE SUBJECT/MODULE: All teachers in the Department of Education with a scientific-teaching title

THE LANGUAGE IN WHICH THE SUBJECT/MODULE IS TAUGHT: Croatian or English

NUMBER OF CLASS HOURS 10.

OUTLINE OF THE CONTENT OF THE SUBJECT/MODULE

The content of the course focuses on the strategies and techniques of critical reading of scientific texts and academic writings. Using the example of selected academic papers in the field of education and training, the doctorands, guided by the teachers, will critically assess the way they are structured and how the results of various forms of research are systematized, presented and interpreted in them. On the basis of the synthesized conclusions of this analysis of selected texts, the doctorands will conduct a dialogue and discussion with the teacher about the potential problems they have noticed in their own scientific and professional papers to date, and revise them in the appropriate manner. The course will result in the independent writing of a final paper, in which the doctorands will demonstrate their mastery of the conventions of academic writing they have discussed in the classes.

LITERATURE

Buchberger, I. (2012). *Kritičko mišljenje: priručnik kritičkog mišljenja, slušanja, čitanja i pisanja*. Udruga za razvoj visokoga školstva Universitas.

Hartley, J. (2008). *Academic Writing and Publishing: A practical guide*. Routledge.

Oraić Tolić, D. (2011). *Akademsko pismo*. Naklada Ljevak d.o.o.

Shank, G.; Pringle, J. and Brown, L. (2018). *Understanding Education Research: A Guide to Critical Reading*. Routledge.

HOW CLASSES ARE CONDUCTED

In these classes frontal, group and individual forms of work will be used. The introductory content dedicated to academic writing will be presented through oral presentations by a teacher, whilst the remainder, the majority of the course, will be based on independent and group analyses of selected academic papers, presentation of the results of those analyses, and discussion about them. The course will result in the independent production of a final paper.

DESCRIPTION OF HOW OBLIGATIONS ARE MET

Attendance of classes and writing a final paper

DESCRIPTION OF HOW CLASS QUALITY IS MONITORED

The quality of the classes will be evaluated during the conduct of the course itself by continual collection of feedback from the doctorands on the appropriateness and purposefulness of class activities and methods, whilst upon completion of the course the quality of classes will be evaluated by means of a questionnaire, as part of the assessment of the quality of classes in the post-graduate studies at the Faculty of Humanities and Social Sciences.

NUMBER OF ECTS POINTS: 5.



ORDINAL NUMBER OF SUBJECT: 7.

TITLE OF SUBJECT/MODULE: Doctoral Mid-term

TYPE (MANDATORY OR ELECTIVE): Elective

NAME OF PERSON RESPONSIBLE FOR THE SUBJECT/MODULE: Associate Prof. Ivan Markić, PhD

THE NAMES OF TEACHERS/ASSOCIATES INVOLVED IN THE SUBJECT/MODULE: All teaching staff involved in teaching post-graduate studies

THE LANGUAGE IN WHICH THE SUBJECT/MODULE IS TAUGHT: Croatian or English

NUMBER OF CLASS HOURS 10.

OUTLINE OF THE CONTENT OF THE SUBJECT/MODULE

The Doctoral Mid-term takes place in two stages. The first stage comprises presentation of the field of activity and examples of current research by the teachers of the doctoral studies in pedagogy, which may be a guide to doctorands in selecting the specific topic of their doctoral dissertation, as well as the selection of the appropriate research methodology. In the second stage, the doctorands revise and then present their own initial research proposals, which they handed in when enrolling in the doctoral studies in pedagogy, to the other doctorands and teaching staff, who then comment on the proposal, its scientific relevance and the appropriateness of the selected methodology, and give suggestions for its improvement. In this stage of the course, the doctorands will present arguments for the theoretical foundation of their doctoral research, discuss and compare the methodology and theoretical approaches from different research areas in pedagogy, assess the scientific and practical implications of the scientific research, and give constructive feedback information. This method of work develops a culture of cooperative learning, and also improves the doctorands' communication and presentation skills. With respect for the doctorands' needs, their scientific curiosity and research interests, the content of the course is very individualized, and its conduct requires various forms of cooperative work. The final content and realization of the course, including the study literature, will depend on the current research activities of the teachers and the scientific research interests of the doctorands.

LITERATURE

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HOW CLASSES ARE CONDUCTED

The inclusion of teachers as experts involves the methods of demonstration and oral presentation, but the primary form of teaching is based on the dialogue method, which includes the active role of the doctorands, and the resolution of problem tasks.

DESCRIPTION OF HOW OBLIGATIONS ARE MET

Active participation in classes, presentation of research proposals, self-evaluation of the proposed research plan, resolution of specific problems during the teaching process.

DESCRIPTION OF HOW CLASS QUALITY IS MONITORED

Monitoring of the individual progress of the doctorands, evaluation of the course using questionnaires.

NUMBER OF ECTS POINTS: 10.

ORDINAL NUMBER OF SUBJECT: 8.

TITLE OF SUBJECT/MODULE: Doctoral Practice

TYPE (MANDATORY OR ELECTIVE): Elective

NAME OF PERSON RESPONSIBLE FOR THE SUBJECT/MODULE: Prof. Ante Kolak, PhD

THE NAMES OF TEACHERS/ASSOCIATES INVOLVED IN THE SUBJECT/MODULE: All teaching staff involved in teaching post-graduate studies

THE LANGUAGE IN WHICH THE SUBJECT/MODULE IS TAUGHT: Croatian or English

NUMBER OF CLASS HOURS -

OUTLINE OF THE CONTENT OF THE SUBJECT/MODULE

Doctoral Practice implies the creation of a draft doctoral dissertation (synopsis) and its defence. The procedure of registration, assessment and approval of the proposed doctoral research and the proposal of a mentor is conducted pursuant to the *Regulations on Doctoral Studies at the University of Zagreb*.

LITERATURE

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HOW CLASSES ARE CONDUCTED

This course is realized as a combination of the individual work of doctorands and consultative work with an advisor/potential mentor for writing their doctoral dissertation.

DESCRIPTION OF HOW OBLIGATIONS ARE MET

Defence of the synopsis of a doctoral dissertation

DESCRIPTION OF HOW CLASS QUALITY IS MONITORED

At the beginning of work in the course, a plan will be established through dialogue to monitor the doctorand's progress in the process of writing and defence of the synopsis of their doctoral dissertation, the realization of which will be continuously assessed throughout the semester.

NUMBER OF ECTS POINTS: 10.



A.6. TEACHING AND SCIENTIFIC REQUIREMENTS FOR CONDUCTING DOCTORAL STUDIES

A.6.1. LIST OF TEACHING STAFF

Ordinal Number: 1.

Title, name and surname of the teacher: Ass. Prof. Marija Bartulović, PhD

Title of the Institution where she is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Curriculum Vitae

Marija Bartulović was born in 1982 in Zagreb. She attended elementary school in Velika Gorica and linguistic high school in Zagreb. In 2005 she graduated in sociology and pedagogy from the Faculty of Humanities and Social Sciences of the University of Zagreb, and in 2007 she was employed as a novice researcher at the Department of Education of the Faculty of Humanities and Social Sciences of the University of Zagreb, as an associate on the project: *The Intercultural Curriculum and Education in Minority Languages*. She enrolled in doctoral studies in pedagogy in the same year. She completed her PhD in 2013 on the subject of Gender Equality as a Dimension of the Intercultural Curriculum, under the mentorship of Prof. Neven Hrvatić, PhD. Since 2016 she has held the scientific teaching title and position of Assistant Professor at the Department of Education of the Faculty of Humanities and Social Sciences of the University of Zagreb. She was awarded the scientific title of senior scientific associate in the realm of social sciences, the field of pedagogy, in 2022. She has taken part in teaching classes in a number of courses at the Department of Education, and currently she is responsible for and is teaching the courses *Qualitative Research in Education*, *Basic Intercultural Pedagogy*, and *Sexual Pedagogy*. To date she has published a manual (as a co-author), several chapters in books, and a series of papers in scientific journals, she was the editor of a scientific monograph, has presented the results of research at many national and international scientific conferences, and has been a key player in various scientific research project activities. She has taken part in various activities to support the professional development of staff in educational and training establishments, and the popularization of science. She is a member of the Croatian Educational Research Association, the editorial boards of the scientific journals *Intercultural Education* and *Mediterranean Education Journal*, and the management board of the international organization the International Association for Intercultural Education. Her current scientific work is aimed at the development and possible application of qualitative methodology in research in higher education classes, improving the quality of educational and training practices, LGBT inclusivity in educational establishments, and improving the quality of the educational inclusion of refugee children.

Date of the latest award of a scientific-teaching or artistic-teaching title: 1st April 2016

Papers published in the past five years that qualify this professor to conduct the programme, or that are relevant for the field of the Doctoral programme

Bartulović, M. (2021). Transformativni potencijal autoetnografije u poučavanju kvalitativnih metoda istraživanja u studiju pedagogije. *Metodički obzori*, 16(2), 5-22.

Bartulović, M., Kušević, B. and Širanović, A. (2021). Moderating role of the pedagogical relationship in LGBT inclusivity of schools in Croatia. *Journal of LGBT Youth*. (online) <https://www.tandfonline.com/doi/full/10.1080/19361653.2021.1982436> (21.12. 2021.)

Bartulović, M. and Širanović, A. (2021). Critical-reflexive approach to monitoring quality of integration of refugee students in elementary school in Croatia. In: V. Mlinarević, M. Brust Nemet, J. Husanović Pehar

(ed.), *Intercultural education, Obrazovanje za interkulturalizam: Conference proceedings* (pp. 28-41). Faculty of Education, Josip Juraj Strossmayer University of Osijek, Republic of Croatia; Croatian Academy of Sciences and Arts, the Center for Scientific Work in Vinkovci, Republic of Croatia.

Bartulović, M. (2021). Analiza međunarodnih i evropskih strateških dokumenata u području ranoga i predškolskoga odgoja i obrazovanja s naglaskom na socio-kulturni identitet. In: S. Milić (ed.), *Socio-kulturni identiteti djece predškolskog uzrasta u Crnoj Gori* (pp. 145-166). University of Montenegro, Faculty of Humanities and Social Sciences, Nikšić.

Bartulović, M. and Širanović, A. (2020) „Pričaš farsi! Ali, kako?” intervencijski akcijsko-istraživački model uključivanja djece izbjeglica u hrvatski odgojno-obrazovni sustav. In: B. Čulum Ilić, I. Buchberger (ed.), *Suvremeni trendovi i izazovi nastavničke profesije: Zbornik Odsjeka za pedagogiju Filozofskog fakulteta Sveučilišta u Rijeci* (pp. 143-163). University of Rijeka, Faculty of Humanities and Social Sciences.

Bartulović, M. and Kušević, B. (2020). Understanding LGBTIQ parents' transformative potential in educational context. *Intercultural Education*, 31(1), 38-53.

Bartulović, M. and Kušević, B. (2020). Uprostorivanje seksualne i rodne različitosti u odgojno-obrazovnim ustanovama. *Sociologija i prostor: časopis za istraživanje prostornoga i sociokulturnog razvoja*, 58(2), 127-145.

Bartulović, M. (2020). O poučljivosti interkulturalnoj kompetenciji – prilozi iz kritičke kvalitativne metodologije. In: M. Nikolić, M. Vantić-Tanjić (ur.), *Unapređenje kvalitete života djece i mladih/improving the quality of life of children and youth: Tematski zbornik/Conference proceedings* (str. 643-654). Udruženje za podršku i kreativni razvoj djece i mladih.

Bartulović, M., Kušević, B. and Širanović, A. (2019). Prilog razumijevanju pedagoginje: O dispozicijama za pedagoško djelovanje. *Metodički ogledi: časopis za filozofiju odgoja*, 26(2), 105-127.

Bartulović, M. and Kušević, B. (2017). Queering the White Picket Fence: a social justice take on heteronormative parenting. *Multicultural Education Review*, 9(1), 11-29.

Scientific and artistic projects in which this professor participated in the past five years and which are relevant for the field of the Doctoral programme

2017. *LGBT (ne)vidljivost u školi: perspektiva odgojno-obrazovnih djelatnika*; Department of Education, Faculty of Humanities and Social Sciences of the University of Zagreb; financed by the University of Zagreb; 1 year; head;

2018. - 2019 *Study on Participation of Children from Vulnerable Groups in Croatia*; financed by the UNICEF office for Croatia; associate;

2019. *LGBT (ne)vidljivost u školi: perspektiva odgojno-obrazovnih djelatnika (nastavak istraživanja)*; Department of Education, Faculty of Humanities and Social Sciences of the University of Zagreb; financed by the University of Zagreb; 1 year; head;

2019. – 2021. *Socio-kulturni identiteti djece predškolskog uzrasta u Crnoj Gori*, Faculty of Humanities and Social Sciences, Nikšić, University of Montenegro; financed by the Ministry of Education, Science, Culture and Sport of Montenegro, external associate;

2022. *Dispozicije studenata nastavničkih studija za oblikovanje LGBTIQ inkluzivne odgojno-obrazovne prakse*; Department of Education, Faculty of Humanities and Social Sciences of the University of Zagreb; financed by the University of Zagreb; on-going; head;

Ordinal Number: 2.

Title, name and surname of the teacher: Ass. Prof. Ana Blažević Simić, PhD

Title of the Institution where she is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Curriculum Vitae

Ana Blažević Simić was born in 1983. She graduated in German language and literature from the Faculty of Humanities and Social Sciences of the University of Zagreb in 2008. In the same year she was employed as a novice researcher on the project: *Intercultural Curriculum and Education* at the Department of Education, of the Faculty of Humanities and Social Sciences of the University of Zagreb. In 2009 she enrolled in doctoral studies in pedagogy at the Faculty of Humanities and Social Sciences of the University of Zagreb. As a recipient of a scholarship from the Austrian Ministry of Science and Research for post-graduate students and young scientists in 2012 she spent time at the Karl-Franzens University in Graz. She completed her PhD in 2014 on the subject of *Models of Education in Minority Languages* under the mentorship of Prof. Neven Hrvatić, PhD. Since 2016 she has held the scientific teaching title of Assistant Professor. During her work in the Department she has been an associate on several scientific research projects of the University of Zagreb, as part of which in 2011 she spend time at the Department of Education of the Faculty of Humanities and Social Sciences of the University of Novi Sad, and in 2013 at the University of Montenegro. She is currently responsible for and runs the courses: *The Foundations of Special Education*, *Methods of Work with Students with Developmental Difficulties* and *Professional Pedagogical Practice of Leisure Time Pedagogy*. Her current scientific work is focused on the field of systematic pedagogy, and intercultural and inclusive education, in which she is training and has published professional and scientific papers. She has taken an active part in many scientific conferences, congresses, round tables, workshops and schools in this country and abroad. She is a member of the Croatian Pedagogical Society. She currently holds the position of the department's ECTS coordinator, and is president of the Ethics Committee for pedagogical research.

Date of the latest award of a scientific-teaching or artistic-teaching title: 1st March 2018

Papers published in the past five years that qualify this professor to conduct the programme, or that are relevant for the field of the Doctoral programme

Blažević Simić, A. (2018). Jezična inkluzivnost hrvatske nacionalne obrazovne politike. In: Hrvatić, N. (ed.) *Interkulturalne kompetencije i europske vrijednosti*. Department of Education of the Faculty of Humanities and Social Sciences in Zagreb, the College of Management in Tourism and Informatics in Virovitica, 123-129.

Blažević Simić, A. i Đurašin, M. (2020). Oprostite, čije slobodno vrijeme?! iskustvo slobodnog vremena obitelji djeteta s teškoćama u razvoju. *Hrvatska revija za rehabilitacijska istraživanja*, 56(1), 107-131.

Scientific and artistic projects in which this professor participated in the past five years and which are relevant for the field of the Doctoral programme

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Ordinal Number: 3.**Title, name and surname of the teacher:** Ass. Prof. Ante Kolak, PhD**Title of the Institution where he is employed:** The Faculty of Humanities and Social Sciences of the University of Zagreb.**Curriculum Vitae**

Ante Kolak was born in 1972 in Slavonski Brod, where he attended elementary and high school. He attained the title of class teacher from the Faculty of Education in Zagreb. He completed his studies in pedagogy at the Faculty of Humanities and Social Sciences in Zagreb in 1998. He attained his Master's degree in 2004 with the paper, *Parents' Attitudes to Cooperation with Schools*. He defended his doctoral dissertation, *Models of Management of the Teaching Process* in 2008 under the guidance of his mentor, Prof. Vladimir Jurić, PhD. He worked as a class teacher in an elementary school and as a pedagogue in elementary and high schools. He was a professional associate at the Faculty of Education in Zagreb in the field of teaching methods. In the 2012/2013 academic year he was awarded the title of associate and the post of Assistant Professor in Didactics at the Department of Education. Since 2002 he has been a member of scientific research projects at the Department of Education of the Faculty of Humanities and Social Sciences in Zagreb (*Methodology and Structure of the National Curriculum; Curriculum of Social Competences and Relationships in Schools*, under the head, Prof. Vlatko Previšić, PhD). From 2004 he was a member of the editorial board for the publication of textbooks, and worked as an author of manuals for teachers and textbooks for students. For his editing of the textbook *Nature and Society* he won a silver medal at the World Book Fair in Frankfurt in 2010 for the best European textbook in the category of textbooks for lower grades of elementary school. He is currently head and responsible for courses in under-graduate and graduate studies in *Teaching Theory and Methods, Didactics, School Pedagogy, School Professional Pedagogical Practice*, and *Education of Gifted Children*, and is head of Didactics and School Pedagogy. He is the author of scientific and professional papers in the field of didactics, school pedagogy and education of gifted children, and a mentor of students in graduate and post-graduate studies of pedagogy. He participates in teaching classes at the Centre for Teacher Education of the Faculty of Humanities and Social Sciences, where he is responsible for the courses in *Subject Methodology*, and *School Practice*, and shares responsibility for the courses in *Didactics* and *School Subsystems*. He has published several scientific and professional papers, taken part in many national and international scientific conferences in the field of pedagogy, and run several institutional projects. He is currently an expert in evaluation of teaching practice as a member of the project *Learning through Work and the Student Experience Management Systems at the Faculty of Humanities and Social Sciences in Zagreb*. He has taken an active part in many professional conferences for professional associate pedagogues in the Republic of Croatia. He has been a reviewer for many scientific journals, pedagogical publications, university textbooks and university programmes. He has been mentor for many graduate theses and three doctoral dissertations have been defended under his mentorship, and three more are in the process of preparation.

Date of the latest award of a scientific-teaching or artistic-teaching title: 30th June 2017**Papers published in the past five years that qualify this professor to conduct the programme, or that are relevant for the field of the Doctoral programme**

Kolak, A. (2022). Pedagoški i didaktički izazovi u radu s darovitim učenicima. In: Stugar, V., Rajić, V. (ed.) *Suvremeni pristupi obrazovanju učitelja*. HAZU and the Faculty of Education of the University of Zagreb, 318-340.

- Markić, I. and Kolak, A. (2022). Didactic challenges in the (post)pandemic age. In: Gómez, C; López, M; Candel, T. (ed.) *INTED*. Valencia: IATED Academy, 1376-1381.
- Kolak, A. and Markić, I. (2022). The potential of the logotherapeutic approach in the development of peer relationships . In: Gómez, C; López, M; Candel, T. (ed.) *INTED*. Valencia: IATED Academy, 1353-1359.
- Đurinić, A., Hraste, I. and Kolak, A. (2022). Stavovi učenika o učenju formativnim vrednovanjem u nastavi prirode i društva. *Školski vjesnik - časopis za pedagoška i školska pitanja*, 71(1), 34-51.
- Jelić, A. B., Kolak, A. and Kožul, M. (2022). Attitude of practicing teachers and student teachers on using ludic activities in Spanish language classroom. *Teacher: Journal of the Faculty of Education - Bitola*, 23(1); 5-21.
- Kolak, A., Markić, I. and Horvat, Z. (2021). Tko je tvoj najbolji prijatelj? – dimenzije kvalitete prijateljskoga odnosa. – *Hrvatski časopis za odgoj i obrazovanje*, 23(3), 767-793.
- Klemenčić, M., Kolak, A. and Stojanac, M. (2021). Different pedagogical approaches to the education of gifted pupils in European cultural tradition. In: Mlinarević, V., Brust Nemet, M. and Husanović Pehar, J. (ed.) *Intercultural education, Obrazovanje za interkulturalizam: - conference proceedings*. Faculty of Education, Josip Juraj Strossmayer University of Osijek, Croatian Academy of Sciences and Arts, the Centre for Scientific Work in Vinkovci, 205-225.
- Kolak, A., Markić, I. and Kolak, J. (2021). Non-native language speaking students in class cohesion. In: Mlinarević, V., Brust Nemet, M. and Husanović Pehar, J. (ed.) *Intercultural education, Obrazovanje za interkulturalizam: - conference proceedings*. Faculty of Education, Josip Juraj Strossmayer University of Osijek, Croatian Academy of Sciences and Arts, the Centre for Scientific Work in Vinkovci, 157-171.
- Kolak A., Markić I., Horvat Z., Stojanac M. and Klemenčić M. (2021). When the parent becomes the teacher - attitudes on distance learning in the time of corona-teaching from parents' perspective. *The Turkish Online Journal of Educational Technology*, 20(1), 85-94.
- Kolak, A. and Markić, I. (2020). Međuvršnjački prijateljski odnosi u razrednom odjelu. *Metodički ogledi*, 27(2), 105-128.
- Kolak, A., Markić, I. and Horvat, Z. (2020). (Pre)opterećenost učenika "koronastavom". In: Strugar, V., Kolak, A. and Markić, I. (ed.) *Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19*. HAZU Zavod za znanstvenoistraživački i umjetnički rad u Bjelovaru; Hrvatsko pedagojsko društvo; Element d.o.o., 108-146.
- Kolak, A., Markić, I. and Horvat, Z. (2020). Kada dom postane škola (roditelj kao zamjenski učitelj). In: Strugar, V., Kolak, A. and Markić, I. (ed.) *Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19*. Zagreb, Bjelovar, HAZU, Institute for Scientific Research and Artistic Work in Bjelovar, Croatian Pedagogical Society; Element d.o.o., 47-86.
- Kolak, A. and Markić, I. (2019). Dimensions of intimacy as determinant of quality of peer friendly relationships. In: Vopava, J., Douda, V., Kratochvil, R. and Konecki, M. (ed.) *Proceedings of MAC 2019*. MAC Prague Consulting Ltd. 184-192.
- Kolak, A. and Markić, I. (2018). Curiosity and students' questions in the teaching process. In: Carmo, M. (ed.) *Education Applications & Developments III Advances in Education and Educational Trends Series*. InScience Press, 24-34.
- Krampač-Grljušić, A. and Kolak, A. (2018). Peer relations in inclusive classes. *Research in Pedagogy*, 8(1), 17-35.

Kolak, A. (2017). Interpersonal Relationships and School Quality. *The Turkish online journal of educational technology*, 419-424 .

Kolak, A. and Markić, I. (2017). Analysis of student's questions in the teaching process. In: Mafalda, C. (ed.) *International Conference on Education and New Developments (END 2017): proceedings*. InScience Press, 478-480.

Kolak, A. and Markić, I. (2017). Teaching process analysis – From the Perspective of Communication Symmetry. *Journal of Teaching and Education*, 06(2), 353–359.

Scientific and artistic projects in which this professor participated in the past five years and which are relevant for the field of the Doctoral programme

2022. Učenje kroz rad i sustav upravljanja studentskim iskustvom na Filozofskom fakultetu u Zagrebu; stručnjak za vrednovanje stručne prakse (associate in the project)

2020. Homeschooling ili nastava na daljinu u doba HR-COVID19 – institucionalni znanstveni projekt (head of project)

2019. Odnosi među učenicima u razrednoj hijerarhiji (nastavak projekta) - institucionalni znanstveni projekt (associate in the project)

2018. Odnosi među učenicima u razrednoj hijerarhiji - institucionalni znanstveni projekt (associate in the project)

2017. Didaktička kultura škola – institucionalni znanstveni projekt (head of project)

Ordinal Number: 4.

Title, name and surname of the teacher: Ass. Prof. Zvonimir Komar, PhD

Title of the Institution where he is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Curriculum Vitae

Zvonimir Komar was born on 17th March 1980 in Zagreb. He attended elementary school and mathematical high school in Zagreb. He graduated in philosophy and pedagogy from the Faculty of Humanities and Social Sciences of the University of Zagreb. On 2nd November 2005 he was employed as the associate position of Assistant at the Department of Education of the Faculty of Humanities and Social Sciences of the University of Zagreb, and since then he has participated in the realization of the courses *Systematic Pedagogy*, *Education in Children's Homes*, *Developmental and Educational Strategy*, *Curriculum Theory*, *Differential Pedagogy*, *Adult Education*, and *Media Pedagogy*. He was awarded the title of senior assistant in July 2012, and the scientific title of scientific associate on 13th June 2013. He was appointed to the scientific teaching post of Assistant Professor on 13th January 2016. He received the scientific title of Senior Scientific Associate on 11th October 2019, and the scientific teaching title of Associate Professor on 10th November 2021. Since 2005 he has been registered as a scientific researcher (Reg. No. 284070). He was an associate on the scientific projects *The Curriculum of Social Competences and Relationships in School*, under the head, Prof. Vlatko Previšić, PhD (from 2007 to 2013), and *Intercultural Curriculum and Education in Minorities Languages* headed by Prof. Neven Hrvatić, PhD (from 2008 to 2014). He has taken an active part in many scientific conferences in this country and abroad (Slovenia, Serbia, Slovakia, Poland, Germany and Denmark). He was a member of the young editorial board of the journal *Filozofska istraživanja* (Philosophical Research). He is a member of the Croatian Pedagogical Society and the Croatian Philosophical Society. He is currently teaching classes in the subjects *Basic Pedagogy*, *Systematic Pedagogy*, *Differential Pedagogy* and *Media Pedagogy* as part of the under-graduate course in pedagogy. His fields of scientific interest are theories of education and training, systems and principles of pedagogical science, philosophy of education and media pedagogy.

Date of the latest award of a scientific-teaching or artistic-teaching title: 10th November 2021

Papers published in the past five years that qualify this professor to conduct the programme, or that are relevant for the field of the Doctoral programme

Magdalena, M. and Komar, Z. (2021). Pedagogical notion of (dis)continuity in learning and its critical-pedagogical potential. *Forum Pedagogiczne*, 11(1), 299-313

Komar, Z. (2019). The Idea of Continental Pädagogik. In Kudláčová, B. and Rajský, A. (ed.) *Education and "Pädagogik" – Philosophical and Historical Reflections (Central, Southern and South-Eastern Europe)*. Peter Lang, VEDA, Publishing House of the Slovak Academy of Sciences, 42-55.

Komar, Z. (2018). Pedagogical theory of medium. *Sodobna pedagogika / Journal of contemporary educational studies*, 69(135), 290-304.

Komar, Z. (2017). Svrhovitost odgoja, obrazovanja i njezino jedinstvo s idejom čovjeka kao ono utemeljujuće pedagojske znanosti. *Radovi Zavoda za znanstvenoistraživački i umjetnički rad u Bjelovaru*, 0(11), 47-60.

Scientific and artistic projects in which this professor participated in the past five years and which are relevant for the field of the Doctoral programme

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Ordinal Number: 5.**Title, name and surname of the teacher:** Ass. Prof. Barbara Kušević, PhD**Title of the Institution where she is employed:** The Faculty of Humanities and Social Sciences of the University of Zagreb.**Curriculum Vitae**

Barbara Kušević was born in 1984. She graduated in Croatian Language and Pedagogy from the Faculty of Humanities and Social Sciences of the University of Zagreb in 2007, and was employed as a novice researcher on the project *New Paradigms of Early Education* at the Department of Education of the Faculty of Humanities and Social Sciences of the University of Zagreb, when she also enrolled in doctoral studies in pedagogy in the same department. She completed her PhD in 2013 on the subject of *Educational Implications of Delayed Parenthood* (under the mentorship of Prof. Dubravka Maleš, PhD). From 2016 she held the scientific teaching title of Assistant Professor, and in 2022 she was awarded the scientific title of Senior Scientific Associate in social sciences, in the field of pedagogy. She is currently responsible for and teaches the courses: *Theories of Education and Training*, *Family Pedagogy* and *Partnership between the Family and Educational Establishments*. She has so far published one manual (as co-author), several chapters in books, a series of papers in scientific journals, and several professional papers, and has presented the results of her research at national and international scientific conferences. She has been involved in various scientific research project activities, and activities to popularize science and support the professional development of staff in educational establishments. She is a member of the Croatian Pedagogical Society and the international organization the *International Association for Intercultural Education - IAIE*. Her current scientific work is focused on the relationship between the family and educational establishments and LGBT inclusivity in educational establishments, which is accompanied by continuing interest in the theoretical articulation of various pedagogical phenomena, qualitative methodology in pedagogical research and the quality of teaching in higher education.

Date of the latest award of a scientific-teaching or artistic-teaching title: 1st April 2016**Papers published in the past five years that qualify this professor to conduct the programme, or that are relevant for the field of the Doctoral programme**

Kušević, B. (2021). Izazovi stimuliranja autorefleksivnosti u nastavi kolegija fokusiranih na obitelji na studiju pedagogije. *Odgojno-obrazovne teme*, 4(2), 97-112.

Štefulj, L. and Kušević, B. (2021). Suradnja obitelji, škole i lokalne zajednice – pedagozi u *double bindu*. *Školski vjesnik: časopis za pedagošku teoriju i praksu*, 70(1), 399-413.

Bartulović, M., Kušević, B. and Širanović, A. (2021). Moderating role of the pedagogical relationship in LGBT inclusivity of schools in Croatia. *Journal of LGBT Youth*. (online) <https://www.tandfonline.com/doi/full/10.1080/19361653.2021.1982436> (21.12. 2021.)

Bartulović, M. and Kušević, B. (2020). Uprostorivanje seksualne i rodne različitosti u odgojno-obrazovnim ustanovama. *Sociologija i prostor: časopis za istraživanje prostornoga i sociokulturnog razvoja*, 58(2), 127-145.

Bartulović, M. and Kušević, B. (2020). Understanding LGBTIQ parents' transformative potential in educational context. *Intercultural Education*, 31(1), 38-53.

Kušević, B. (2020). What does family pedagogy deal with? Position of family pedagogy in Croatian and foreign scientific space. *Zbornik instituta za pedagoška istraživanja*, 52(1), 40-80.

Bartulović, M., Kušević, B. and Širanović, A. (2019). Prilog razumijevanju pedagoginje: O dispozicijama za pedagoškično djelovanje. *Metodički ogledi: časopis za filozofiju odgoja*, 26(2), 105-127.

Bartulović, M. and Kušević, B. (2017). *Queering the White Picket Fence: a social justice take on heteronormative parenting*. *Multicultural Education Review*, 9(1), 11-29.

Kušević, B. (2017). Nacrtajte mi jednu idealnu obitelj... Hegemonijske konstrukcije idealne obitelji u crtežima studenata pedagogije. *Školski vjesnik*, 66(3), 309-326.

Scientific and artistic projects in which this professor participated in the past five years and which are relevant for the field of the Doctoral programme

2017. *LGBT (ne)vidljivost u školi: perspektiva odgojno-obrazovnih djelatnika*; Department of Education of the Faculty of Humanities and Social Sciences of the University of Zagreb; financed by the University of Zagreb; 1 year; head;

2019. *LGBT (ne)vidljivost u školi: perspektiva odgojno-obrazovnih djelatnika (nastavak istraživanja)*; Department of Education of the Faculty of Humanities and Social Sciences of the University of Zagreb; financed by the University of Zagreb; 1 year; associate;

2022. *Dispozicije studenata nastavničkih studija za oblikovanje LGBTIQ inkluzivne odgojno-obrazovne prakse*; Department of Education of the Faculty of Humanities and Social Sciences of the University of Zagreb; financed by the University of Zagreb; on-going; associate.

Ordinal Number: 6.

Title, name and surname of the teacher: Ass. Prof. Ivan Markić, PhD

Title of the Institution where he is employed: Faculty of Social Sciences and Humanities

Curriculum Vitae

Ivan Markić was born in 1984 in Zadar, where he attended elementary school and high school. In 2002 he enrolled to study history and pedagogy at the Faculty of Humanities and Social Sciences in Zadar, from where he graduated in 2007. In the same year he enrolled in doctoral studies in pedagogy at the Faculty of Humanities and Social Sciences in Zagreb. In 2008 he was employed in the Department of Education of the Faculty of Humanities and Social Sciences of the University of Zagreb as a novice researcher as part of the scientific project *Curriculum of Social Competences and Relationships in Schools*, under the head Prof. Vlatko Previšić, PhD. He defended his doctoral dissertation entitled: *The Connection between teaching strategies and the development of students' social competences*, written under the mentorship of Prof. Vlatko Previšić, PhD, on 30th September 2014, and attained the title Doctor of Social Sciences, in the scientific field of pedagogy, and branch didactics. He was awarded the scientific title of Scientific Associate by the Decision of the Faculty Board, for the area of social sciences, field of pedagogy in 2015, the scientific-teaching title of Assistant Professor in 2016, and the scientific-teaching title of Associate Professor in 2022. Within the Department of Education, he teaches the subjects *Didactic Theory*, *Basic Teaching Skills*, and *School and Class Management*, and participates in the seminar part of the classes in the courses *Didactics* and *Alternative Pedagogical Ideas and Schools*. Since 2016, he has been actively involved in the work of the Centre for Teacher Education at the Faculty of Humanities and Social Sciences, where he is the co-leader of the course *Didactics and School Subsystems*, and the independent leader of the *Basic Teaching Skills* course as part of the additional training programme for teachers. Since 2016 he has been involved of the work of the Dr. Franjo Tuđman Croatian Military College, where he teaches classes in *Military Pedagogy* (as the responsible teacher). From the 2019/2020 academic year to 2021/2022 he was the head of *Didactics and School Pedagogy* in the Department of Education. He has published several scientific and professional articles, participated in numerous national and international scientific conferences in the field of pedagogy (Croatia, Hungary, Serbia, Malta, Portugal, Italy, Czech Republic and Cyprus) and led an internal institutional project entitled: *Relationships between students in the class hierarchy* (2018 and 2019). He has taken part in many professional conferences for professional associate pedagogues in the Republic of Croatia. He has been a reviewer of several scientific papers and pedagogical publications. He has been a mentor for about twenty defended graduate papers. He has taken part several times in committees for the defence of doctoral dissertations as the chairperson and/or a member of the committee. He is a member of the state committee for professional examinations for professional associate pedagogues in high schools.

Date of the latest award of a scientific-teaching or artistic-teaching title: 6th April 2022

Papers published in the past five years that qualify this professor to conduct the programme, or that are relevant for the field of the Doctoral programme

Markić, I. and Kolak, A. (2022). Didactic challenges in the (post)pandemic age. In: Gómez, C; López, M; Candel, T. (ed.) *INTED*. Valencia: IATED Academy, 1376-1381.

Kolak, A. Markić, I. (2022). The potential of the logotherapeutic approach in the development of peer relationships. In: Gómez, C; López, M; Candel, T. (ed.) *INTED*. Valencia: IATED Academy, 1353-1359.

Kolak, A., Markić, I. and Kolak, J. (2021). Non-native language speaking students in class cohesion. In: Mlinarević, V., Brust Nemet, M. and Husanović Pehar, J. (ed.) *Intercultural education, Obrazovanje za interkulturalizam: - conference proceedings*. Faculty of Education, Josip Juraj Strossmayer, University of

Osijek, Republic of Croatia, Croatian Academy of Sciences and Arts, the Center for Scientific Work in Vinkovci, Republic of Croatia, 157-171.

Kolak, A., Markić, I. and Horvat, Z. (2021). Who is Your Best Friend? - The Dimensions of Quality in a Friendship Relationship. *Croatian Journal of Education – Hrvatski časopis za odgoj i obrazovanje*, 23(3), 767-793.

Kolak A., Markić I., Horvat Z., Stojanac M. and Klemenčić M. (2021). When the parent becomes the teacher – attitudes on distance learning in the time of corona-teaching from parents' perspective. *The Turkish Online Journal of Educational Technology*, 20(1), 85-94.

Kolak, A. and Markić, I. (2020) Međuvršnjački prijateljski odnosi u razrednom odjelu. *Metodički ogledi*, 27(2), 105-128.

Kolak, A., Markić, I. and Horvat, Z. (2020). Kada dom postane škola (roditelj kao zamjenski učitelj). In: Strugar, V., Kolak, A. and Markić, I. (ed.) *Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19*. HAZU Zavod za znanstvenoistraživački i umjetnički rad u Bjelovaru; Hrvatsko pedagoško društvo; Element d.o.o., 47-86.

Kolak, A., Markić, I. and Horvat, Z. (2020). (Pre)opterećenost učenika "koronastavom". In: Strugar, V., Kolak, A. and Markić, I. (ed.) *Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19*. HAZU Zavod za znanstvenoistraživački i umjetnički rad u Bjelovaru; Hrvatsko pedagoško društvo; Element d.o.o., 108-146.

Martinović, S. and Markić, I. (2020). Chess as an extra-curricular activity *Školski vjesnik: časopis za pedagoška i školska pitanja*, 69(1), 227-259.

Kolak, A. and Markić, I. (2019). Dimensions of intimacy as determinant of quality of peer friendly relationships. In: Vopava, J., Douda, V., Kratochvil, R. and Konecki, M. (ed.) *Proceedings of MAC 2019*. MAC Prague Consulting Ltd., 184-192.

Kolak, A. and Markić, I. (2018). Curiosity and students' questions in the teaching process. In: Carmo, M. (ed.) *Education Applications & Developments III Advances in Education and Educational Trends Series*. InScience Press, 24-34.

Kolak, A. and Markić, I. (2017). Teaching Process Analysis – From the Perspective of Communication Symmetry. *Journal of Teaching and Education*, 06(02), 353-359.

Scientific and artistic projects in which this professor participated in the past five years and which are relevant for the field of the Doctoral programme

2020. Homeschooling ili nastava na daljinu u doba HR-COVID19 – institucionalni znanstveni projekt (associate in the project)

2019. Odnosi među učenicima u razrednoj hijerarhiji (nastavak projekta) - institucionalni znanstveni projekt (head of project)

2018. Odnosi među učenicima u razrednoj hijerarhiji – institucionalni znanstveni projekt (head of project)

2017. Didaktička kultura škola – institucionalni znanstveni projekt (head of project)

**Ordinal Number: 7.**

Title, name and surname of the teacher: Prof. Dr. Sc. Edita Slunjski, PhD

Title of the Institution where she is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Curriculum Vitae

Edita Slunjski was born in Virovitica on 20th May 1966. She attended elementary and high school in Zagreb. She graduated from the Faculty of Education in Čakovec (1988) and the Faculty of Humanities and Social Sciences in Zagreb, from where she attained her under-graduate (1995), master's (2001) and doctoral (2006) degrees. She worked as a teacher at the Teacher Training College in Čakovec, but since 2006 she has been employed at the Department of Education of the Faculty of Humanities and Social Sciences in Zagreb. At that Faculty, from then until the present day, in the post of Full Professor, she has been teaching the subjects: *Curriculum of Early Education*, *Early Education Establishments*, *Pedagogy of Early Childhood*, and *Alternative Pedagogical Ideas and Schools*. Within the doctoral studies in pedagogy at the Faculty of Humanities and Social Sciences in Zagreb, of which she is head, she is responsible for the subject *Curriculum of Early Education*, and also takes part in teaching doctoral studies at other faculties, e.g. In Rijeka and Osijek. She is the head of preschool pedagogy of the Department of Education of the Faculty of Humanities and Social Sciences in Zagreb. For two years (2018-2020) she was the head of the Department of Education of the Faculty of Humanities and Social Sciences in Zagreb. For two years (2004-2006) she was Vice-Dean for Development at the Teacher Training Faculty in Čakovec. She is the current president of the Croatian Pedagogical Society. She is the head of the International Professional Interdisciplinary Community of Expert Learning in early and preschool education, ENNEA. She has written 65 papers (of which 44 scientific and 21 professional) and 26 books (of which 11 scientific monographs and 15 professional or popular scientific manuals), three as co-author and 23 alone. Of the total number of original books she has published, six scientific monographs are used as textbooks at the majority of teacher training faculties as well as faculties of humanities and social sciences in the Republic of Croatia and in neighbouring countries, at the under-graduate, graduate and doctoral levels of study. According to the record of number of times a book is borrowed, published in 2014 by the National University Library in Zagreb, she was the most-read author in the field of pedagogy (on the list of 15 most-read living Croatian authors in all categories in total, she is in 7th position). In 2015 she received the *State Award for Science* and in 2016 she received the *City of Zagreb Prize* for her significant contribution and results achieved in theoretical and practical early and preschool education, especially research and the creation of a curriculum for early education. In 2022 she received the *Annual Award of the Faculty of Humanities and Social Sciences* for the scientific monograph *Izvan okvira 5* (Out of the Box 5). She was the chairperson of the Committee for Creation and Development of Methodology and Instruments for monitoring the quality of work of establishments for early and preschool education (as part of the organization the *National Centre for External Evaluation of Education* of the Republic of Croatia, 2010-2011). In the period from 2014 to 2015 she was the head of the expert working group drawing up the *National Curriculum of Early and Preschool Education* within the Ministry of Science, Education and Sport, which created the first National Curriculum for Early and Preschool Education of the Republic of Croatia (which came into force in 2015). She has participated in and spoken at many international scientific and scientific and professional conferences, where she presented the results of her research, in Ankara (Turkey), Dublin (Republic of Ireland), St. Petersburg (Russia), Harvard (USA), Dubai (UAE), Porto (Portugal), Riga (Latvia), Copenhagen (Denmark), Barcelona and Valencia (Spain), London (United Kingdom), Ljubljana and Maribor (Slovenia), Sarajevo and Zenica (BH), Nikšić and Podgorica (Montenegro) etc. She has taken part about a hundred times in national scientific conferences and

professional and scientific meetings. For almost two decades she has been leading research activities with the staff of preschool establishments, which, whether alone or together with them, she has published in scientific and professional publications. She runs the International Professional Interdisciplinary Community of Expert Learning ENNEAR, intended to bring together theoreticians and practitioners, and to popularize science.

Date of the latest award of a scientific-teaching or artistic-teaching title: 1st June 2018 she was awarded the scientific teaching title of Full Professor.

Papers published in the past five years that qualify this professor to conduct the programme, or that are relevant for the field of the Doctoral programme

Slunjski, E. (2022) (ed.). *Što nas uči Reggio?*. Element.

Somolanji Tokić, I. and Slunjski, E. (2022). Transition, double image and a greenhouse - different perspectives on transition to school // EDULEARN22 Proceedings / Gómez Chova, Luiz ; López Martínez, Agustin ; Lees, Joanna (Eds.). Palma: IATED Academy, 2022., 2457-2464.

Slunjski, E. (2022). // INTED2022 Proceedings / Gómez, Chova ; López, Martínez ; Candel, Torres (Eds.). Valencia: IATED Academy, 2022. pp. 145-152.

Slunjski, E. (2022). The Challenges of Running a Kindergarten in the Process of Improving Educational Practices // INTED2022 Proceedings/ L. Gómez Chova, A. López Martínez, I. Candel Torres (Eds.), Valencia, Španjolska: IATED Academy, 2022. pp. 0572-0578.

Slunjski, E. (2022). *Izvan okvira 5, Pedagoška dokumentacija procesa učenja djece i odraslih kao alat razvoja kurikulumu*. Element.

Slunjski, E. (2021). The developmental and contextually conditioned nature of teaching and the design of an "Outside the box" curriculum // Proceedings of The 4th International Academic Conference on Education / Johnson, Laura (ed.). Barcelona, Spain: Diamond Scientific Publishing, 2021. 3., 2.

Slunjski, E. (2021). Elements and pedagogical value of the project approach in kindergarten // Proceedings of The 4th World Conference on Research in Education / Dellucci, Romina (Ed.). Paris, France: Diamond Scientific Publishing, 2021. 8., 10.

Slunjski, E. and Golubić, A. (2021). Contextual determinants of the development of children's expressive potential in kindergarten // Proceedings of GSRD INTERNATIONAL CONFERENCE, Copenhagen, Denmark, 16th November, 2021 / Prusty, Manas Ranjan (Ed.). Odisha, India: Institute for Technology and Research (ITRRESEARCH), 2021., 64-69.

Slunjski, E. (2019). *Izvan okvira 4: Mudrost vođenja: prikaz istraživanja i alati razvoja prakse vođenja*. Element.

Slunjski, E. and Golubić, A. (2018). Quality of relationships as a foundation for the development of educational practice // INTED2018 Proceedings Valencia, Spain, 2018., 9614-9619.

Slunjski, E. (2018). *Izvan okvira 3: Vođenje: Prema kulturi promjene*. Element.

Slunjski, E. and Golubić, A. (2018). Quality of relationships as a foundation for the development of educational practice // INTED2018 Proceedings Valencia, Spain, 2018., 9614-9619.

Slunjski, E. and Golubić, A. (2017). Steering the kindergarten towards a learning organization // ITEC2017, International Teacher education Conference, Proceedings Book, Volume 2 / Iman, Aytekin (Ed.), Harvard University Campus, Cambridge. MA, USA, 2017., 286-293.

Slunjski, E. (2017). Outside the Box: Change – various forms of connecting practitioners in the process of intensive kindergarten development // TOJET The Turkish Online Journal of Educational Technology, November 2017, Special Issue for INTE 2017, Special Issue for INTE 2017 (2017), 685-689.

Slunjski, E., Pavlic, K. and Vrbanc, D. (2017). Professional Learning of Leadership As A Prerequisite for Kindergarten Development // Universal Journal of Education Research / Osman Titrek, Alberto da Silva Pereira (Eds.), Porto: Porto Polytechnic University, 2017. pp. 400-405.

Scientific and artistic projects in which this professor participated in the past five years and which are relevant for the field of the Doctoral programme

2019 - 2021 Socio-kulturni identiteti djece predškolskog uzrasta u Crnoj Gori, Filozofski fakultet u Nikšiću, Univerzitet Crne Gore; financed by the Ministry of Education, Science, Culture and Sport of Montenegro, external associate.

Ordinal Number: 8.

Title, name and surname of the teacher: Ass. Prof. Ana Širanović

Title of the Institution where she is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Curriculum Vitae

Ana Širanović was born in 1982 in Bihać, Bosnia and Herzegovina. She attended elementary school in Bihać, Labin and Zagreb. In 2001 she graduated from high school in Zagreb, and in 2008 she graduated from the Faculty of Humanities and Social Science of the University of Zagreb in pedagogy and English language and literature. In 2008/2009 she worked as an English teacher in an elementary school. In 2009 she was employed at the Department of Education, of the Faculty of Humanities and Social Sciences of the University of Zagreb as a novice researcher on the scientific research project: *New Paradigms of Early Education*, run by Prof. Dubravka Maleš, PhD, under whose mentorship she defended her doctoral dissertation in 2016 entitled: *Respect for the Rights of the Child as an indicator of the quality of the student-teacher relationship*. Since 2019 she has held the scientific teaching title of Assistant Professor. She is currently the head and teacher of the subjects: *Interculturalism and Education*, *The Rights of the Child in Education and Training* and *Pedagogical Counselling and Professional Orientation*. In the subject *Interculturalism and Education* from the 2017/2018 academic year, in cooperation with Assistant Prof. Marija Bartulović, PhD, she has been coordinating institutional cooperation with the Gustav Krklec Elementary School within which the students of graduate studies in pedagogy undertake their practical experience, focused on raising the quality of inclusion of refugee children. She has published several chapters in scientific and professional books to date, a series of scientific papers and several professional papers and book reviews. She was a member of the organizational committee of two scientific conferences and the editor of the proceedings from one of them, and an active participant in many scientific conferences in this country and abroad. She has taken part as an associate in several scientific research projects of varying duration. She is a member of the Croatian Pedagogical Society and the international organization the *International Association for Intercultural Education - IAIE*. Her areas of interest are studies of the rights of the child, with the emphasis on the pedagogical contribution to them, critical pedagogy and intercultural education, while her current scientific research activities are focused on the educational integration of refugee children and LGBT+ inclusivity in educational establishments.

Date of the latest award of a scientific-teaching or artistic-teaching title: 4th September 2019

Papers published in the past five years that qualify this professor to conduct the programme, or that are relevant for the field of the Doctoral programme

Bartulović, M., Kušević, B. and Širanović, A. (2021). Moderating role of the pedagogical relationship in LGBT inclusivity of schools in Croatia. *Journal of LGBT Youth*. (online) <https://www.tandfonline.com/doi/full/10.1080/19361653.2021.1982436> (21.12. 2021.)

Bartulović, M. and Širanović, A. (2021). Critical-reflexive approach to monitoring quality of integration of refugee students in elementary school in Croatia. In: Mlinarević, V., Brust Nemet, M. and Husanović Pehar, J. (ed.) *Intercultural education, Obrazovanje za interkulturalizam: Conference Proceedings*. Faculty of Education, Josip Juraj Strossmayer, University of Osijek, Republic of Croatia, Croatian Academy of Sciences and Arts, the Center for Scientific Work in Vinkovci, Republic of Croatia, 28-41.

Bartulović, M. and Širanović, A. (2020). *Pričaš Farsi! Ali, kako?* Intervencijski akcijsko-istraživački model uključivanja djece izbjeglice u hrvatski odgojno-obrazovni sustav. In: Čulum Ilić, B. and Buchberger, I. (ed.) *Suvremeni trendovi i izazovi nastavničke profesije*. Department of Education of the Faculty of Humanities and Social Sciences in Rijeka, 143-162.

Bartulović, M., Kušević, B. and Širanović, A. (2019). Prilog razumijevanju pedagoginje: O dispozicijama za pedagoškično djelovanje. *Metodički ogledi: časopis za filozofiju odgoja*, 26(2), 105-127.

Huić, A., Kranželić, V. and Širanović, A. (2019). Metodologija i rezultati kvantitativnog dijela istraživanja. In Osmak Franjić, D. and Borić, I. (ed.), *Participacija djece u školi* (pp. 100-147). Ombudsperson for Children of the Republic of Croatia, Faculty of Education and Rehabilitation.

Borić, I. and Širanović, A. (2019). Temeljna polazišta razumijevanja participacije u školi. In Osmak Franjić, D. and Borić, I. (ed.), *Participacija djece u školi* (pp. 16-41). Ombudsperson for Children of the Republic of Croatia, Faculty of Education and Rehabilitation.

Širanović, A. (2018). Socijalno konstruiranje djeteta kao vrijednosti. In Hrvatić, N. (ed.), *Interkulturalne kompetencije i europske vrijednosti* (pp. 169-177). Pedagogy within the Department of Education of the Faculty of Humanities and Social Sciences in Zagreb, Virovitica College of Management in Tourism and Informatics.

Širanović, A. (2017). Modeli dječje participacije u funkciji pedagoške elaboracije sudjelovanja djece. In Maleš, D., Širanović, A. and Višnjić Jevtić, A. (ed.), *Pravo djeteta na odgoj i obrazovanje: teorije, politike i prakse* (pp. 136-151). Pedagogy Department, Faculty of Humanities and Social Sciences in Zagreb, OMEP Hrvatska.

Scientific and artistic projects in which this professor participated in the past five years and which are relevant for the field of the Doctoral programme

2017. *LGBT (ne)vidljivost u školi: perspektiva odgojno-obrazovnih djelatnika*; Department of Education of the Faculty of Humanities and Social Sciences of the University of Zagreb; financed by the University of Zagreb; associate

2017.-2018. *Participacija djece u sustavu odgoja i obrazovanja*; financed by the Office of the Ombudsperson for Children; associate

2018.-2019. *Study on Participation of Children from Vulnerable Groups in Croatia*; financed by the UNICEF Office for Croatia; associate

2018.-2020. *Subjektivna dobrobit djece u Hrvatskoj*; financed by the UNICEF Office for Croatia; associate

2019. *LGBT (ne)vidljivost u školi: perspektiva odgojno-obrazovnih djelatnika (nastavak istraživanja)*; Department of Education of the Faculty of Humanities and Social Sciences of the University of Zagreb; financed by the University of Zagreb; one year, associate

2022. *Dispozicije studenata nastavničkih studija za oblikovanje LGBTIQ inkluzivne odgojno-obrazovne prakse*; Department of Education of the Faculty of Humanities and Social Sciences of the University of Zagreb; financed by the University of Zagreb; on-going; associate.



A.6.2. POTENTIAL MENTORS EMPLOYED AT THE INSTITUTION PROPOSING THE DOCTORAL STUDIES PROGRAMME**Ordinal Number: 1.****Title, name and surname of the mentor:** Assistant Prof. Marija Bartulović, PhD**Title of the Institution where she is employed:** The Faculty of Humanities and Social Sciences of the University of Zagreb.**Papers published in the past five years which qualify her as an active researcher or artist in the scientific or artistic field in which the doctoral studies are being proposed**

Bartulović, M. (2021). Transformativni potencijal autoetnografije u poučavanju kvalitativnih metoda istraživanja u studiju pedagogije. *Metodički obzori*, 16(2), 5-22.

Bartulović, M., Kušević, B. and Širanović, A. (2021). Moderating role of the pedagogical relationship in LGBT inclusivity of schools in Croatia. *Journal of LGBT Youth*. (online) <https://www.tandfonline.com/doi/full/10.1080/19361653.2021.1982436> (21.12. 2021.)

Bartulović, M. and Širanović, A. (2021). Critical-reflexive approach to monitoring quality of integration of refugee students in elementary school in Croatia. In: V. Mlinarević, M. Brust Nemet, J. Husanović Pehar (ed.), *Intercultural education, Obrazovanje za interkulturalizam: Conference proceedings* (pp. 28-41). Faculty of Education, Josip Juraj Strossmayer University of Osijek, Republic of Croatia; Croatian Academy of Sciences and Arts, the Centre for Scientific Work in Vinkovci, Republic of Croatia.

Bartulović, M. (2021). Analiza međunarodnih i evropskih strateških dokumenata u području ranoga i predškolskoga odgoja i obrazovanja s naglaskom na socio-kulturni identitet. In: S. Milić (ed.), *Socio-kulturni identiteti djece predškolskog uzrasta u Crnoj Gori* (pp. 145-166). University of Montenegro, Faculty of Humanities and Social Sciences in Nikšić.

Bartulović, M. and Širanović, A. (2020) „Pričaš farsi! Ali, kako?” intervencijski akcijsko-istraživački model uključivanja djece izbjeglica u hrvatski odgojno-obrazovni sustav. In: B. Čulum Ilić, I. Buchberger (ed.), *Suvremeni trendovi i izazovi nastavničke profesije: Zbornik Odsjeka za pedagogiju Filozofskog fakulteta Sveučilišta u Rijeci* (pp. 143-163). University of Rijeka, Faculty of Humanities and Social Sciences.

Bartulović, M. and Kušević, B. (2020). Understanding LGBTIQ parents' transformative potential in educational context. *Intercultural Education*, 31(1), 38-53.

Bartulović, M. and Kušević, B. (2020). Uprostorivanje seksualne i rodne različitosti u odgojno-obrazovnim ustanovama. *Sociologija i prostor: časopis za istraživanje prostornoga i sociokulturnog razvoja*, 58(2), 127-145.

Bartulović, M. (2020). O poučljivosti interkulturnoj kompetenciji – prilozi iz kritičke kvalitativne metodologije. In: M. Nikolić, M. Vantić-Tanjić (ur.), *Unapređenje kvalitete života djece i mladih/improving the quality of life of children and youth: Tematski zbornik/Conference proceedings* (str. 643-654). Udruženje za podršku i kreativni razvoj djece i mladih.

Bartulović, M., Kušević, B. and Širanović, A. (2019). Prilog razumijevanju pedagoginje: O dispozicijama za pedagoško djelovanje. *Metodički ogledi: časopis za filozofiju odgoja*, 26(2), 105-127.

Bartulović, M. and Kušević, B. (2017). Queering the White Picket Fence: a social justice take on heteronormative parenting. *Multicultural Education Review*, 9(1), 11-29.

The number of successful mentorships realized by defence of doctoral dissertations

Ordinal Number: 2.

Title, name and surname of the mentor: Assistant Prof. Ana Blažević Simić, PhD

Title of the Institution where she is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Papers published in the past five years which qualify her as an active researcher or artist in the scientific or artistic field in which the doctoral studies are being proposed

Blažević Simić, A. (2018). Jezična inkluzivnost hrvatske nacionalne obrazovne politike. In: Hrvatić, N. (ed.) *Interkulturalne kompetencije i europske vrijednosti*. Department of Education of the Faculty of Humanities and Social Sciences in Zagreb, Virovitica College for Management in Tourism and Informatics, 123-129.

Blažević Simić, A. i Đurašin, M. (2020). Oprostite, čije slobodno vrijeme?! iskustvo slobodnog vremena obitelji djeteta s teškoćama u razvoju. *Hrvatska revija za rehabilitacijska istraživanja*, 56(1), 107-131.

The number of successful mentorships realized by defence of doctoral dissertations

Ordinal Number: 3.

Title, name and surname of the mentor: Associate Prof. Ante Kolak, PhD

Title of the Institution where he is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Papers published in the past five years which qualify her as an active researcher or artist in the scientific or artistic field in which the doctoral studies are being proposed

Kolak, A. (2022). Pedagoški i didaktički izazovi u radu s darovitim učenicima. In: Stugar, V., Rajić, V. (ed.) *Suvremeni pristupi obrazovanju učitelja*. HAZU, and the Faculty of Education of the University of Zagreb, 318-340.

Markić, I. i Kolak, A. (2022). Didactic challenges in the (post)pandemic age. In: Gómez, C; López, M; Candel, T. (ed.) *INTED*. Valencia: IATED Academy, 1376-1381.

Kolak, A. and Markić, I. (2022). The potential of the logotherapeutic approach in the development of peer relationships. In: Gómez, C; López, M; Candel, T. (ed.) *INTED*. Valencia: IATED Academy, 1353-1359.

Đurinić, A., Hraste, I. and Kolak, A. (2022). Stavovi učenika o učenju formativnim vrednovanjem u nastavi prirode i društva. *Školski vjesnik - časopis za pedagoška i školska pitanja*, 71(1), 34-51.

Jelić, A. B., Kolak, A. and Kožul, M. (2022). Attitude of practicing teachers and student teachers on using ludic activities in Spanish language classroom. *Teacher: Journal of the Faculty of Education - Bitola*, 23(1); 5-21.

Kolak, A., Markić, I. and Horvat, Z. (2021). Tko je tvoj najbolji prijatelj? – dimenzije kvalitete prijateljskoga odnosa. – *Hrvatski časopis za odgoj i obrazovanje*, 23(3), 767-793.

Klemenčić, M., Kolak, A. and Stojanac, M. (2021). Different pedagogical approaches to the education of gifted pupils in European cultural tradition. In: Mlinarević, V., Brust Nemet, M. and Husanović Pehar, J. (ed.) *Intercultural education, Obrazovanje za interkulturalizam: - conference proceedings*. Faculty of Education, Josip Juraj Strossmayer University of Osijek, Croatian Academy of Sciences and Arts, the Centre for Scientific Work in Vinkovci, 205-225.

Kolak, A., Markić, I. and Kolak, J. (2021). Non-native language speaking students in class cohesion. In: Mlinarević, V., Brust Nemet, M. and Husanović Pehar, J. (ed.) *Intercultural education, Obrazovanje za interkulturalizam: - conference proceedings*. Faculty of Education, Josip Juraj Strossmayer University of Osijek, Croatian Academy of Sciences and Arts, the Centre for Scientific Work in Vinkovci, 157-171.

Kolak A., Markić I., Horvat Z., Stojanac M. and Klemenčić M. (2021). When the parent becomes the teacher - attitudes on distance learning in the time of corona-teaching from parents' perspective. *The Turkish Online Journal of Educational Technology*, 20(1), 85-94.

Kolak, A. and Markić, I. (2020). Međuvršnjački prijateljski odnosi u razrednom odjelu. *Metodički ogledi*, 27(2), 105-128.

Kolak, A., Markić, I. and Horvat, Z. (2020). (Pre)opterećenost učenika "koronastavom". In: Strugar, V., Kolak, A. and Markić, I. (ed.) *Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19*. HAZU Zavod za znanstvenoistraživački i umjetnički rad u Bjelovaru; Hrvatsko pedagojsko društvo; Element d.o.o., 108-146.

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Zagreb, Bjelovar, HAZU Zavod za znanstvenoistraživački i umjetnički rad u Bjelovaru; Hrvatsko pedagoško društvo; Element d.o.o., 47-86.

Kolak, A. and Markić, I. (2019). Dimensions of intimacy as determinant of quality of peer friendly relationships. In: Vopava, J., Douda, V., Kratochvil, R. and Konecki, M. (ed.) *Proceedings of MAC 2019*. MAC Prague Consulting Ltd. 184-192.

Kolak, A. and Markić, I. (2018). Curiosity and students' questions in the teaching process. In: Carmo, M. (ed.) *Education Applications & Developments III Advances in Education and Educational Trends Series*. InScience Press, 24-34.

Krampač-Grljušić, A. and Kolak, A. (2018). Peer relations in inclusive classes. *Research in Pedagogy*, 8(1), 17-35.

Kolak, A. (2017). Interpersonal Relationships and School Quality. *The Turkish online journal of educational technology*, 419-424 .

Kolak, A. and Markić, I. (2017). Analysis of student's questions in the teaching process. In: Mafalda, C. (ed.) *International Conference on Education and New Developments (END 2017): proceedings*. InScience Press, 478-480.

Kolak, A. and Markić, I. (2017). Teaching process analysis – From the Perspective of Communication Symmetry. *Journal of Teaching and Education*, 06(2), 353–359.

The number of successful mentorships realized by defence of doctoral dissertations

3

Ordinal Number: 4.

Title, name and surname of the mentor: Assistant Prof. Barbara Kušević, PhD

Title of the Institution where she is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Papers published in the past five years which qualify her as an active researcher or artist in the scientific or artistic field in which the doctoral studies are being proposed

Kušević, B. (2017). Nacrtajte mi jednu idealnu obitelj... Hegemonijske konstrukcije idealne obitelji u crtežima studenata pedagogije. *Školski vjesnik*, 66(3), 309-326.

Bartulović, M. and Kušević, B. (2017). *Queering the White Picket Fence*: a social justice take on heteronormative parenting. *Multicultural Education Review*, 9(1), 11-29.

Bartulović, M., Kušević, B. and Širanović, A. (2019). Prilog razumijevanju pedagoginje: O dispozicijama za pedagoško djelovanje. *Metodički ogledi: časopis za filozofiju odgoja*, 26(2), 105-127.

Kušević, B. (2020). What does family pedagogy deal with? Position of family pedagogy in Croatian and foreign scientific space. *Zbornik instituta za pedagoška istraživanja*, 52(1), 40-80.

Bartulović, M. and Kušević, B. (2020). Understanding LGBTIQ parents' transformative potential in educational context. *Intercultural Education*, 31(1), 38-53.

Bartulović, M. and Kušević, B. (2020). Uprostorivanje seksualne i rodne različitosti u odgojno-obrazovnim ustanovama. *Sociologija i prostor: časopis za istraživanje prostornoga i sociokulturnog razvoja*, 58(2), 127-145.

Bartulović, M., Kušević, B. and Širanović, A. (2021). Moderating role of the pedagogical relationship in LGBT inclusivity of schools in Croatia. *Journal of LGBT Youth*. (online) <https://www.tandfonline.com/doi/full/10.1080/19361653.2021.1982436> (21.12. 2021.)

Štefulj, L. and Kušević, B. (2021). Suradnja obitelji, škole i lokalne zajednice – pedagozi u *double bindu*. *Školski vjesnik: časopis za pedagošku teoriju i praksu*, 70(1), 399-413.

Kušević, B. (2021). Izazovi stimuliranja autorefleksivnosti u nastavi kolegija fokusiranih na obitelji na studiju pedagogije. *Odgojno-obrazovne teme*, 4(2), 97-112.

The number of successful mentorships realized by defence of doctoral dissertations

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Ordinal Number: 5.

Title, name and surname of the mentor: Associate Prof. Zvonimir Komar, PhD

Title of the Institution where he is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Papers published in the past five years which qualify her as an active researcher or artist in the scientific or artistic field in which the doctoral studies are being proposed

Magdalena, M. and Komar, Z. (2021). Pedagogical notion of (dis)continuity in learning and its critical-pedagogical potential. *Forum Pedagogiczne*, 11(1), 299-313

Komar, Z. (2019). The Idea of Continental Pädagogik. In Kudláčová, B. and Rajský, A. (ed.) *Education and "Pädagogik" – Philosophical and Historical Reflections (Central, Southern and South-Eastern Europe)*. Peter Lang, VEDA, Publishing House of the Slovak Academy of Sciences, 42-55.

Komar, Z. (2018). Pedagogical theory of medium. *Sodobna pedagogika / Journal of contemporary educational studies*, 69(135), 290-304.

Komar, Z. (2017). Svrhovitost odgoja, obrazovanja i njezino jedinstvo s idejom čovjeka kao ono utemeljujuće pedagoškijske znanosti. *Radovi Zavoda za znanstvenoistraživački i umjetnički rad u Bjelovaru*, 0(11), 47-60.

The number of successful mentorships realized by defence of doctoral dissertations

/

Ordinal Number: 6.

Title, name and surname of the mentor: Associate Prof. Ivan Markić, PhD

Title of the Institution where he is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Papers published in the past five years which qualify her as an active researcher or artist in the scientific or artistic field in which the doctoral studies are being proposed

Markić, I. and Kolak, A. (2022). Didactic challenges in the (post)pandemic age. In: Gómez, C; López, M; Candel, T. (ed.) *INTED*. Valencia: IATED Academy, 1376-1381.

Kolak, A. Markić, I. (2022). The potential of the logotherapeutic approach in the development of peer relationships . In: Gómez, C; López, M; Candel, T. (ed.) *INTED*. Valencia: IATED Academy, 1353-1359.

Kolak, A., Markić, I. and Kolak, J. (2021). Non-native language speaking students in class cohesion. In: Mlinarević, V., Brust Nemet, M. and Husanović Pehar, J. (ed.) *Intercultural education, Obrazovanje za interkulturalizam: Conference proceedings*. Faculty of Education, Josip Juraj Strossmayer, University of Osijek, Republic of Croatia, Croatian Academy of Sciences and Arts, the Centre for Scientific Work in Vinkovci, Republic of Croatia, 157--171.

Kolak, A., Markić, I. and Horvat, Z. (2021). Who is Your Best Friend? - The Dimensions of Quality in a Friendship Relationship. *Croatian Journal of Education – Hrvatski časopis za odgoj i obrazovanje*, 23(3), 767-793.

Kolak A., Markić I., Horvat Z., Stojanac M. and Klemenčić M. (2021). When the parent becomes the teacher – attitudes on distance learning in the time of corona-teaching from parents' perspective. *The Turkish Online Journal of Educational Technology*, 20(1), 85-94.

Kolak, A. and Markić, I. (2020) Međuvršnjački prijateljski odnosi u razrednom odjelu. *Metodički ogledi*, 27(2), 105-128.

Kolak, A., Markić, I. and Horvat, Z. (2020). Kada dom postane škola (roditelj kao zamjenski učitelj). In: Strugar, V., Kolak, A. and Markić, I. (ed.) *Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19*. HAZU Zavod za znanstvenoistraživački i umjetnički rad u Bjelovaru; Hrvatsko pedagoško društvo; Element d.o.o., 47-86.

Kolak, A., Markić, I. and Horvat, Z. (2020). (Pre)opterećenost učenika "koronastavom". In: Strugar, V., Kolak, A. and Markić, I. (ed.) *Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19*. Zagreb, Bjelovar, HAZU Zavod za znanstvenoistraživački i umjetnički rad u Bjelovaru; Hrvatsko pedagoško društvo; Element d.o.o., 108-146.

Martinović, S. and Markić, I. (2020). Chess as an extra-curricular activity *Školski vjesnik: časopis za pedagoška i školska pitanja*, 69(1), 227-259.

Kolak, A. and Markić, I. (2019). Dimensions of intimacy as determinant of quality of peer friendly relationships. In: Vopava, J., Douda, V., Kratochvil, R. and Konecki, M. (ed.) *Proceedings of MAC 2019*. MAC Prague Consulting Ltd., 184-192.

Kolak, A. and Markić, I. (2018). Curiosity and students' questions in the teaching process. In: Carmo, M. (ed.) *Education Applications & Developments III Advances in Education and Educational Trends Series*. InScience Press, 24-34.

Kolak, A. and Markić, I. (2017). Teaching Process Analysis – From the Perspective of Communication Symmetry. *Journal of Teaching and Education*, 06(02), 353-359.



The number of successful mentorships realized by defence of doctoral dissertations

0



Ordinal Number: 7.

Title, name and surname of the mentor: Associate Prof. Edita Slunjski, PhD

Title of the Institution where she is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Papers published in the past five years which qualify her as an active researcher or artist in the scientific or artistic field in which the doctoral studies are being proposed

Slunjski, E. (2022) (ed.). *Što nas uči Reggio?*. Element.

Somolanji Tokić, I. and Slunjski, E. (2022). Transition, double image and a greenhouse - different perspectives on transition to school // EDULEARN22 Proceedings / Gómez Chova, Luiz ; López Martínez, Agustín ; Lees, Joanna (Eds.). Palma: IATED Academy, 2022., 2457-2464.

Slunjski, E. (2022). The Professional Learning Community – Preschool Teachers' Quality Professional Development as a Prerequisite for Improving Educational Practice and Curriculum // INTED2022 Proceedings / Gómez, Chova ; López, Martínez ; Candel, Torres (Eds.). Valencia: IATED Academy, 2022. pp. 145-152.

Slunjski, E. (2022). The Challenges of Running a Kindergarten in the Process of Improving Educational Practices INTED2022 Proceedings/ L. Gómez Chova, A. López Martínez, I. Candel Torres (Eds.), Valencia, Španjolska: IATED Academy, 2022. pp. 0572-0578.

Slunjski, E. (2022). *Izvan okvira 5, Pedagoška dokumentacija procesa učenja djece i odraslih kao alat razvoja kurikuluma*. Element.

Slunjski, E. (2021). The developmental and contextually conditioned nature of teaching and the design of an "Outside the box" curriculum // Proceedings of The 4th International Academic Conference on Education / Johnson, Laura (ed.). Barcelona, Spain: Diamond Scientific Publishing, 2021. 3., 2.

Slunjski, E. (2021). Elements and pedagogical value of the project approach in kindergarten // Proceedings of The 4th World Conference on Research in Education / Dellucci, Romina (Ed.). Paris, France: Diamond Scientific Publishing, 2021. 8., 10.

Slunjski, E. and Golubić, A. (2021). Contextual determinants of the development of children's expressive potential in kindergarten // Proceedings of GSRD INTERNATIONAL CONFERENCE, Copenhagen, Denmark, 16th November, 2021 / Prusty, Manas Ranjan (Ed.). Odisha, India: Institute for Technology and Research (ITRRESEARCH), 2021., 64-69.

Slunjski, E. (2019). *Izvan okvira 4: Mudrost vođenja: prikaz istraživanja i alati razvoja prakse vođenja*. Element.

Slunjski, E. and Golubić, A. (2018). Quality of relationships as a foundation for the development of educational practice // INTED2018 Proceedings Valencia, Spain, 2018., 9614-9619.

Slunjski, E. (2018). *Izvan okvira 3: Vođenje: Prema kulturi promjene*. Element.

Slunjski, E. and Golubić, A. (2018). Quality of relationships as a foundation for the development of educational practice // INTED2018 Proceedings Valencia, Spain, 2018., 9614-9619.

Slunjski, E. and Golubić, A. (2017). Steering the kindergarten towards a learning organization // ITEC2017, International Teacher education Conference, Proceedings Book, Volume 2 / Iman, Aytekin (Ed.), Harvard University Campus, Cambridge, MA, USA, 2017., 286-293.

Slunjski, E. (2017). Outside the Box: Change – various forms of connecting practitioners in the process of intensive kindergarten development // TOJET The Turkish Online Journal of Educational Technology, November 2017, Special Issue for INTE 2017, Special Issue for INTE 2017 (2017), 685-689.

Slunjski, E., Pavlic, K. and Vrbanc, D. (2017). Professional Learning of Leadership As A Prerequisite for Kindergarten Development // Universal Journal of Education Research / Osman Titrek, Alberto da Silva Pereira (Eds.), Porto: Porto Polytechnic University, 2017. pp. 400-405.

The number of successful mentorships realized by defence of doctoral dissertations

1

Ordinal Number: 8.

Title, name and surname of the mentor: Assistant Prof. Ana Širanović

Title of the Institution where she is employed: The Faculty of Humanities and Social Sciences of the University of Zagreb.

Papers published in the past five years which qualify her as an active researcher or artist in the scientific or artistic field in which the doctoral studies are being proposed

Bartulović, M., Kušević, B. and Širanović, A. (2021). Moderating role of the pedagogical relationship in LGBT inclusivity of schools in Croatia. *Journal of LGBT Youth*. (online) <https://www.tandfonline.com/doi/full/10.1080/19361653.2021.1982436> (21.12. 2021.)

Bartulović, M. and Širanović, A. (2021). Critical-reflexive approach to monitoring quality of integration of refugee students in elementary school in Croatia. In: Mlinarević, V., Brust Nemet, M. and Husanović Pehar, J. (ed.) *Intercultural education, Obrazovanje za interkulturalizam: Conference Proceedings*. Faculty of Education, Josip Juraj Strossmayer, University of Osijek, Republic of Croatia, Croatian Academy of Sciences and Arts, the Centre for Scientific Work in Vinkovci, Republic of Croatia, 28-41.

Bartulović, M. and Širanović, A. (2020). *Pričaš Farsi! Ali, kako?* Intervencijski akcijsko-istraživački model uključivanja djece izbjeglice u hrvatski odgojno-obrazovni sustav. In: Čulum Ilić, B. and Buchberger, I. (ed.) *Suvremeni trendovi i izazovi nastavničke profesije*. Department of Education of the Faculty of Humanities and Social Sciences in Rijeka, 143-162.

Bartulović, M., Kušević, B. and Širanović, A. (2019). Prilog razumijevanju pedagoginje: O dispozicijama za pedagoško djelovanje. *Metodički ogledi: časopis za filozofiju odgoja*, 26(2), 105-127.

Huić, A., Kranželić, V. and Širanović, A. (2019). Metodologija i rezultati kvantitativnog dijela istraživanja. In Osmak Franjić, D. and Borić, I. (ed.), *Participacija djece u školi* (pp. 100-147). Ombudsperson for Children of the Republic of Croatia, Faculty of Education and Rehabilitation

Borić, I. and Širanović, A. (2019). Temeljna polazišta razumijevanja participacije u školi. In Osmak Franjić, D. and Borić, I. (ed.), *Participacija djece u školi* (pp. 16-41). Ombudsperson for Children of the Republic of Croatia, Faculty of Education and Rehabilitation.

Širanović, A. (2018). Socijalno konstruiranje djeteta kao vrijednosti. In Hrvatić, N. (ed.), *Interkulturalne kompetencije i europske vrijednosti* (pp. 169-177). Department of Education of the Faculty of Humanities and Social Sciences in Zagreb, Visoka škola za menadžment u turizmu i informatici u Virovitici.

Širanović, A. (2017). Modeli dječje participacije u funkciji pedagoške elaboracije sudjelovanja djece. In Maleš, D., Širanović, A. and Višnjić Jevtić, A. (ed.), *Pravo djeteta na odgoj i obrazovanje: teorije, politike i prakse* (pp. 136-151). Department of Education of the Faculty of Humanities and Social Sciences in Zagreb, OMEP Hrvatska.

The number of successful mentorships realized by defence of doctoral dissertations

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A.6.3. SCIENTIFIC, ARTISTIC AND DEVELOPMENT PROJECTS ON WHICH THE DOCTORAL STUDIES PROGRAMME IS BASED

Ordinal number:

Project Title:

Project code:

Duration of project:

Project financed by:





B. DOCUMENTATION

DOCUMENTATION	YES/NO
B.1. Decision by the Faculty Council of the scientific teaching unit or the academic council of the artistic teaching unit, or other appropriate body on the proposed study programme.	
B.2. Document on the accreditation of the university graduate or university integrated under-graduate and graduate studies in the same scientific or artistic field, or in the case of interdisciplinary studies, a document on accreditation of the university graduate or integrated under-graduate and graduate studies in all fields included in those interdisciplinary studies.	YES
B.3. Proof of provision of the necessary financial resources for conducting research and teaching in the form of a statement by the proponent of the study programme or in the form of an Agreement with the university with which the study programme is jointly run.	YES
B.4. Proof of the appropriate number of employment agreements concluded with scientific teaching and/or artistic teaching staff (of the total number of hours required for the proposed study programme, at least one half should be taught by full-time employees with scientific teaching and/or artistic teaching titles), with the proponent of the programme. The ratio between the total number of permanently employed and the total number of students enrolled may not be greater than that prescribed by the <i>Regulations on the Content of Licences and the requirements for issue of a licence to perform higher education work, conduct a study programme, and reaccreditation of institutions of higher education</i> .	YES
B.5. For joint doctoral studies - an agreement with partner institutions on the joint conduct of the study programme and joint qualifications.	NO